

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE DEGREE
IN EDUCATION STUDIES (Education Studies)
AT UW-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Bachelor of Science degree in Education Studies (major: Education Studies). The development of the program responds to growing undergraduate student interest in urgent questions in domestic and global education policy and practice. Establishing the program at UW-Madison will give students the multi-disciplinary training needed to understand complex debates in education policy and to make effective and efficient use of education resources, both public and private, both domestically and internationally. Graduates will be equipped to interpret education-reform proposals and to understand the interconnections between education and other social institutions, including the justice system, the health-care system, family advocacy systems, economic development, and foreign affairs.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Madison

Title of Proposed Program

Education Studies

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution

Projected Enrollments by Year Five

Figure 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of year five, it is expected 67 students will have enrolled in the program and 16 students will have graduated from the program.

Figure 1

	Implementation Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New students (Fresh) admitted	10	15	20	22	23
Continuing (Soph) students (Junior)	0	8	13	17	20
Graduating (Senior)	0	0	7	12	14
		0	0	6	10

students					
Total enrollment per year in major	10	23	40	57	67

Tuition Structure

For students enrolled in the Education Studies program, standard tuition and fees will apply. For academic year 2016-17, the UW-Madison residential tuition and segregated fees total \$5,779.08 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$571.20 is attributable to segregated fees and \$5,207.88 is attributable to tuition.

Department or Functional Equivalent

The proposed program will reside within the Department of Educational Policy Studies.

College, School, or Functional Equivalent

The proposed program will be housed within the School of Education.

Proposed Date of Implementation

First students admitted to program: September, 2017.

INTRODUCTION

Rationale and Relation to Mission

The proposed BS-Education Studies is aligned with the strategic plans of the UW-Madison campus, School of Education, and Department of Educational Policy Studies (EPS). The program aligns seamlessly with the UW-Madison’s 2015-2019 strategic framework, specifically its connection to the Wisconsin Idea and the call to “leverage [the university’s] distinctive interdisciplinary strengths to address complex problems in the state and the world.” The proposed major also supports the School of Education’s 2015-2017 strategic priorities, reflecting a shared commitment to “produce high quality leaders for rapidly-changing learning environments at all levels,” to “promote equity and increase diversity,” and to “foster community engaged scholarship to enrich lives, transform communities and better the world.” The intent to create the BS-Education Studies was endorsed in EPS's most recent (2014) Program Review, where external reviewers “strongly recommend[ed]” that EPS house this initiative and noted that EPS faculty have “the precise blend of expertise for such a major....”

The UW-Madison Department of Educational Policy Studies is uniquely situated to provide this program. Historically, EPS has been exclusively a graduate department, offering degrees at the master’s and doctoral levels. At the same time, the department has long taught large numbers of undergraduates, from freshmen to seniors, particularly in courses on the history and sociology of education, as well as comparative/international education. The proposed BS-Education Studies is a natural evolution and extension of the department’s long-standing mission to undergraduates. Students will have the opportunity to work extensively with faculty from one of the highest ranked Education Policy Studies programs in the country.

Need as Suggested by Current Student Demand

Student interest in a BS-Education Studies degree has been gauged by enrollment in the current undergraduate Educational Policy Studies certificate, enrollment in EPS department courses, and interest expressed by students to faculty and advisors.

Student interest is evidenced by the 210 students who have pursued the undergraduate Certificate in Educational Policy Studies since its inception in 2006. In the three years 2013-2016, at least 35 students annually have declared their intent to complete the EPS certificate, with many others taking EPS courses but not formally enrolling in the certificate program. These trends indicate a large and receptive audience for the new BS-Education Studies, which will serve the growing population of students seeking a rigorous multi-disciplinary investigation of debates in education policy, as well as the social, cultural, political, and historical contexts in which these debates emerge and evolve.

UW-Madison students have also shown interest in such a degree program through their participation in the Educational Policy Studies department's freshmen-only courses, in which approximately 200 undergraduates have enrolled in the last four years. At the fall 2015 campus "Majors Fair," four first-year students approached School of Education advising staff to ask whether UW-Madison offered a non-teacher-preparation Education Studies major. Growing enrollments in these courses and in the EPS certificate program underscore the fact that there is a sizable constituency for this major.

