



**School of Education**  
UNIVERSITY OF WISCONSIN-MADISON

February 10, 2017

TO: Programs Committee

FROM: Carolyn Kelley, Chair

RE: PROGRAMS COMMITTEE MEETING  
Friday, February 17, 2017  
12:30-2:00 PM, Room 198 Education Bldg.

If you cannot attend, please find a substitute and inform Marcia Standiford, [mstandiford@wisc.edu](mailto:mstandiford@wisc.edu). Faculty substitute for faculty (same department) and students substitute for students (graduate or undergraduate, and same department). A simple majority of the Committee's voting membership constitutes a quorum. Within a few days after the meeting Programs Committee staff will report outcomes and changes back to the appropriate departmental faculty/staff contact and the departmental Committee representative. If changes are required, Committee staff will forward to the next level of review once these changes are made. We ask course proposers to indicate that changes have been made via an entry in the "Comments" section of the course proposal system.

**AGENDA** ([Click here for full February folder.](#))

- A. Approval of the Minutes: January 20, 2017
- B. Adoption of the Agenda: February 17, 2017
- C. Consent Agenda
  - 1. Course Discontinuation: [CURRIC 313](#)–Language and Literacy Across the Secondary Curriculum
- D. Old Business
  - 1. New Course: [CURRIC 319](#)–Mathematical Knowledge for Teaching
  - 2. New Course: [INTEGARTS 110](#) - The Studio Seminar: Mapping Your Creative Practice
- E. Regular Business
  - 1. New Course: [CURRIC 665](#) – Early Childhood Education Policy and Practice
  - 2. Bachelor of Science in [Physical Education \(PETE\) admissions](#)
  - 3. University Curriculum Committee - [Proposed Revision to Syllabus Requirements](#) for Course Proposals

## Course Discontinuation Proposal

**Subject** Curriculum and Instruction (272)

**Status** Under Review by School/College

**Proposer** Mary Elizabeth Graue

### Basic Information

**What is the primary divisional affiliation of this course?**

*Interdivisional*

**Course number**

*313*

**Current course title**

*Language and Literacy Across the Secondary Curriculum*

**Chief academic officer of this unit**

*Mary Elizabeth Graue*

**Designee of chief academic officer for approval authority**

*Joyce M Zander*

**When will this change go into effect?**

*Spring 2016-2017*

**Currently crosslisted with**

## Rationale and Effects

**Explain the need for the proposed discontinuation**

*the program for this course no longer exists.*

**Is this course discontinuation related to a new course proposal?**

*No*

**List new course number(s) and complete new course proposal for each new course**

**Explain the effect this discontinuation will have on any requirements or programs (degrees, majors, certificates)**

*none*

**Are any of these affected programs or requirements outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the affected academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Additional comments (optional)**

**Attachments (optional) (please read "help" text before uploading an attachment)**

## New Course Proposal

**Subject** Curriculum and Instruction (272)

**Status** Under Review by School/College

**Proposer** Pamela K Odorizzi

### Basic Information

**What is the primary divisional affiliation of this course?**

*Interdivisional*

**Course Title**

*Mathematical Knowledge for Teaching I*

**Transcript Title (limit 30 characters)**

*Math Knowledge for Teaching I*

**Three-digit course number**

*319*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*No*

**Note the crosslisted subjects**

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Fall, Spring, Summer*

## Catalog Information

**Minimum credits**

4

**Maximum credits**

4

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*The course gives pre-service teachers the opportunity to deepen their understanding of the reasoning, problem solving strategies, models, mathematical tools, structures and principles which underlie core elementary math topics.*

**Does the course have prerequisites or other requirements?**

Yes

**List the prerequisites and other requirements for the course**

*Completion of QRA and designated PRE or EED or consent of instructor*

**Indicate the component(s) that comprise the course. Check all that apply**

*Discussion*

*Lecture*

*Seminar*

## Administrative Information

**Chief Academic Officer**

*Mary Elizabeth Graue*

**Designee of chief academic officer for approval authority**

*Joyce M Zander*

**If there are additional contacts, please list**

*Pam Odorizzi*

**Will any courses be discontinued as a result of this proposal?**

No

**List course number(s) and complete a course discontinuation proposal for each course**

**Beginning Term**

*Summer 2017*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

*This course will partially satisfy the math requirement for Elementary Education certification. C&I 319 is a prerequisite for C&I 320.*

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

*Partially satisfies the math requirement for Elementary Education certification.*

