

EDUCATIONAL POLICY STUDIES, BS

The Educational Policy Studies degree program, formerly the Education Studies program, addresses urgent questions related to domestic and global education policy and practice. Majors become thought leaders who engage critically and ethically in educational policy debates and practice. While pursuing Educational Policy Studies, students (<https://eps.education.wisc.edu/current-students/student-profiles/>):

- Analyze the relationships among education, inequality, and social justice
- Investigate local, national, and global connections between education and other policy areas, including housing, healthcare, migration, justice, political reform, economic development, and foreign policy
- Explore contemporary educational issues from early childhood through K-12, higher education, and the workforce
- Engage in community-based learning, study abroad and study away, career development, internships, and research experiences related to education
- Compete for grants (<https://eps.education.wisc.edu/about/student-awards/>) for research or applied work and awards (<https://eps.education.wisc.edu/about/student-awards/>) in writing, research, and community-engaged scholarship
- Acquire qualitative, quantitative, philosophical, and historical research skills to study current issues in education policy and apply knowledge to practice

Through coursework, projects, advising, and independent studies, the Educational Policy Studies major prepares students for work in educational settings such as:

- Governmental agencies
- Non-governmental organizations (both domestic and international)
- Think tanks and policy institutes
- Community organizations
- Corporate, community, and non-traditional educational spaces

Graduates might serve as education and policy analysts, education specialists, policy researchers, education advocates, program directors, community-based educators or youth workers, education trainers, or in other positions of institutional leadership. They will also be well prepared to work in government, education, and social justice-related organizations, or to pursue advanced studies in education or educational policy at the master's and doctoral level.

Graduates will receive a Bachelor of Science degree in Educational Policy Studies from the School of Education. This program does not lead to teacher certification, but it can enhance and complement teacher preparation programs. Students interested in gaining teaching licenses after graduation should connect with the School of Education Student Services (<https://education.wisc.edu/academics/undergrad-majors/academic-advising/>) office or the School of Education Career Center (<https://careercenter.education.wisc.edu/>) office on campus to discuss their options.

"There were two classes I took in the same semester that made me switch my major to Educational Policy Studies completely. They were ED POL 412: History of American Education and ED POL 300: School and Society. ED POL 412 was about how education came to be from the colonial time period in the United States through the present day. ED POL 300 is a class that makes us ask questions like, 'how does our society influence our schools?' and 'how do our schools influence our society?,' all within the context of the United States. Both courses were really interesting to me."

– Abby Stoa (read more (https://education.wisc.edu/news/abby-stoa-from-the-school-of-educations-educational-policy-studies-major/?utm_source=Early_AD&utm_medium=email&utm_campaign=EPS_majors&utm_id=st))

HOW TO GET IN

HOW TO GET IN PROGRAM DECLARATION OVERVIEW

The Educational Policy Studies major may be completed either as the primary major or as an additional ("double") major.

Primary Major in Educational Policy Studies

Undergraduate students interested in completing the Bachelor of Science–Educational Policy Studies degree program will fulfill the School of Education's liberal studies and other degree requirements in addition to the 30 credits required for the Educational Policy Studies major.

Additional Major in Educational Policy Studies

Undergraduate students from all schools and colleges on campus (including the School of Education) may declare Educational Policy Studies as an additional major. Students completing Educational Policy Studies as an additional major do not need to complete the School of Education's liberal studies and other degree requirements. For declaration information, go directly to the Additional Major in Educational Policy Studies (p. 2) section below.

ENTERING THE SCHOOL OF EDUCATION New and Current UW–Madison Students

Incoming freshmen enter directly into the Bachelor of Science–Educational Policy Studies degree program upon admission to UW–Madison; list Educational Policy Studies as the intended major. No additional declaration to Educational Policy Studies is required. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information.

All other on-campus students will submit a declaration form following a meeting with an advisor in the School of Education Student Services office, 139 Education Building. Call 608-262-1651 or email studentservices@education.wisc.edu, to schedule an appointment; current students can also schedule an appointment online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW.