Experience suggests that the new major will be particularly attractive to students of color and to other underrepresented undergraduate populations on campus: individuals who often express a strong interest in issues of inequality and social justice and who, in general, seek opportunities to study these dimensions of educational policy among a critical mass of students with diverse but overlapping interests. School of Education advisors report consistent and growing interest among incoming freshmen and transfer students of color who want to study education and social policy broadly. These undergraduates are a natural constituency for the proposed BS-Education Studies.

The demand for existing UW-Madison majors is not expected to be significantly affected by this new program. Some students who might have chosen degrees/majors in the College of Letters and Science may select this degree program instead. Several students consulted about the new degree have indicated an interest in completing the Education Studies program with an additional L&S major, which the degree program would permit without requiring more than four years and 120 credits of college work.

Need as Suggested by Market Demand

Students pursuing the BS-Education Studies will fill employment gaps in local and state-level educational policy-making agencies; state and national think tanks doing work on education and social policy; parent-based organizations for schools; community social-service organizations; philanthropic and non-profit foundations; workforce-development offices; as well as agencies doing business in the realm of international education. Job titles available to graduates with a BS-Education Studies degree include education administrator; educational policy analyst; non-profit organization director; educational researcher in a for-profit company

(e.g., EDC or SRI); educational software development staff; educational games designer; educational exhibit coordinator for a museum or science center; design advisor for a playground equipment company; toy company educational advisor (for product development); textbook company staff writer; test company staff (e.g., ETS); tutoring company director.

Market demand for several of these employment options was determined to be as follows:

Education administrator (Other). Wisconsin State Department of Workforce Development data indicate an anticipated 10% growth in “Educational Administrators, All Other” between 2012 and 2022. (This category excludes K-12 school administrators, early childhood administrators, and post-secondary educators.) Nationwide, the U.S. Bureau of Labor Statistics (BLS) projects an increase of 4% in “Educational Administrators, All Others” between 2014 and 2024. These positions typically require an entry-level educational background of a bachelor’s degree.

Policy analyst. The Bureau of Labor Statistics does not classify policy analysts as a separate occupation and, therefore, does not have data on their employment or earnings. These workers are counted by their research specialty and may be trained as political scientists, economists, sociologists, lawyers, urban and regional planners, or natural scientists. The Association for Public Policy Analysis and Management (APPAM) notes on its website that “The new public sector is about linkages between governments, nonprofits, NGOs, universities, and the private sector. All have a role to play in responding to today’s pressing issues. Professionals now move among the sectors in their careers, shifting jobs as opportunities present themselves.” The BS-Education Studies will be uniquely positioned to prepare graduates who can move flexibly between these sectors, bringing critical foundational skills to their work.

Non-profit organization leadership. According to the Bureau of Labor Statistics, the percent change in employment of community service managers (including non-profit leadership) between 2014 to 2024 is projected at 10%, above the 7% average growth rate for all occupations. In a more specific projection reported by Concordia University, education-related positions account for 15% of all nonprofit employment, indicating that education-related jobs within nonprofits will have a strong job outlook.

Emerging Knowledge and Advancing New Directions
Not applicable.

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

The proposed degree program is a good fit with existing programs in the School of Education and on the UW-Madison campus. The BS-Education Studies program fills a gap in the School of Education’s undergraduate education program array by complementing our high-quality teacher-preparation programs without affecting their enrollments.

As evidenced by the letters of support from multiple departments in the College of Letters and Science, the program will fit well with L&S majors—such as Sociology, Anthropology, History, and Political Science—that have existing disciplinary ties to education issues. The major also adds to the important and popular set of programs that offer undergraduates a focus on global/international issues. There appears to be no overlap with existing undergraduate programs on campus.