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

## Course Content

### Describe the course content

*This course gives pre-service teachers the opportunity to deepen their understanding of the reasoning, problem solving strategies, models, mathematical tools, structures and principles, which underlie core elementary mathematics topics. This mathematical learning will be anchored in student-centered pedagogy that pre-service teachers will learn about subsequently in their mathematics methods course, thereby initiating connections between the math content and the pedagogies they will use later as teachers. Specifically, students will learn the following: \* Foundations of arithmetic \* Addition, subtraction, multiplication and division of whole numbers and integers \* The Base-ten system \* Number theory \* Foundations of fraction operations \* Foundations of geometry*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*Some mathematical topics may be addressed in Math 130 and Math 132.*

### Is there a relationship to courses outside your subject?

*Yes*

### Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

*Mathematics (600)*

### List the instructor name and title (list multiple if applicable)

*Professor Hala Ghouseini*

**If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.**

### Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

*CI 319 Syllabus.2.1.2017.pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*This course helps future teachers develop the specific mathematical content knowledge necessary to teach mathematics effectively. When students take this course before methods and field practicum, their opportunities to learn are enhanced.*

### Provide an estimate of the expected enrollment

*30 students*

### Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

*Students will have a total of 4 hours of contact time with the faculty instructor per week for 15 weeks, in addition to a minimum of 8 hours of out of class student work each week on assignments, which represents 4 credits.*

### If this is a variable credit course, provide rationale

### Additional comments (optional)

### Additional attachments (optional) (please read "help" before uploading an attachment)

## Designations

Should this course have the graduate course attribute?

*No*

If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

*No*

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

*No*

Indicate which:

## General Education Designations

Should the course be reviewed for the general education requirement?

*Yes*

Which requirements?



University of Wisconsin – Madison  
Curriculum and Instruction 319  
Mathematical Knowledge for Teaching

**DRAFT**

Course instructor	<b>Hala Ghouseini</b>
Office	476D
Phone	734-883-5640
Email	ghousseini@wisc.edu
Office Hours	By appointment

**Class meetings:** Tuesdays & Thursdays from 4:00 p.m.- 5:45 p.m.,  
in Room 538, TEB

### **About This Course**

This course is offered by University of Wisconsin-Madison Curriculum & Instruction Department, and is a four-credit undergraduate class designed to help teachers develop the mathematical knowledge for teaching needed to effectively teach core topics from the elementary school mathematics curriculum as defined by the Common Core State Standards for Mathematics. Completion of this course fulfills a requirement for the elementary education certification program.

### **Core Instructional Goals**

This course gives preservice teachers the opportunity to deepen their understanding of the reasoning, problem solving strategies, models, mathematical tools, structures and principles, which underlie core elementary mathematics topics. This mathematical learning will be anchored in student-centered pedagogy that preservice teachers will learn about subsequently in their mathematics methods course, thereby initiating connections between the math content and the pedagogies they will use later as teachers. Specifically, students will learn the following:

- Foundations of arithmetic
- Addition, subtraction, multiplication and division of whole numbers and integers
- The Base-ten system
- Number theory
- Foundations of fraction operations
- Foundations of geometry

### **Assessment**

There are five required components of the course. Each of these components is described below. The components will count toward the final grade in the following percentages:

1. Class participation: 15%
2. Math homework: 30%
3. Written reflections: 10%
4. Midterm Exam: 20%
5. Final Exam: 25%

All grades are based on how well each student learns the material, in accordance with the rubrics, not upon comparisons with other students, so grades are not competitive.

Accordingly, the average of these proficiency scores will translate to the final letter grades in this way:

4 – 3.75: A	2.5 – 2: C
3.75 – 3.5: AB	2 – 1.5: D
3.5 – 3: B	Less than 1.5: F
3 – 2.5: BC	

We will be looking for evidence of your understanding of the topics described above. The Rubric for Mathematical Understanding (attached) defines what this understanding should look like. We will give you feedback in a variety of ways. The course components will be assessed using the attached rubrics. If you are concerned about your grade at any point during the course, please don't hesitate to contact me to discuss it.

### **In-Class Participation**

A typical class will consist of a combination of mini-lectures, in-depth individual and small group mathematical problem solving, and whole class discussions about math problems and concepts. Thus, participation is essential for this class. Your ideas and contribution to mathematical discussions will constitute the major part of each class experience. Due to the importance of participation, **attendance is mandatory**. Accordingly, being a full participant means that you come to class **on time** having completed your homework and readings, and arrive prepared for class with questions and comments. Additionally, you are expected to participate in ways that contribute to, and do not detract from, the learning of your colleagues. We recognize that some people are more comfortable sharing during small-group or partner work than during whole-group discussions. All three types of opportunities will be a regular part of the course.