Prospective Transfer Students

Transfer students must be admissible to the university to enroll in a School of Education degree program. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Transfer students enter directly into the Bachelor of Science–Educational Policy Studies degree program upon admission to UW–Madison; list Educational Policy Studies as the intended major. No additional declaration to Educational Policy Studies is required. Prospective transfer students are

strongly advised to meet with an advisor in the School of Education Student Services office, 139 Education Building, in advance of their application. Consultations with advisors are available in person, virtually, or via telephone. To schedule, call 608-262-1651 or email studentservices@education.wisc.edu. Requirements and selection criteria may be modified from one declaration period to the next. .

Students With A Previous Degree

Prospective students who already hold an undergraduate degree must be admissible to the university to enroll in a School of Education degree program. See UW-Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information.

Applicants must also meet the following criteria for admission as a second undergraduate degree candidate in the School of Education. Candidates must:

- be seeking a new major that is substantially different from their previous degree work;
- need to complete at least 15 upper-level credits in the new major;
- need to complete at least 30 credits beyond their previous coursework.

When admitted, second degree candidates enter directly into the Bachelor of Science–Educational Policy Studies degree program. No additional declaration to Educational Policy Studies is required.

Prospective students who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office, 139 Education Building, in advance of their application to UW-Madison. Consultations with advisors are available in person, virtually, or via telephone. To schedule, call 608-262-1651 or email studentservices@education.wisc.edu. (studentservices@education.wisc.edu)

DECLARATION AND ADMISSION

While new first year students and off-campus transfers are admitted directly to the Bachelor of Science–Educational Policy Studies degree program, all other current UW-Madison students seeking to enter the BS–Educational Policy Studies degree program must consult with an advisor in the School of Education Student Services office, 139 Education Building, prior to submitting a declaration form. Current students can schedule an appointment with an advisor online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at studentservices@education.wisc.edu, by calling 608-262-1651, or in person.

Criteria for Admission

Eligibility to declare the Bachelor of Science–Educational Policy Studies degree:

- Cumulative grade point average of at least a 2.5 based on UW-Madison campus coursework, as modified by the Last 60 Credits Rule described below. Note: Students declaring Educational Policy Studies as an additional major are not held to this requirement.
- Submission of all required declaration materials, including program declaration form and transcripts.

Requirements and selection criteria may be modified from one declaration period to the next.

Last 60 Credits Rule

Two grade point averages may be calculated to determine candidates' eligibility to programs. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which a grade has been earned.) More information on this rule is available here (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationtext>).

ADDITIONAL MAJOR IN EDUCATIONAL POLICY STUDIES

Undergraduate students from all schools and colleges on campus (including the School of Education) may declare Educational Policy Studies as an additional major. Students wishing to declare the additional major must visit an advisor in the School of Education Student Services office, 139 Education Building, to complete the declaration form; call 608-262-1651 or schedule an appointment with an advisor online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. The declaration must also be approved by the student's home school/college.

An additional major in Educational Policy Studies only requires the completion of the 30 credit major. Students do not need to complete the School of Education's liberal studies and other degree requirements for the additional major. Applicants are not held to the 2.5 cumulative GPA required of students completing the Educational Policy Studies degree program.

Please note that the requirements of the additional major must be completed before or concurrently with the degree program and primary major.

DECLARING HONORS IN THE MAJOR

Students wishing to pursue Honors in Educational Policy Studies must consult with an advisor in the School of Education Student Services office, 139 Education Building, prior to submitting an Honors declaration form. Current students can schedule an appointment with an advisor online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at studentservices@education.wisc.edu, by calling 608-262-1651, or in person.

Criteria for Admission

Admission to Honors in Educational Policy Studies requires that students:

- Be a declared major in Educational Policy Studies. Students may declare the major and Honors at the same time.
- Have a minimum GPA of 3.3
- Have met with a School of Education Advisor regarding Honors in the Major

- Select a research method pathway and *have completed* one prerequisite research course (ED POL 209 or ED POL 308) with a grade of AB or higher
- Submit all required declaration materials, including the Honors declaration form and transcript(s).

REQUIREMENTS

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

All undergraduate students at the University of Wisconsin-Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (<https://guide.wisc.edu/undergraduate/#requirementsforundergraduatestudytext>) section of the Guide.

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| General Education | <ul style="list-style-type: none"> • Breadth—Humanities/Literature/Arts: 6 credits • Breadth—Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits • Breadth—Social Studies: 3 credits • Communication Part A & Part B * • Ethnic Studies * • Quantitative Reasoning Part A & Part B * |
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* The mortarboard symbol appears before the title of any course that fulfills one of the Communication Part A or Part B, Ethnic Studies, or Quantitative Reasoning Part A or Part B requirements.