Other Programs in the University of Wisconsin System

Among four-year institutions in the UW-System, only the University of Wisconsin-Milwaukee offers a non-teaching education major. UW-Milwaukee's major in Educational Studies emphasizes adult education and training, youth leadership, and workforce development. The program specifically prepares students for “designing, developing and delivering educational programs and classes to adults and youth learners in a variety of non-school organizations and nonprofit, community-based, post-secondary settings.” This program delivers courses online, in the evening, and on weekends.

In contrast, the proposed BS-Education Studies at UW-Madison will focus on the multi-disciplinary examination of education policy, both domestic and international. Particular emphasis is placed on the ways in which education policies and practices are analyzed and discussed from various disciplinary perspectives, notably history, sociology, anthropology, political science, and comparative/international education. To clearly distinguish it from the School's teacher-education programs, the major does not include pedagogy courses or disciplinary teaching methods courses. Classes will be offered on a traditional school-day schedule. The audience for this major is expected to be on-campus UW-Madison undergraduates.

Collaborative Nature of the Program

While administration of the degree program resides with the Department of Educational Policy Studies, the proposed program is a multi-departmental effort involving collaboration between the departments of Educational Policy Studies, Curriculum and Instruction, and Educational Psychology. Students will be required to take at least one course from the Department of Educational Psychology and will likely take additional major breadth courses from both Educational Psychology and Curriculum and Instruction. The major will draw on EPS's strong ties with UW-Madison's College of Letters and Science through faculty affiliated with the departments of History, Philosophy, Sociology, Anthropology, and Geography.

Faculty from UW-Madison and UW-Milwaukee are also planning to meet during summer 2016 to discuss possibilities for programmatic interfacing across their respective Education Studies majors.

Diversity

The UW-Madison School of Education places a very high value on diversity, equity, and inclusion in all its programs. The faculty in the Department of Educational Policy Studies are particularly noted for their scholarship in these areas, with expertise in the history of equal educational opportunity; the sociology of school districts undergoing demographic change; the

governance structures that help and/or hinder ethnic and racial equity and diversity in both school and out-of-school education contexts; the forms of discrimination related to gender and sexuality that affect education both domestically and globally; the approaches to cultural and linguistic diversity that shape formal and informal education in the United States and abroad, etc.

The principles of multiculturalism form the programmatic foundation of the proposed BS-Education Studies. The curriculum encourages students to reflect on the meanings and manifestations of cultural diversity in all forms, both locally and globally. Course readings draw from traditions of scholarship (and other media) that represent diverse perspectives and expose students to education policy debates that address populations differing by race, gender, class, and sexuality, as well as language, nationality, religion, and political ideology. A core aim of the BS-Education Studies major is to encourage students to consider the ways in which their own social contexts may differ from others and to give students as much practice as possible in the analysis of educational policies from diverse viewpoints. These habits of mind are the foundation of complex understanding and effective social policy-making in all fields, including education.

To advance these aims, EPS and its partnering departments are committed to attracting faculty and staff from diverse backgrounds. The department has been successful in recruiting faculty as well as graduate students from traditionally under-represented backgrounds and/or targeted minority groups (EPS graduate students regularly serve as Lecturers and Teaching Assistants in undergraduate courses). Currently, 30 percent of EPS faculty and 50 percent of EPS graduate students come from under-represented backgrounds and/or targeted minority groups. The diversity of the department's instructional staff will significantly enhance the learning opportunities available to students who pursue the proposed BS-Education Studies.

The following strategies will be used to monitor the program around issues of diversity, equity, and climate:

- Tracking demographics of students and faculty
- A program-satisfaction questionnaire of current students will include questions addressing diversity, equity, and climate issues. Questions related to barriers to success in the program will also be included.
- As the UW-Madison 2014 Diversity Framework evolves, recommendations will be incorporated into the curriculum and program activities.

***Governance and leadership structure**

The Education Studies degree will be housed in the Department of Educational Policy Studies within the School of Education. The EPS Executive Committee will provide oversight of the program. The EPS department faculty will have primary responsibility for curriculum design, implementation, and evaluation of the program. Findings of program evaluation, including trends in enrollment, will be closely monitored and reported to the EPS Executive Committee annually.