### **Homework Assignments**

After most class meetings, you will have an assignment that will be due at the start of the next class meeting. These homework assignments may include one or both of the following:

1. **Math Homework:** Answer a specific set of mathematical questions, or questions related to interpreting or responding to student thinking.
2. **Written Reflections:** Read assigned readings, and **post a 1-2 paragraph response on the assigned readings to the Discussion Forum on our class website by 8:00pm Monday on the night before the next Tuesday class or 8:00PM Wednesday on the night before the next Thursday class**. Posting late to the Discussion Forum will affect your participation grade, as your posts contribute to your classmates' learning, and will be used as a basis for class discussions.

### **Midterm and Final Examinations**

The midterm exam will take place in class and the final examination will be during the University finals week. Both will address the mathematical concepts presented in the course as well as analyzing student thinking regarding these mathematical concepts. The midterm will take place in class on Thursday, March 16<sup>th</sup>. The final exam will be on Thursday, May 11<sup>th</sup> from 2:45-4:45. Please make your travel arrangements accordingly.

### **Policies and resources**

[Disability Reasonable Accommodation](#)

If you qualify for accommodations because of a disability, please submit a letter to an instructor that outlines your request in a manner that is timely and consistent with established university policies for making such request so that your needs may be addressed. Policies for accommodating disabilities are available through the McBurney Disability Resource Center, [mcburney@uwmadmail.services.wisc.edu](mailto:mcburney@uwmadmail.services.wisc.edu). For additional information, please see <http://www.mcburney.wisc.edu/>

#### Religious Reasonable Accommodation

Every effort shall be made to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should notify the instructor during the first two weeks of the semester to request special accommodation.

#### Student Honesty and Rules of Conduct

Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately indicates the student's own academic efforts. These policies are available at <https://www.students.wisc.edu/doso/>

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student: (a) seeks to claim credit for the work or efforts of another without authorization or citation; (b) uses unauthorized materials or fabricated data in any academic exercise; (c) forges or falsifies academic documents or records; (d) intentionally impedes or damages the academic work of others; (e) engages in conduct aimed at making false representation of a student's academic performance; (f) assists other students in any of these acts."

#### Non-discrimination

The UW-Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexual orientation, gender, religion, ability, or any other difference is unacceptable in this class.

#### **Readings and Other Resources:**

Readings, class activities, and homework problems will come from sources including:

Beckmann, S. (2010). *Mathematics for elementary teachers with activity manual* (3rd ed.). Boston: Pearson Addison Wesley.

Empson, S. B., & Levi, L. (2011). *Extending children's mathematics: Fractions and decimals*. Portsmouth, NH: Heinemann.

Fosnot, C. T., & Dolk, M. (2001). *Young mathematicians at work: Constructing multiplication and division*. Portsmouth, NH: Heinemann.

*Mathematics Teaching in the Middle School* or *Teaching Children Mathematics* (NCTM practitioner journals for middle school teachers)

Van de Walle, J. A., Karp, K. S., Lovin, L. A. H., & Bay-Williams, J. M. (2013). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades 3-5*. Boston: Pearson Education.

Van de Walle, J. A., Lovin, L. A. H., Karp, K. S., & Bay-Williams, J. M. (2013). *Teaching student-centered mathematics: Developmentally appropriate instruction for grades pre-K-2*. Pearson Education.

Wright, R. J., Ellemor-Collins, D., & Tabor, P. D. (2012). *Developing number knowledge: Assessment, teaching & intervention with 7-11-year-olds*. Thousand Oaks, CA: Sage Publications.

**Course Schedule and Course Topics**

*Note: This schedule is **provisional**. Changes will be announced in class as they occur.*

Week/Day	Topic	Sub-topics
Tuesday January 17	Logistics and introduction to “Mathematical Knowledge for Teaching”	Syllabus Course expectations Web resources
Thursday January 19	Foundations of arithmetic	Number systems and counting Number word sequences Numeral identification and sequencing Children’s difficulties with the above Building the number line
Tuesday January 24		Stages of early arithmetical learning (SEAL) Unitary vs. Composite conceptions of number Structuring and subitizing
Thursday January 26	Addition and subtraction of whole numbers	Single-digit addition and subtraction story problems
Tuesday January 31		Addition and subtraction facts Properties of addition (commutative and associative)
Thursday February 2		Multi-digit addition and subtraction: informal strategies and models
Tuesday February 7	The Base-ten system	Conceptual vs. traditional place value Developing conceptual place value and relationship to addition and subtraction strategies Exploring connections to other bases
Thursday February 9	Multiplication and Division of whole numbers	Problem types Properties of multiplication