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) coursework. This requirement provides an opportunity to do some academic exploration beyond the scope of the major. Students take courses in areas of particular interest and also have an opportunity to sample the wide selection of courses offered across the university. Coursework is required in humanities, social studies, science, and cultural and historical studies. Some elective coursework is also needed to reach the required number of credits.

The School of Education's Liberal Studies Requirements automatically satisfy most of the University General Education Requirements outlined above, including ethnic studies, humanities/literature, social studies, and science. Students pursuing most School of Education degree programs may also complete Communication Part B, Quantitative Reasoning Part A, and Quantitative Reasoning Part B through courses required by their degree program. If a student cannot complete a General Education Requirement within

the curriculum of their chosen School of Education program, academic advisors can offer suggestions for courses that meet the requirement and augment the student's primary area of study.

A basic outline of the liberal studies is included below. Students must consult the detailed version of the requirements (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) for information about course selection and approved course options.

Humanities, 9 credits

All students must complete a minimum of 9 credits to include:

- Literature
- Fine Arts
- Humanities Electives

Social Studies (Social Science)

All students must complete a minimum of 9 credits. Teacher certification programs and Kinesiology have unique requirements in this category.

Science

All students must complete a minimum of 9 credits to include:

- Biological Science
- Physical Science
- Laboratory Science
- Science Electives

Cultural and Historical Studies

All students must complete three requirements (9 credits) met by separate courses. Any of these courses can also be used to meet the Humanities or Social Studies (Social Sciences) requirements if it has the relevant breadth designation.

- Ethnic Studies
- U.S./European History
- Global Perspectives

Complete Liberal Studies Electives (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) to total 40 Credits.

PROGRAM STRUCTURE

The Educational Policy Studies program has three primary components:

- *Liberal studies* and *general education* courses that expose students to a broad range of academic disciplines.
- *Major* coursework in educational policy studies, including core course, depth, and breadth requirements.
- *Elective* credits to pursue individual areas of interest. Educational Policy Studies majors are encouraged to consider completing complementary coursework in the College of Letters & Science, possibly including an additional major. The structure of the Educational Policy Studies degree program makes it possible to complete an additional major and still graduate in four years.

MAJOR REQUIREMENTS

The Educational Policy Studies major requires 30 credits, to include core courses (9 credits), information literacy requirement (3 credits), depth requirements (9 credits) and breadth requirements (9 credits).

CORE COURSES, 9 CREDITS

Complete the following:

| Code | Title | Credits |
|------------------------|-------------------------------|---------|
| ED POL 240 | Comparative Education | 3 |
| ED POL 300 | School and Society | 3 |
| ED POL/ HISTORY 412 | History of American Education | 3 |

INFORMATION LITERACY REQUIREMENT, 3 CREDITS

Complete a minimum of one course (3 credits) which provides focused attention on developing information literacy in the field of education.

According to the American Library Association, "Information literacy is a set of abilities, requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information' (American Library Association. Presidential Committee on Information Literacy. (<https://www.ala.org/acrl/publications/whitepapers/presidential/>)) 'To be information literate, then, one needs skills not only in research but in critical thinking' (American Library Association, 2025 (<https://literacy.ala.org/information-literacy/>)). 'Information Literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goal.' (UNESCO, 2023 (<https://www.unesco.org/en/ifap/information-literacy/>)).

| Code | Title | Credits |
|------------------------|---|---------|
| ED POL 134 | Media Literacy and Misinformation in Education | 3 |
| ED POL/ HISTORY 143 | History of Race and Inequality in Urban America | 3 |
| ED POL 145 | Introduction to Education Policy | 3 |
| ED POL 209 | Introduction to Quantitative Methods in Education Policy | 3 |
| ED POL 308 | Introduction to Qualitative Research Methods in Education | 3 |

DEPTH REQUIREMENTS, 9 CREDITS

Complete a minimum of three courses (9 credits) to facilitate in-depth study of education policy and practice. At least one course (3 credits) must be an advanced ED POL course (numbered 500 or above).