The EPS chair will manage the day-to-day operation of the program and, with administrative support, will (1) oversee the implementation of the instructional program,

including, but not limited to, teaching needs, class schedules, and curriculum revision; (2) oversee needs-assessment and program-evaluation activities; and (3) maintain communications with the departments of Educational Psychology and Curriculum and Instruction, the Registrar's Office, and the Dean's Office.

Student Learning Outcomes

Learning Outcome #1: Students will formulate research-based arguments on topics in education policy using academic literature, including both primary and secondary sources.

Learning Outcome #2: Students will demonstrate an understanding of the social, cultural, and/or historical contexts of education policy.

Learning Outcome #3: Students will examine education policy from multiple theoretical perspectives (e.g., ethical/philosophical, economic/political, etc.).

Learning Outcome #4: Students will learn to use different historical and/or qualitative social-science methods to answer major questions in education policy research, both contemporary and enduring.

Learning Outcome #5: Students will analyze education policy issues from diverse perspectives related to race, class, and/or gender, and other forms of social difference.

Program Objective

Graduates will be equipped to interpret major debates in education policy, both domestically and globally. Additionally, graduates will be able to look for and understand the interconnections between education and other major social institutions, including the justice system, the health-care system, family advocacy systems, economic development, and foreign affairs.

Assessment of Objectives

An assessment plan has been developed per the UW-Madison Provost's Office guidelines for the degree program, including a comprehensive plan to evaluate all learning goals at least every three years. Included in the plan are the following assessments:

1. Indirect Assessment: Annual course evaluations will include standard questions about the major's five central Learning Outcomes. Annually a faculty panel will examine a summary of course evaluations to assess the program's success in achieving these outcomes. Other possible indirect assessments include (1) student satisfaction surveys or exit interviews and (2) alumni surveys at 1-, 5-, and 10-year intervals post-graduation.
2. Direct Assessment: Selected course paper assignments will require students to demonstrate mastery of Learning Outcomes #1-5. Every three years a faculty panel will examine a sample of course papers to assess the program's success in meeting these goals.

Implementation:

As indicated above, a panel composed of faculty in the Department of Educational Policy Studies will be responsible for the regular and ongoing assessment of the program. Course instructors will have responsibility for ongoing assessment as it relates to

individual courses. Annually, the EPS faculty will review program assessment information. This will include a review of course enrollments, overall program enrollments, degree completion, and time-to-degree. Program changes based on assessment information will be implemented by the department faculty.

See Appendix A for more detailed information on program assessment.

Program Curriculum

Major coursework (30 credits) to include core courses (9 credits), depth requirements (minimum of 12 credits); and breadth requirements (minimum of 9 credits). Major depth and breadth requirements will occur through two concentrations forming the structure of the major: (1) the U.S. Concentration; and (2) the Global Concentration.

I. Core Courses (9 credits). All students who undertake the BS-Education Studies will be required to take:

- i. ED POL 300 School and Society*
- ii. ED POL 340 Comparative Education
- iii. ED POL/HISTORY 412 History of American Education*

(*Designated sections of these courses will fulfill the UW-Madison “Communication Part B” requirement)

II. Depth Requirements (12 credits). Students will choose a minimum of four courses (12 credits) in one of two concentrations (U.S. or Global) to facilitate in-depth study of education policy and practice:

U.S. Concentration

ED POL 140 Introduction to Education
ED POL 150 Education and Public Policy
ED POL 200 Race, Ethnicity and Inequality in American Education
ED POL 210 Youth, Education, and Society
ED POL 450 Rethinking After-School Education
ED POL 460 Immigration, Education, and Equity
ED POL 478 Comparative History of Childhood and Adolescence
ED POL 500 Social Issues in Education
ED POL 505 Issues in Urban Education
ED POL 510 Urban School Policy
ED POL 518 Introduction to Debates in Higher Education Policy
ED POL 567 History of African-American Education
ED POL 570 Anthropology and Education
ED POL/GWS 560 Gender and Education
ED POL/PHIL 545 Philosophical Conceptions of Teaching and Learning
ED POL/PHIL 550 Philosophy of Moral Education
ED POL/HIST 622 History of Radical/Experimental Education in US/UK
ED POL/HIST 665 History of the Federal Role in US Education