Tuesday February 14		Multiplication facts Division facts Properties of multiplication
Thursday February 16		Multi-digit multiplication – informal strategies
Tuesday February 21		Multi-digit division – informal strategies
Thursday February 23		Area model Egyptian and Russian algorithms Multiplicative structures and models
Tuesday February 28		Standard algorithms for multiplication and division
Thursday March 2	Number theory	Factors and Multiples
Tuesday March 7		Primes and composites
Thursday March 9		Divisibility rules
Tuesday March 14	Review Day	
Thursday March 16	Midterm Exam	
Tuesday March 28	Integers	Closure Addition and Subtraction
Thursday March 30		Multiplication and Division
Tuesday April 4	Foundations of fraction operations	Equal groups problems Partitioning and iterating
Thursday April 6		Multiple groups problems Partitioning and iterating
Tuesday April 11		Equivalence and comparison – informal strategies
Thursday April 13	Foundations of geometry	2D – major categories of shapes, attributes of polygons;
Tuesday April 18		2D- hierarchy of quadrilaterals and attributes of parallel/perpendicular
Thursday April 20		2D – flips, turns and rotations
Tuesday April 25		3D – attributes, categorization
Thursday April 27		3D – visualization, nets
Tuesday May 2	Catch-up Day	
Thursday May 4	Review Day	

**Rubric for Mathematical Problem Solving**

<b>Distinguished - 4</b>	Consistently does all or almost all of the following: <ul style="list-style-type: none"><li>• Shows comprehensive understanding of the mathematical concepts involved in solving the problem</li><li>• Uses an appropriate, efficient, and effective strategy to solve the problem</li><li>• Precise mathematical language and symbolic notation are used to consolidate math thinking and to communicate ideas.</li><li>• When appropriate, abstract or symbolic mathematical representations are constructed to analyze relationships, extend thinking, and clarify or interpret phenomena</li><li>• Evidence is used to justify and support decisions made and conclusions reached. This may lead to testing and accepting or rejecting of a hypothesis or conjecture, explanation or phenomenon, generalizing and extending the solution to other cases.</li><li>• When appropriate, deductive arguments are used to justify conclusions.</li><li>• Arrives at a correct solution of the problem</li></ul>
<b>Proficient - 3</b>	Does most or many of the following: <ul style="list-style-type: none"><li>• Shows substantial understanding of the mathematical concepts involved in solving the problem</li><li>• Uses an appropriate and effective strategy to solve the problem</li><li>• Precise math language is used throughout the solution to share and clarify ideas.</li><li>• Appropriate and accurate mathematical representations are constructed and refined to solve problems or portray solutions</li><li>• Systematic justification of correct reasoning is present. This may lead to clarification of the task, exploration of mathematical phenomena, or noting patterns, structures, and regularities.</li><li>• Arguments are constructed with adequate mathematical basis.</li><li>• Arrives at a correct or mostly correct solution of the problem</li></ul>
<b>Revise and resubmit - 2</b>	Does most or many of the following: <ul style="list-style-type: none"><li>• Shows some understanding of the mathematical concepts involved in solving the problem.</li><li>• Uses strategies that are only partially appropriate for the problem</li><li>• Some formal math language is used, and examples are provided to communicate ideas.</li><li>• An attempt is made to construct mathematical representations to record and communicate problem solving</li><li>• Some correct reasoning or justification for reasoning is present.</li><li>• Arguments are made with some mathematical basis.</li><li>• May arrive at a partial solution to the problem, or an incorrect</li></ul>

	solution due to a copying error or computational error
<b>Revise and resubmit - 1</b>	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> <li>• Shows limited understanding of the underlying concepts needed to solve the problem.</li> <li>• Uses strategies that are not appropriate for the problem</li> <li>• Everyday, familiar language is used to communicate ideas.</li> <li>• Uses a representation that gives little or no significant information about the problem</li> <li>• Arguments are made with little mathematical basis.</li> <li>• Does not arrive at a solution, or arrives at an incorrect solution due to an inappropriate plan or possible mathematical misunderstanding</li> </ul>

**Rubric for Written Reflections**

<b>Distinguished - 4</b>	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> <li>• Addresses 2 separate questions/points from the readings with at least a substantive paragraph addressing each question/point. <i>Think about a third of a page per paragraph.</i></li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Addresses one idea with significant depth. <i>Think about 2/3 to one page total.</i></li> <li>• Makes specific references to the readings (including quotes and page numbers).</li> <li>• If multiple readings were assigned, refers to more than one of the readings. This does not mean that you need separate paragraphs for each reading. You can use ideas from more than one reading to justify or exemplify your point.</li> <li>• Refers meaningfully to the comments of one or more other students.</li> <li>• Comments/questions are very thoughtful and reflective. Summarizing the readings <b><i>is not sufficient</i></b>. Rather, distinguished responses include reactions such as:             <ul style="list-style-type: none"> <li>○ Areas of agreement or disagreement with the author(s)</li> <li>○ Connections you make to your own experiences as a math learner or to observations of important children in your life</li> <li>○ Mathematical “aha’s”</li> <li>○ Things the readings made you wonder about, or questions the articles raised for you</li> <li>○ New ideas inspired by the readings that you would like to try someday in your classroom</li> <li>○ (This is not an exhaustive list!)</li> </ul> </li> </ul>
<b>Proficient - 3</b>	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> <li>• Addresses at least one topic/point from the reading with at least a substantive paragraph addressing each question/point. <i>Think about a third of a page per paragraph.</i></li> <li>• May not make specific references to the reading (with quotes</li> </ul>