| Code | Title | Credits |
|------------------------|--|---------|
| ED POL/ HISTORY 107 | The History of the University in the West | 3 |
| ED POL 112 | Global Education through Film | 3 |
| ED POL 123 | Education, Technology, and Society: AI, Big Data, and the Digital Divide | 3 |
| ED POL 134 | Media Literacy and Misinformation in Education | 3 |
| ED POL 140 | Introduction to Education | 3 |
| ED POL/ HISTORY 143 | History of Race and Inequality in Urban America | 3 |
| ED POL 145 | Introduction to Education Policy | 3 |
| ED POL 147 | Ethics and Education | 3 |
| ED POL 150 | Education and Public Policy (U.S. topics only) | 3 |

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| ED POL/ GEN&WS 160 | Gender, Sexuality, and Education Policy | 3 |
| ED POL 180 | Education and White Supremacy | 3 |
| ED POL 197 | Listening to the Land | 3 |
| ED POL 200 | Race, Ethnicity, and Inequality in American Education | 3 |
| ED POL 202 | Careers in Education | 3 |
| ED POL 203 | Internship in Education, Arts, or Health | 1-3 |
| ED POL 205 | Language and Social Inequality | 3 |
| ED POL 209 | Introduction to Quantitative Methods in Education Policy | 3 |
| ED POL 210 | Youth, Education, and Society | 3 |
| ED POL 212 | Education for Social Justice | 3 |
| ED POL 215 | Disability and Education Policy | 3 |
| ED POL/ INTL ST 220 | Human Rights and Education | 3 |
| ED POL 222 | Indigenous Education Policy and Practice | 3 |
| ED POL 237 | Wealth, Poverty and Inequality: Transnational Perspectives on Policy and Practice in Education | 3 |
| ED POL 245 | Education in East Asia | 3 |
| ED POL/CURRIC/ LEGAL ST 250 | Incarceration and Education | 3 |
| ED POL 260 | Introduction to International Education Development | 3 |
| ED POL 305 | Democracy and Education | 3 |
| ED POL 308 | Introduction to Qualitative Research Methods in Education | 3 |
| ED POL 309 | Applied Quantitative Education Research | 3 |
| ED POL/ CHICLA 310 | Latine Students in the U.S. Higher Education System | 3 |
| ED POL 320 | Climate Change, Sustainability, and Education | 3 |
| ED POL/ INTL ST 335 | Globalization and Education | 3 |
| ED POL/CHICLA/ LACIS 342 | Education across the Americas: Empire, Capitalism, and Resistance | 3 |
| ED POL 345 | Economics of Education | 3 |
| ED POL 350 | Topics in Education Studies (U.S. topics only) | 3 |
| ED POL 355 | The Politics of Education Injustice in the US | 3 |
| ED POL 423 | Education for Global Change | 3 |
| ED POL 435 | Education in Emergencies | 3 |
| ED POL 450 | Rethinking "After-School" Education | 3 |
| ED POL 460 | Immigration, Education, and Equity | 3 |
| ED POL/ HISTORY 478 | Comparative History of Childhood and Adolescence | 3 |
| ED POL 500 | Topics on Social Issues and Education (U.S. topics only) | 3 |
| ED POL 505 | Issues in Urban Education in the U.S. | 3 |
| ED POL 510 | Urban School Policy | 3 |

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| ED POL/CURRIC/ HISTORY/ JEWISH 515 | Holocaust: History, Memory and Education | 3 |
| ED POL/CURRIC/ RELIG ST 516 | Religion and Public Education | 3 |
| ED POL 518 | Introduction to Debates in Higher Education Policy | 3 |
| ED POL 525 | Is College Possible? College Access and Admissions in the US | 3 |
| ED POL/ PHILOS 540 | Egalitarianism and Educational Justice | 3 |
| ED POL/ELPA/ LEGAL ST 542 | Law and Public Education | 3 |
| ED POL/ PHILOS 545 | Philosophical Conceptions of Teaching and Learning | 3 |
| ED POL/ PHILOS 550 | Philosophy of Moral Education | 3 |
| ED POL/ GEN&WS 560 | Gender and Education | 3 |
| ED POL/ AFROAMER 567 | History of African American Education | 3 |
| ED POL/ ANTHRO 570 | Anthropology and Education | 3 |
| ED POL 575 | Education Policy and Practice | 3 |
| ED POL 580 | Participatory and Community-Based Research and Evaluation | 3 |
| ED POL 585 | Family and Community Engagement in Education | 3 |
| ED POL 595 | Language Politics and Education | 3 |
| ED POL 600 | Problems in Educational Policy (U.S. topics only) | 3 |
| ED POL 601 | Research and Evaluation for Equity | 3 |
| ED POL 605 | Using Secondary Data: Applied Quantitative Analysis | 3 |
| ED POL/ HISTORY 612 | History of Student Activism from the Popular Front to Black Lives Matter | 3 |
| ED POL/ HISTORY 622 | History of Radical and Experimental Education in the US and UK | 3 |
| ED POL/SOC 648 | Sociology of Education | 3 |
| ED POL/ HISTORY 665 | History of the Federal Role in American Education | 3 |
| ED POL 675 | Introduction to Comparative and International Education | 3 |
| ED POL 688 | Introduction to Survey Methods for Education Research | 3 |