ED POL/SOC 648 Sociology of Education

Global Concentration

ED POL 140 Introduction to Education

ED POL 317 School and Society: Colonialism and Schools

ED POL 335 Globalization and Education

ED POL 460 Immigration, Education, and Equity

ED POL 478 Comparative History of Childhood and Adolescence

ED POL 591 Schooling and the Rights of Children

ED POL 595 Language Politics, Ethnicity, and Education

ED POL 675 Introduction to Comparative and International Education

ED POL 677 Education, Health, and Sexuality

ED POL/GWS 560 Gender and Education

ED POL/HIST 622 History of Radical/Experimental Education in US/UK

III. Breadth Courses (a minimum of 9 credits, to include at least one course from the following three ED PSYCH courses:

ED PSYCH 320 Human Development in Infancy and Early Childhood

ED PSYCH 321 Human Development in Adolescence

ED PSYCH 331 Human Development: Childhood through Adolescence

Additional breadth-course options:

CURRIC 240 Critical Aspects of Teaching, Schooling, and Education

ED PSYCH 320 Human Development in Infancy and Early Childhood

ED PSYCH 321 Human Development in Adolescence

ED PSYCH 331 Human Development—Childhood through Adolescence

ED PSYCH 326 Mind, Brain, and Education

ED PSYCH 506 Contemporary Issues in Educational Psychology

ED PSYCH 521 Adolescent Development in Educational Contexts

ED PSYCH 533 Thinking, Feeling, and Learning

ED PSYCH 541 Applied Behavior Analysis in Classrooms

ELPA 640 Legal Rights and Responsibilities for Teachers

Admissions

Students may be admitted directly to the BS-Education Studies program upon admission to the campus. Students choosing to transfer from another campus school/college must have at least a 2.5 cumulative campus grade-point average to be admitted. (This is the School of Education required minimum GPA to be in good academic standing.) Advising for admission will be provided by staff within the School's Education Academic Services.

Recruitment will be handled mainly through the UW-Madison Office of Admissions and Recruitment, as is the case for all undergraduate programs on this campus. Staff in the School's Education Academic Services (EAS) and Office of Undergraduate Recruitment and Retention (OURR) will work with Undergraduate Admissions and Recruitment on text for the campus undergraduate admissions materials and for development of ancillary documents and web

resources. Staff will highlight this new major with prospective students at weekly meetings, recruitment fairs, major fairs, and other events.

***Programmatic Curriculum Details**

The proposed BS-Education Studies degree will require 120 credits for completion. This will include 40 credits of university general-education requirements and School of Education Liberal Studies (breadth) requirements, as well as a 30-credit major (see Appendix B). As noted above, major coursework will consist of three core courses (9 credits) that all students must take; depth requirements (minimum of 12 credits); and breadth requirements (minimum of 9 credits). Aside from the core courses, garnering these credits will occur through two “concentrations”—“U.S.” and “Global”—that form the basic structure of the major.

Besides the major requirements and Liberal Studies requirements, BS-Education degree students must complete these additional graduation requirements based on UW-Madison course work:

- Total credits (based on course work at UW-Madison and courses transferred to UW-Madison): 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, excluding retroactive credits and credits granted by examination. Credits are considered “in residence” if they are earned for UW-Madison course work, including courses taken on a UW-Madison administered study-abroad program.

Future courses with global content that are planned for the Education Studies major are indicated below. These courses are currently being prepared for review by the School of Education Programs (curriculum) committee.

- 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

Projected Time to Degree

Students are expected to complete the BS-Education Studies in four years. All three core courses (300, 340, and 412) are offered every semester (in both Fall and Spring) as well as every summer. Moreover, the faculty in Educational Policy Studies offer (at least) three different undergraduate elective courses each term, for a total of six per year. A typical student could thus complete up to 12 credits in the major per semester, making the 30-credit total, alongside the additional degree requirements, readily achievable within four years. In fact, students should be

able to complete these requirements in four years even with the addition of either campus-level requirements, a domestic internship, study-abroad experience, or additional L&S major.