	<p>and page numbers) but makes numerous general references to the big ideas in the readings which go beyond what might be gleaned from other students' responses.</p> <ul style="list-style-type: none"><li>• May refer to only one of the readings when multiple readings were assigned.</li><li>• Probably does not refer to the comments of other students.</li><li>• Comments/questions are somewhat thoughtful and reflective. See above for the types of reactions the comments might include.</li></ul>
<b>Revise and Resubmit</b>	<p>Does most or many of the following:</p> <ul style="list-style-type: none"><li>• Includes only 1 or 2 superficial comments</li><li>• References to the readings are vague, and might have been gleaned from reading the comments of classmates.</li><li>• Does not meaningfully refer to the comments of other students.</li><li>• Comments/questions are not particularly thoughtful or reflective.</li></ul>

**Rubric for Class participation**

<b>Distinguished - 4</b>	Consistently does all or almost all of the following: <ul style="list-style-type: none"><li>• All of the characteristics of proficient participation, plus:</li><li>• Draws out ideas or concerns of others, especially those who have said little</li><li>• Re-visits issues or ideas that need more attention</li><li>• Helps the group stay on track</li><li>• Attends every class, and arrives on time.</li></ul>
<b>Proficient - 3</b>	Does most or many of the following: <ul style="list-style-type: none"><li>• Well prepared in advance</li><li>• Actively participates in large and/or small group discussions and asks questions</li><li>• Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas</li><li>• Volunteers willingly and carries own share of group's responsibility</li><li>• Displays a positive attitude, and participates in a way that contributes to others' learning.</li><li>• Attends almost every class, and almost always arrives on time.</li></ul>
<b>Apprentice - 2</b>	Does most or many of the following: <ul style="list-style-type: none"><li>• Moderately prepared in advance</li><li>• Occasionally introduces information or asks questions in large and/or small group discussions</li><li>• Attitude and participation may sometimes detract from the learning of others.</li><li>• If likely to be absent or late, generally doesn't advise others ahead of time or arrange to cover own responsibilities</li></ul>
<b>Novice - 1</b>	Consistently does all or almost all of the following: <ul style="list-style-type: none"><li>• Little or no advance preparation</li><li>• Observes passively and says little or nothing in both large and small group discussions</li><li>• Responds to questions</li><li>• Attitude and participation frequently detract from the learning of others.</li><li>• Attendance record is haphazard and inconsistent; may be absent or late without notice</li></ul>

## New Course Proposal

**Subject** Integrated Arts (495)

**Status** Under Review by School/College

**Proposer** Katharine A Hewson

### Basic Information

**What is the primary divisional affiliation of this course?**

*Interdivisional*

**Course Title**

*The Studio Seminar: Mapping Your Creative Practice*

**Transcript Title (limit 30 characters)**

*The Studio Seminar*

**Three-digit course number**

*110*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*No*

**Note the crosslisted subjects**

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Fall*

## Catalog Information

**Minimum credits**

1

**Maximum credits**

1

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*Residents of The Studio: Creative Arts & Design Residential Learning Community engage in an interdisciplinary hands-on approach to the creative arts and gain familiarity with the wide variety of arts disciplines on campus.*

**Does the course have prerequisites or other requirements?**

Yes

**List the prerequisites and other requirements for the course**

*Resident of The Studio: Creative Arts & Design Residential Learning Community*

**Indicate the component(s) that comprise the course. Check all that apply**

*Lecture*

## Administrative Information

**Chief Academic Officer**

*John Baldacchino*

**Designee of chief academic officer for approval authority**

*Katharine A Hewson; Staci E Francis*

**If there are additional contacts, please list**

**Will any courses be discontinued as a result of this proposal?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

**Beginning Term**

*Fall 2017-2018*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

*These credits may contribute to a student's academic degree program if approved.*

Are any of these programs outside your academic unit?