BREADTH REQUIREMENTS, 9 CREDITS

| Code | Title | Credits |
|--------------------------------|--|---------|
| Required Breadth Course | | |
| Complete one of the following: | | 3 |
| ED PSYCH 301 | How People Learn | |
| ED PSYCH 320 | Human Development in Infancy and Childhood | |
| ED PSYCH 321 | Human Development in Adolescence | |

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| ED PSYCH 331 | Human Development From Childhood Through Adolescence | |
| Additional Breadth Course Options | | |
| Complete additional coursework NOT selected above, or from the courses listed below. ED PSYCH 301, 320, 321 and 331 may also count here, but not toward both breadth requirements. | | |
| CURRIC 240 | Critical Aspects of Teaching, Schooling, and Education | 3 |
| CURRIC/ CHICLA 321 | Chicano/Latino Educational Justice | 3 |
| CURRIC 331 | Taking Education Outside of School | 3 |
| CURRIC 366 | Internationalizing Educational Knowledge | 3 |
| CURRIC/C&E SOC/ ENVIR ST 405 | Education for Sustainable Communities | 3 |
| ED PSYCH 326 | Mind, Brain and Education | 3 |
| ED PSYCH 506 | Contemporary Issues in Educational Psychology | 3 |
| ED PSYCH 541 | Applied Behavior Analysis in Classrooms | 3 |
| ELPA 640 | Legal Rights and Responsibilities for Teachers | 1-3 |
| INTER-LS 300 | Topics in Teaching and Learning in the Letters, Arts, and Sciences (Understanding and Improving Instruction topic only; other topics require approval) | 3 |

ELECTIVE CREDITS

Complete additional credits to complete the minimum of 120 required for the degree. Educational Policy Studies majors are encouraged to consider completing complementary coursework in the College of Letters & Science, possibly including an additional major. The structure of the Educational Policy Studies degree program makes it possible to complete an additional major and still graduate in four years.

HONORS IN THE MAJOR

Honors in the major is for students who want more in-depth understanding and experiences in educational policy studies, as well as hands-on research experience. Honors in the Major also provides students with opportunities to develop leadership, writing, and critical thinking skills beneficial to a range of graduate programs and career choices. Honors students in Educational Policy Studies will join a vibrant intellectual community of faculty, staff, and students committed to furthering socially just visions of education to answer the most pressing issues in education and in society.

To be admitted to the program, Honors in Educational Policy Studies students must:

- Be a declared major in Educational Policy Studies,
- Have a minimum GPA of 3.3,
- Have met with a School of Education Advisor regarding Honors in the Major
- Select a research method pathway and *have completed* one prerequisite research course with a grade of AB or higher:

See How to Get in (p. 1) for more details regarding the Honors declaration process.

EDUCATIONAL POLICY STUDIES HONORS RESEARCH PATHWAY

To earn Honors in the Major, students must satisfy the requirements for the major and the following additional requirements:

- Earn a 3.3 University GPA
- Earn a 3.5 GPA average for all ED POL courses
- Participate in Department research colloquium.
- Complete a two-semester Honors capstone experience, comprising the Honors Capstone class (ED POL 680), and an ED POL course (Qualitative: ED POL 618 or ED POL 580; Quantitative: ED POL 605 or ED POL 688) that offers a mentored research experience.
- Students must receive a B or higher in ED POL 680 in order to receive honors in the major.