Program Review Process

The degree program will be subject to UW-Madison program review policies and processes. In keeping with the program review policies of UW-Madison's University Academic Planning Council (UAPC), the School of Education will initiate a review of this program five years after it is first implemented. The initial formal program review is expected to be completed in AY 2021-2022. Thereafter, the program will be scheduled for regular ten-year reviews. Reviews will be conducted under standard UW-Madison and School of Education program review guidelines.

The Education Studies program will engage in ongoing internal review through a structured assessment and review process as described in the Assessment of Objectives section and Appendix A. Direct and indirect assessment data of student learning will be compared to the established learning outcomes for the program. Program faculty will systematically evaluate the data and the quality of student learning occurring in the program.

UW-Madison has adopted a self-study template for the review process that asks guiding questions including identification of strategies the program employs to identify and address issues of diversity, equity, and climate within the program. Program responses within these reviews, combined with student enrollment/admission data provided by the School of Education dean's office, will create a picture of the program's climate.

Institutional Review

Education Studies will be subject to the following governance committees for academic approvals:

- Department of Educational Policy Studies Executive Committee
- School of Education Programs Committee
- School of Education Academic Planning Council
- University Academic Planning Council

Accreditation

This program will not be governed by an accrediting body and thus is not subject to accreditation.

***Advising and Student Services**

Academic advising for the proposed BS-Education Studies will be provided by staff in the UW-Madison School of Education dean's office (primarily Education Academic Services). Currently, these staff advise students choosing the Educational Policy Studies certificate. Advising staff members will help students clarify their academic goals; provide information about options, requirements, policies, and procedures; aid students in curriculum planning; and assist students to monitor and evaluate their educational progress. Advising resources are available for this program due to the transition of another School of Education program from the undergraduate to the graduate level over the last two years. EAS staff will also be primarily

responsible for developing, disseminating, and updating advising materials, including recruitment materials, handouts for new students, and the Undergraduate Catalog.

Under-represented students in the School obtain additional advising, financial counseling, and support from staff of the School's Office of Undergraduate Recruitment and Retention, a unit of the School's Student Diversity Programs. Education Academic Services and OURR staff are under the same leadership (associate dean for student academic affairs), are housed together, and work collaboratively for the benefit of under-represented undergraduates.

Career advising, career counseling, and career services will be provided by the School's Career Center, which provides career advising, career counseling, and career services (i.e., support in resume and cover letter writing, interviewing skills, etc.) to all undergraduates and graduate students in the School. The Career Center has a long and distinguished history of effectiveness with teacher-education students, the vast majority of whom obtain either full- or part-time positions immediately upon graduation. The unit is prepared to provide these same excellent services to Education Studies majors.

An EPS department administrator/student status examiner will manage key support tasks, including course scheduling, enrollment and course access, the management of website information, and communications with the Registrar's Office.

***Program Faculty, Instructional Staff, and Other Key Personnel**

Currently, the EPS faculty includes 11 tenured or tenure-track faculty and 11 faculty affiliates (EPS will search during the 2016-2017 for an Assistant or Associate Professor in Comparative and International Education, to begin in Fall 2017, when the Education Studies major is expected to launch). The Department of Education Psychology includes 20 tenured or tenure-track faculty, and the Department of Curriculum and Instruction includes 34 tenured or tenure-track faculty.