Yes

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

*Music (660)*

*Dance (741)*

*Music-Performance (664)*

*Art Department (168)*

*Theatre and Drama (942)*

*Design Studies (359)*

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

*This course does not meet any academic requirements, but students may request review of these credits by their academic program to be applied to their academic degree.*

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

## Course Content

### Describe the course content

*The Studio Seminar is designed to give UW-Madison Creative Arts and Design Residential Learning Community students an interdisciplinary, hands-on approach to the creative arts and to expose students to the wide variety of art disciplines on the UW-Madison campus through guest presentations and creative practices. The course emphasizes two components: 1. Creative Practice: production and hands on making (performance, sound, drawing, movement, media arts, costume design, etc.). 2. Collaboration: work with faculty, staff, and students from a variety of disciplines. Each week, The Studio Seminar will explore hands-on production through collaboration with colleagues from the Departments of Art, Dance, Theater, Music, Design Studies; The Arts Institute's Artist in Residence; and other visiting artists. The course will expose students to a variety of UW-Madison arts faculty and professional staff, acquainting them with the offerings and cultures of the respective arts and design departments. The course also serves as a catalyst for students to experience the arts community in the greater Madison area.*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*n/a*

#### Is there a relationship to courses outside your subject?

*No*

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

#### List the instructor name and title (list multiple if applicable)

*Faisal Abdu'Allah, faculty director of The Studio's faculty director*

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

### Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

*Int Arts 110 Studio Seminar\_syllabus 2.7.17.pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*This is a course for first semester freshmen living in The Studio Creative Arts and Design Residential Learning Community, and is intended to orient them to the arts programs on campus and to experience the collaborative process of making an interdisciplinary artwork.*

### Provide an estimate of the expected enrollment

45

### Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

*In class-meeting time of 90 mins/week Out of class group collaborations, creative work, and individual reflection for an average of 90 mins/week*

### If this is a variable credit course, provide rationale

n/a

### Additional comments (optional)

### Additional attachments (optional) (please read &quot;help&quot; before uploading an attachment)

## Designations

### Should this course have the graduate course attribute?

No

If yes, this course:

### Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

### Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

### Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

## General Education Designations

### Should the course be reviewed for the general education requirement?

No

Which requirements?

**University of Wisconsin-Madison**  
**Sample Syllabus for Integrated Arts 110:**  
**The Studio Seminar – Mapping Your Creative Practice**

**Course number:** Integrated Arts 110

**Credits:** 1.0

**Pre-requisites:** Current resident of The Studio

(Please note, if you move to another residence hall or out of University Housing, you will no longer be able to participate in this course. You will be required to drop your enrollment in this course unless the instructor, in his or her discretion, determines that the remaining coursework can be completed outside of course attendance and agrees to work with you individually. There is no requirement that the instructor continues to work with a student on an individual basis outside of the course.)

**Meeting times:** Tuesdays 5:30-7:00pm

**Expected out of class work:** 1.5 hours/week

**Class Location:** A22 Sellery Hall, Blackbox Theater

**Instructor:** Faisal Abdu'Allah, faculty director

**Email:** [abduallah@wisc.edu](mailto:abduallah@wisc.edu)

**Phone:** 608-263-2340

**Office hours:** By appointment

**Co-Instructor:** Marina Kelly, program coordinator

**Email:** [mykelly@wisc.edu](mailto:mykelly@wisc.edu)

**Phone:** 608-265-4212

**Office hours:** By appointment

## **COURSE DESCRIPTION**

The Studio Seminar is designed to give UW-Madison Creative Arts and Design Residential Learning Community students an interdisciplinary, hands-on approach to the creative arts and expose students to the wide variety of art disciplines within the UW-Madison campus through creative practices and service.

The course emphasizes two components:

1. Creative Practice: production and hands on making (performance, sound, drawing, movement, media arts, costume design, etc.)
2. Collaboration: work with faculty, staff and students from a variety of disciplines

Each week, The Studio Seminar will explore hands on production through collaboration with colleagues from the Departments of Art, Dance, Theater, Music, Design Studies, The Arts Institute's Artist in Residence and other visiting artists.

The course will expose students to a variety of UW-Madison arts faculty and professional staff, acquainting them with the offerings and cultures of the respective arts and design departments. The course also serves as a catalyst for students to experience the arts community in the greater Madison area.

The Studio provides a stimulating, artistic and responsive learning environment within Sellery Hall and introduces students to the culture of the live/work space model, allowing students to develop an informed critical understanding of the arts individually and collectively.