Qualitative Research Honors Pathway

| Code | Title | Credits |
|-------------------------------------|---|---------|
| Prerequisite for honors declaration | | |
| ED POL 308 | Introduction to Qualitative Research Methods in Education | |
| Capstone Course | | |
| ED POL 680 | Educational Policy Studies Honors Capstone | |
| Mentored Research Course | | |
| ED POL 618 | Advanced Qualitative Research Methods in Education | |
| or ED POL 580 | Participatory and Community-Based Research and Evaluation | |

Quantitative Research Honors Pathway

| Code | Title | Credits |
|-------------------------------------|--|---------|
| Prerequisite for honors declaration | | |
| ED POL 209 | Introduction to Quantitative Methods in Education Policy | 3 |
| Capstone Course | | |
| ED POL 680 | Educational Policy Studies Honors Capstone | 3 |
| Mentored Research Course | | |
| ED POL 605 | Using Secondary Data: Applied Quantitative Analysis | 3 |
| or ED POL 688 | Introduction to Survey Methods for Education Research | |

ADDITIONAL CONSIDERATIONS FOR HONORS IN THE MAJOR

Students may take ED POL 680 before or after their research apprenticeship class. ED POL 680 will only be offered in the Fall semester.

The capstone course will give students an opportunity to develop expertise in existing research on an issue or question of interest to them and complete a capstone project. The capstone course will also help students engage in interdisciplinary conversations, consider pressing issues in education, explore potential professional and academic trajectories, and prepare for future careers and graduate education.

Students may declare the major and honors at the same time and may do so any time in their programs; however, being accepted to into the Honors program is a prerequisite to enrolling in ED POL 680. It is strongly advised that you declare Honors in the major as soon as you that know that you would like to do the program so that you can receive information and opportunities related to honors in the major.

The mentored research course (ED POL 618, ED POL 580, ED POL 605, or ED POL 688) is an opportunity to gain educational research and policy skills appropriate for graduate school or an array of future careers. Students may take ED POL 680 before or after their mentored research class

Honors research will be in the social sciences, either quantitative or qualitative research methods. Educational Policy Studies Honors in the Major cannot currently accommodate student research apprenticeships in philosophy or history. Students interested in writing a historical or philosophical thesis are encouraged to do so through the History and Philosophy departments. Several Educational Policy Studies history and philosophy faculty have served on such committees in the past.

Students may change their intended research pathway (quantitative or qualitative) after being admitted to the Honors program but will still need to complete the appropriate prerequisite for the advanced research methods course (either ED POL 209 or ED POL 308) or receive permission of the instructor and the department chair.

GPA AND OTHER GRADUATION REQUIREMENTS

- Based on UW–Madison coursework.
- 2.5 minimum cumulative grade point average. This may be modified by the Last 60 Credits Rule.
- 2.5 cumulative major grade point average.
- 2.5 cumulative grade point average in all upper-level major coursework (“upper-level” defined as numbered 300 and above).
- Major Residency: Students must complete at least 15 credits of upper-level major coursework numbered 300 or above in residence on the UW–Madison campus. At least three of these credits must be in an advanced ED POL course numbered 500 and above.
- 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.
- Total credits: A minimum of 120 credits are required for graduation.

DEGREE AUDIT REPORTING SYSTEM (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a "what-if" function. This feature makes it possible to request a DARS report as if pursuing another program, major, or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE) or Pre-Kinesiology should request a "what if" DARS report of their professional program of interest.

More information on how to request a DARS report is available on the Office of the Registrar's website (<https://registrar.wisc.edu/dars/>).

DARS is not intended to replace student contact with academic advisors. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major, and certificate completion in the School of Education.

UNIVERSITY DEGREE REQUIREMENTS

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|-----------------|---|
| Total Degree | To receive a bachelor's degree from UW–Madison, students must earn a minimum of 120 degree credits. The requirements for some programs may exceed 120 degree credits. Students should consult with their college or department advisor for information on specific credit requirements. |
| Residency | Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. "In residence" means on the UW–Madison campus with an undergraduate degree classification. "In residence" credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs. |
| Quality of Work | Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation. |

LEARNING OUTCOMES

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1. Formulate research-based arguments on topics in education policy using academic literature, including both primary and secondary sources.
2. Critically examine education and its contexts through multiple theoretical perspectives (e.g., sociocultural, economic/political, historical, philosophical).
3. Analyze pressing questions in education using different historical, philosophical, and/or social science research methods.
4. Analyze education issues from diverse perspectives related to forms of social difference (e.g., race, class, nationality, disability, gender, sexuality).
5. Gather information, critically analyze arguments, and thoughtfully communicate research-based arguments to a variety of audiences, using different modes of communication.

