EDUCATIONAL POLICY STUDIES, BS

WISCONSIN EXPERIENCE

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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.