EPS Faculty

Full Professors

Lesley Bartlett

Stacey Lee

Adam Nelson

William Reese

Associate Professor

Nancy Kendall

Assistant Professors

Bianca Baldrige

Kathryn Moeller

Linn Posey-Maddox (to be considered for tenure and promotion in 2016-2017)

Walter Stern

Erica Turner

EPS Faculty Affiliates

Michael Apple, John Bascom Professor of Curriculum and Instruction
Geoffrey Borman, Professor of Educational Leadership and Policy Analysis
Harry Brighouse, Professor of Philosophy
John Diamond, Professor of Educational Leadership and Policy Analysis
Adam Gamoran, John D. MacArthur Professor of Sociology
Eric Grodsky, Associate Professor of Sociology
Gloria Ladson-Billings, Kellner Family Distinguished Chair in Urban Education and
Professor of Curriculum and Instruction
Kris Olds, Professor of Geography
John Rudolph, Professor of Curriculum and Instruction and History of Science
Julie K. Underwood, Professor of Educational Leadership and Policy Analysis

EPS Support Staff

Mary Jo Gessler, Department Administrator
Joseph Hammes, Chair's Assistant

***Resource and Fiscal Consideration**

Overview of funding source and resource needs. The instructional and administrative resources for this new program will come from the existing resources of the Department of Educational Policy Studies. The department and its partnering departments, Curriculum and Instruction and Educational Psychology, will be able to offer all courses related to this major and degree program. Advising for the new major will be provided by staff from Education Academic Services, School of Education.

Additional workload and staffing. The instructional staff for this program includes existing tenured or tenure-track faculty as well as Teaching Assistants. As course enrollments grow, Teaching Assistants may be added using resources allotted under UW-Madison's new budget model.

Staffing needs beyond the immediate program. Since advising for this program will be managed by Education Academic Services in the School of Education, no additional staffing needs are anticipated beyond the immediate program.

***Letters of Support** (see Appendix C)

Karl Scholz, Dean, College of Letters and Science (forthcoming)
Soyeon Shim, Dean, School of Human Ecology (forthcoming)
M. Elizabeth Graue, 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

Institutional Commitment

(This letter is not part of the narrative of the authorization but an accompanying signed letter).

Dear President Reilly:

Please attach a Letter of Commitment from the Provost outlining governance processes, institutional support, quality control, assurance of resources—and if necessary, where the money to finance the program is coming from (outside sources, re-allocation, closing of programs, etc.). This letter is intended to assure the Regents that the Provost is fully behind this program, and, in fact, recommends it to President Reilly and the Regents for adoption and inclusion into the System array.

Appendix A: DEGREE PROGRAM LEARNING GOALS AND METHODS OF ASSESSMENT

DEPARTMENT OF EDUCATIONAL POLICY STUDIES

SPRING 2016

UNDERGRADUATE—B.S. IN EDUCATION STUDIES

Learning Goals

Learning Goal #1: Students will formulate **research-based arguments** on topics in education policy using academic literature, including both primary and secondary sources.

Learning Goal #2: Students will demonstrate an understanding of the **social, cultural, and/or historical contexts** of education policy.

Learning Goal #3: Students will examine education policy from multiple **theoretical perspectives** (e.g., ethical/philosophical, economic/political, etc.).

Learning Goal #4: Students will learn to use different **historical and/or qualitative social-science methods** to answer major questions in education policy research, both contemporary and enduring.

Learning Goal #5: Students will analyze education policy issues from diverse **perspectives related to race, class, and/or gender**, and other forms of social difference.

Methods of Assessment

1. Indirect Assessment: Annual course evaluations will include standard questions about Learning Goals 1, 2, and 5. Every year, a faculty panel will examine a summary of these evaluations to assess our program's success in meeting these goals.

2. Direct: Selected course paper assignments will require students to demonstrate mastery of Learning Goals 3 and 4. Every three years, a faculty panel will examine a sample of these course papers to assess our program's success in meeting these goals.

Implementation

1. **Who is responsible for assessment?** The professors in charge of each course.

2. **What is the plan for review of the assessment information?** An annual meeting of the program faculty, which includes a review of course enrollment information, degree completion, and student performance.

3. **What is the plan for production of the annual report?** An annual summary report includes a review of course enrollment information and degree completion as well as any recommendations for program improvement.

4. **How will recommendations be implemented?** The faculty will adjust their instruction to implement recommendations outlined in the annual summary reports.