FOUR-YEAR PLAN

FOUR-YEAR PLAN

Educational Policy Studies: Sample Four-Year Plan

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report, the Guide, and the Course Search and Enroll app to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.

Freshman

| Fall | Credits Spring | Credits |
|--|--|-----------|
| Communication A (fall or spring semester) | 3 Communication A (fall or spring semester) | 3 |
| Educational Policy Studies depth course (100 or 200 level) | 3 Educational Policy Studies depth course (100 or 200 level) | 3 |
| Liberal Studies course work | 9-12 Ethnic Studies - Complete one of: | 3 |
| | ED POL/ HISTORY 143 | |
| | ED POL 180 | |
| | ED POL 197 | |
| | ED POL 200 | |
| | ED POL 210 | |
| | Quantitative Reasoning A | 3 |
| | Liberal Studies course work | 3-6 |
| | 15 | 15 |

Sophomore

| Fall | Credits Spring | Credits |
|-----------------------------|---|-----------|
| ED POL 300 | 3 ED POL 240 | 3 |
| Liberal Studies course work | 12 ED POL 209 (Quantitative Reasoning B) | 3 |
| | Liberal Studies or General Elective course work | 9 |
| | 15 | 15 |

Junior

| Fall | Credits Spring | Credits |
|------------------------------------|---|---------|
| ED POL/HISTORY 412 | 3 Educational Policy Studies Breadth course | 3 |
| Communication B - Complete one of: | 3 Liberal Studies or General Elective course work | 12 |
| | ED POL/ HISTORY 143 | |
| | ED POL 305 | |
| | ED POL 350 | |

| | | |
|---|---|----------------|
| Complete one of: | 3 | |
| ED PSYCH 301 | | |
| ED PSYCH 320 | | |
| ED PSYCH 321 | | |
| ED PSYCH 331 | | |
| Liberal Studies or General Elective course work | 6 | |
| | 15 | 15 |
| Senior | | |
| Fall | Credits Spring | Credits |
| Educational Policy Studies Depth course (upper level) | 3 Educational Policy Studies Depth course (upper level) | 3 |
| Educational Policy Studies Breadth course | 3 Liberal Studies or General Elective course work | 12 |
| Liberal Studies or General Elective course work | 9 | |
| | 15 | 15 |
| Total Credits 120 | | |

ADVISING AND CAREERS

ADVISING AND CAREERS EDUCATIONAL POLICY STUDIES ADVISING

Students are advised by staff from the School of Education Student Services office (Room 139 Education Building) at SOAR and during the regular academic year (see below). Admitted students are also assigned a departmental advisor.

SCHOOL OF EDUCATION ADVISING Academic Advising in the School of Education

Dedicated to supporting and promoting student success, academic advisors (<https://education.wisc.edu/academics/undergrad-majors/academic-advising/>) are here to assist students with the adjustment to college, understanding their degree and career goals, and connecting them to resources. Advisors support prospective and current School of Education students in all programs through:

- Course selection
- Mentoring and advocacy for underrepresented and international students
- Understanding degree requirements and progression
- Interpreting academic policies
- Helping students recognize their strengths and suggesting ways to expand their skills
- Expanding learning through activities such as study abroad, volunteering/work/internship, and by assuming leadership roles

To schedule an appointment: Current students can schedule an appointment online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at studentservices@education.wisc.edu, by calling 608-262-1651, or in person.

Career Advising in the School of Education

Through individual appointments, events, courses, and online resources, the Career Center provides students and alumni with the tools needed to be successful in their career development.

Career and Internship Advisors are prepared to help students with:

- Exploration of career and academic pathways (<https://careercenter.education.wisc.edu/explore-career/>)
- Resumes
- Cover letters
- Job/Internship search
- Interview preparation
- Mock interviews
- Graduate school search, applications and decisions
- Negotiating job or internship offers
- Professional networking
- Connecting with employers

Students are encouraged to meet with their Career and Internship Advisor early in their college experience to take full advantage of the resources and support available.