## LEARNING OUTCOMES

### Knowledge

1. Develop an understanding of the various languages appropriate to a range of Art media
2. Commence development of a critical awareness/framework necessary to develop the quality and ambition of their work
3. Develop an analytical approach to their own work and that of other students

### Thinking skills

1. Develop analytical skills and the ability to communicate through discussion
2. Develop an awareness of the issues relating to exhibiting/showcasing their work
3. Demonstrate within their work/class an understanding of visual research in relation to the Arts

### Subject-based practical skills

1. Develop a commitment to working independently, evidencing the initial development of a personal language
2. Develop some of the practical skills appropriate to personal practice
3. Record work (photo, film, draw)
4. Present and articulate your work

### Skills for life and work

1. Present work and engage in critical discussion about it
2. Be conversant with a range of practical skills and health and safety issues relating to them

## COURSE TOPICS & SCHEDULE

Class Date	Project/ Speaker	Activities
<b>SEPTEMBER</b>		
Week 1	Four Lakes Cultural Landscape Walking Tour w/ Rebecca Comfort  <b>Knowledge (2&amp;3)</b> <b>Thinking Skills (1&amp;2)</b>	Meet in Memorial Union - Rebecca Comfort We will explore the relationship between Indians and non-Indians in the development of the UW-Madison campus, including campus buildings and landmarks over time. The tour provides an overview of local American Indian history and provides an opportunity for: -Discussion about modern Indigenous nations -The current campus climate for native peoples and other marginalized groups.
Week 2	<i>Where I'm From</i> Conversation with Khaled Ismail  <b>Thinking Skills (2&amp;3)</b>	I AM POEM... facilitated by a Khaled Ismail from the Multicultural Student Center. This activity includes reflective writing as well as paired and group discussion.

		Assignment: Creative Collaboration (students are assigned to groups of three for an interdisciplinary arts collaboration to be shared during the following two weeks in seminar class)
Week 3	Collaborations/ Projects  <b>Subject Based Practical Skills (3&amp;4)</b>	1/2 of the group shares collaborative projects
Week 4	Collaborations/ Projects  <b>Subject Based Practical Skills (3&amp;4)</b>	1/2 of the group shares collaborative projects
<b>OCTOBER</b>		
Week 5	Glass Lab Field Trip  <b>Skills for life and Work (2)</b> <b>Subject Based Practical Skills (1,2&amp;3)</b>	UW-Madison Art Lofts for a workshop with Art Department Faculty Member Helen Lee. Professor Lee offers a highly interactive, hands on experience in the Art Department Glass Lab in the Art Lofts Building. This workshop features glass blowing demonstrations as well as opportunities for students to engage with and test the physical makeup of glass in various forms.
Week 6	Conversation/ Workshop with Henry Drewal  <b>Thinking Skills (1&amp;3)</b>	Henry Drewal is an art historian specializing in the arts of the Yoruba speaking peoples of West Africa and the African Diaspora. Henry teaches in the Departments of African American Studies & Art History. In this workshop, Henry will present his research and facilitate a conversation around current research interests/ themes (such as Sensiotics/ Embodied Knowledge/ Arts, Identities & Agency)
Week 7	Mid-Term Reflection  <b>Subject Based Practical Skills (3&amp;4)</b>	Where we have been/ where we are going... Creative Writing/ Discussion about the experiences & needs of the community.
Week 8	Cross College Advising Service  <b>Skills for life and Work (2)</b>	We will be joined by three current Cross College Advising Advisors for a workshop that includes a series of (reading, writing, discussion) activities to explore how we can transform our passion for the arts into majors, internships, employment and careers.
Week 9	How to document and record your work	How to document, painting, drawings, prints, sculpture, film and performance.
<b>NOVEMBER</b>		

Week 10	Arts Institute Artist-in-Residence:  <b>Knowledge, Thinking, and Subject Based Practical Skills</b>	A hands-on workshop with the current Arts Institute Interdisciplinary Artist-in-Residence
Week 11	Student Choice Design Lab/ Dance Dept.  <b>Subject Based Practical Skills (3&amp;4)</b>	1) Design Lab field trip or 2) Movement workshop with Kate Corby Visit the UW-Madison Design-Lab in College Library, learning how the Design-Lab helps students work effectively in digital media OR attend a movement workshop with Professor Kate Corby in Lathrop Hall.
Week 12	Thanks-Giving Visual & Performing Arts  <b>Skills for life and Work (1)</b>	Tonight, we share a meal together with offerings of movement, writing, spoken word and other actions from current residents to offer thanks to our extended Studio community. Creative writing/ painting/ performances/ offerings/ collaborations...
Week 13	Handphibians  <b>Subject Based Practical Skills (1)</b>	A drumming workshop with Thom Ross of the Brazilian Drum Ensemble The Handphibians. Learn how to follow a conductor, listen to various parts of a music ensemble and play the rhythms of Brazillian Samba.
<b>DECEMBER</b>		
Week 14	Guest Artist: Previous Studio Resident  <b>Subject Based Practical Skills (2)</b>	A workshop with current Wheelhouse Artist-in-Residence and former Studio Resident _____
Week 15	Reflection/ Evaluations followed by a Holiday Party	Meet in the Blackbox for our final class meeting where we will engage in creative writing reflections and paired discussion of what we've learned during the semester/ offering suggestions for how to update the class for the fall 2018 cohort of Studio residents). After class, proceed to the Main Lounge for our annual holiday party.