Ugrad. Course	LG1: arguments	LG2: contexts	LG3: theories	LG4: methods	LG5: perspectives
140	X	X			X
150	X	X	X		X
210	X	X	X		X
300 (required)	X	X	X		X
340 (required)	X	X	X	X	X
412 (required)	X	X		X	X
460	X	X	X	X	X
505	X	X	X	X	X
570	X	X	X	X	X
648	X	X	X	X	X
677	X	X	X	X	X

Appendix B: BS-Education Studies—General Education and Liberal Studies 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. 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, 395, 397, 398, 403, 408, 412, 416, 427, 428, 434, 460, 461, 462, 468, 490
 - 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
 - History Department—U.S. History: 101, 102, 109, 150, 160, 161, 219, 221, 227, 245, 262, 272, 302, 329, 343, 344, 353, 354, 393, 110, 112, 115, 119, 120, 123, 124, 208, 215, 223, 224, 253, 254, 271, 303, 307, 309, 312, 313, 314, 318, 323, 333, 334, 349, 350, 351, 352, 357, 358, 359, 360, 361, 367, 368, 369, 370, 373, 374, 410, 417, 418, 419, 420, 424, 425, 426, 431, 432, 437, 467, 470, 474, 475
- **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
 - Art History 203, 241, 305, 307, 308, 354, 371, 372, 379
 - 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)
 - East Asian Languages and Literature 235, 253, 277, 300, 337, 350, 351, 352, 353, 354, 356, 363, 364, 367, 371
 - 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, 356, 377
 - History 103, 104, 105, 108, 130, 135, 138, 142, 144, 205, 225, 226, 241, 242, 244, 246, 252, 255, 260, 265, 276, 277, 278, 279, 297, 309, 319, 335, 337, 341, 342, 377, 378, 379
 - 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
 - Religious Studies 110, 205, 206, 235, 309, 350, 352, 355, 357, 363, 364, 367, 370, 377, 379
 - 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



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,

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

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



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-term 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

Beth Janetski

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>

Teenage Citizens: The political theories of the young. 2013, Constance Flanagan. Harvard University Press. 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/UCwKY6Aff5D6QhMCDqjAGhCQ?feature=watch>
<http://sohe.wisc.edu/staff/connie-flanagan/>



School of Human Ecology
UNIVERSITY OF WISCONSIN-MADISON

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,

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



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

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,

A handwritten signature in black ink, appearing to read 'James H. Sweet'. The signature is fluid and cursive, with a prominent initial 'J'.

James H. Sweet, Chair

Department of History
University of Wisconsin-Madison

3211 Mosse Humanities Bldg 455 North Park Street Madison, WI 53706-1483
608/263-1800 Fax: 608/263-5302 <http://history.wisc.edu>



DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF WISCONSIN - MADISON

MADISON, WISCONSIN 53706-1393 U.S.A.

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



DEPARTMENT OF SOCIOLOGY
8128 Sewell Social Science Building
1180 Observatory Drive
Madison, Wisconsin 53706-1393
(ph) 608-262-4896 (fax) 608-265-5389
www.ssc.wisc.edu/soc

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,

A handwritten signature in black ink that reads "Pamela E. Oliver".

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



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

October 26th 2015

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

Department of Philosophy

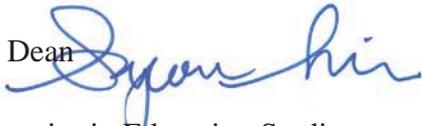
University of Wisconsin – Madison 5185 Helen C. White, 600 N. Park St., Madison, WI 53706
608/263-3700 608/263-5335 Fax: 608/265-3701



School of Human Ecology
UNIVERSITY OF WISCONSIN-MADISON

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.

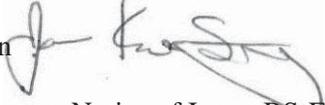
Office of the Dean



COLLEGE OF
Letters & Science
UNIVERSITY OF WISCONSIN-MADISON
The Heart of a Great University

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.

Office of the Dean

College of Letters & Science, The Heart of A Great University

Office of the Dean 105 South Hall 1055 Bascom Mall Madison, Wisconsin 53706-1394
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