

# EDUCATIONAL POLICY STUDIES, BS

## 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"> <li>• Breadth–Humanities/Literature/Arts: 6 credits</li> <li>• 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</li> <li>• Breadth–Social Studies: 3 credits</li> <li>• Communication Part A &amp; Part B *</li> <li>• Ethnic Studies *</li> <li>• Quantitative Reasoning Part A &amp; Part B *</li> </ul> |
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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	3

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	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	3
ED POL 505	Issues in Urban Education in the U.S.	3
ED POL 510	Urban School Policy	3

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	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
<b>Required Breadth Course</b>		
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	
ED PSYCH 331	Human Development From Childhood Through Adolescence	

## Additional Breadth Course Options

Complete additional coursework (6 credits) NOT selected from Depth Requirements, 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. ) 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

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.