To make an appointment: log into Starfish (<https://wisc.starfishsolutions.com/starfish-ops/>) from the MyUW dashboard.

For more information, visit the School of Education Career Center website (<https://careercenter.education.wisc.edu/>) or reach out at career-center@education.wisc.edu.

Information about common career pathways, ways to get involved and gain experience, and transferrable skills developed through this major can be found on the School of Education Career Center's Educational Policy Studies Pathways (<https://careercenter.education.wisc.edu/explore-career/education-policy-studies-career-pathway/>) webpage.

WISCONSIN EXPERIENCE

WISCONSIN EXPERIENCE

UW-Madison's vision for the total student experience, the Wisconsin Experience (<https://wisconsinexperience.wisc.edu/about/>), combines learning in and out of the classroom. Tied to the Wisconsin Idea (<https://www.wisc.edu/wisconsin-idea/>) and steeped in long-standing institutional values – the commitment to the truth, shared participation in decision-making, and service to local and global communities – the Wisconsin Experience describes how students develop and integrate these core values across their educational experience.

UW-Madison encourages students to mindfully engage in four core concepts throughout their time on campus: Empathy & Humility, Relentless Curiosity, Intellectual Confidence, and Purposeful Action (<https://wisconsinexperience.wisc.edu/intellectual-confidence/>).

Since its inception, the School of Education has embraced the concepts of the Wisconsin Experience, providing opportunities for students to learn in venues beyond the traditional classroom. Our students also independently seek out related activities and experiences, thus creating their own unique Wisconsin Experience.

EDUCATION STUDIES AND THE WISCONSIN EXPERIENCE

Educational Policy Studies (EPS) coursework is enhanced by supplemental activities – in and beyond the classroom – that extend what students are learning in course texts and discussions.

Engage with Guest Experts

Many Educational Policy Studies (ED POL) courses feature guest speakers, including prominent scholars from universities across the globe, local educational leaders from community-based organizations and school districts, and educational policymakers. The Department also hosts speakers who highlight cutting-edge research, policy debates, careers, new developments in education (<https://eps.education.wisc.edu/about/conferences/>), and examples of how educational research informs policy and practice. Students have opportunities to learn from a variety of experts, expand their perspectives, ask questions, and connect.

Honors Program

Students in the Honors program gain more in-depth understanding and experiences in educational policy studies, as well as a hands-on, mentored research experience with faculty. Students also have opportunities to develop leadership, writing, and critical thinking skills beneficial to a range of graduate programs and career choices.

Volunteer, Leadership, and Community-Based Experiences

Educational Policy Studies students often volunteer and assume leadership roles on campus and/or within the broader community. They may take Community-based Learning (CBL) courses in EPS that enable them to integrate what they're learning in the classroom with what they're learning as volunteers in local educational spaces, such as schools, the United Way (<https://www.unitedwaydanecounty.org/>), Centro Hispano (<https://www.micentro.org/>), Goodman Center (<https://www.goodmancenter.org/>), and other organizations.

Leadership and Mentoring in the EPS Community

EPS majors develop leadership skills through programs like the EPS Ambassadors Program, in which students advise Educational Policy Studies faculty and staff, and recruit new students via course presentations and participation in departmental events. Incoming and transferring Education Studies majors are invited to partake in our Education Studies Buddy program, where they will be paired with a Junior or Senior Education Studies major for guidance and mentorship. Students contribute actively to building a supportive intellectual community in the major.

Career Development and Internships

Our department encourages career development beyond our classrooms by offering internships and courses such as ED POL 202 Careers in Education that prepare EPS majors to pursue careers post-graduation.

Awards

Awards in the EPS program, including the Outstanding Research Paper in Educational Policy Studies Award, the Outstanding Project in Educational Policy Studies Award, and the Eric Flanagan Community-Engaged Scholarship Award, recognize undergraduate excellence.

RESOURCES AND SCHOLARSHIPS

RESOURCES AND SCHOLARSHIPS

Information about scholarships, academic and career advising, study abroad opportunities, student diversity services, and other resources for students in the School of Education can be found on the school's Resources (<https://guide.wisc.edu/undergraduate/education/#resourcestext>) page.