**HOW STUDENTS WILL BE EVALUATED**

<b>Grade</b>	<b>Undergraduate Level</b>
<b>A</b> A = 92-100%	<b>Innovative and critical work indicating high levels of synthesis/construction and application of ideas. Argument is clear, succinct and demonstrating thorough independent judgment and proactive initiative. Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented.</b>
<b>AB</b> AB = 87-91%	<b>Ideas are critically applied and coherently presented.            Very good evidence of initiative, focused research and initiative.            Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive.</b>
<b>B</b> B = 82-87%	<b>Most ideas are critically applied and presented            Some evidence of wide research/reading and independent and innovative thought            Good evidence of proactive initiative</b>
<b>BC</b> BC = 78-81%	<b>Clear grasp of ideas/concepts and critical application. Above average research and references. Work is well constructed and presented with evidenced critical independent judgement.</b>
<b>C</b> C = 70-77%	<b>A grasp of ideas/concepts and some critical application. Satisfactorily researched/referenced and relevant arguments developed. Work is reasonably constructed and presented with some evidence of critical independent judgement. Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, well substantiated, and are sometimes persuasive.</b>
<b>D</b> D = 60-70%	<b>Evidence indicates some appropriate research, a cursory familiarity with Subject Field. Less developed of ideas/concepts and their application            Limited critical thinking, with poor research/structure and presentation            Unsubstantiated ideas/concepts and a lack of argument</b>
<b>F</b> F = Below 60%	<b>Argument indicates inadequate research/reading but poor coverage            Only cursory cover of basic material. No evidence of critical thinking or application of theory/practice with serious shortcomings. Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. This person says little or nothing in class. Hence, there is not an adequate basis for evaluation.</b>

Your grade in the Studio Seminar will be determined by attendance, participation, and quality of work.

## Attendance: up to 10 points

- Attendance is essential and expected. Concepts are cumulative and absences will increase the difficulty of the course. Students should contact the instructor prior to any planned absence.
- Absences in excess of 1 class period will result in the adjustment of your grade. Students are expected to arrive on time and remain for the entire class period. Joining class late or leaving early results in a tardy. Three tardies = one absence. Attendance is taken at each class meeting.

## Participation: up to 50 points

You are expected to take part in all hands-on activities, discussions and collaborative projects. Your participation will be assessed as follows:

- Outstanding contributor (50 out of 50 points)
- Good contributor (40- 49 points)
- Adequate contributor (30-39 points)
- Silent participant (20-29 points)
- Unsatisfactory contributor (10-19 points)

## Quality of Work: up to 40 points

- You will be assessed on:
  - Organization and coherence of presentation, including clear purpose/subject, quality of writing, ability to respond to questions (0-14 points)
  - Evidence of good teamwork, including responsibility, respect, collaboration (0-13 points)
  - Delivery, including eye contact, confidence (0-13 points)

10 + 50 + 40 = possible maximum of 100 out of 100 points

### **ACADEMIC HONESTY POLICY:**

Students should never present the work of others as their own unless special consideration is agreed upon between the student and the instructor prior to the presentation of the work.

### **HEALTH AND SAFETY POLICY:**

In an effort to maintain a safe academic and working environment The Studio will endeavor to comply with the intent of the state laws or acts and the University Health and Safety Program.

### **AMERICANS WITH DISABILITIES ACT:**

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible so that the necessary accommodations can be made.

### **University Health Services/ End Violence on Campus:**

Experiences of sexual assault, dating/domestic violence, sexual harassment, and stalking can undermine students' academic success. UW-Madison is committed to fostering a safe, productive learning environment and offers a variety of resources and options for students impacted by violence. Students can contact University

Health Services End Violence on Campus (EVO) for confidential support and information about resources and options. Learn about the free, confidential services available on campus and in the community by visiting [www.evoc.wisc.edu](http://www.evoc.wisc.edu).

## **Hate and Bias Incidents**

We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to me—if you feel comfortable—and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporthate](http://students.wisc.edu/reporthate). The University and I are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or microaggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/reporthate](http://www.students.wisc.edu/reporthate).

## New Course Proposal

**Subject** Curriculum and Instruction (272)

**Status** Under Review by School/College

**Proposer** Mary Elizabeth Graue

### Basic Information

**What is the primary divisional affiliation of this course?**

*Interdivisional*

**Course Title**

*Early Childhood Education Policy & Practice*

**Transcript Title (limit 30 characters)**

*Early Childhood Policy & Pract*

**Three-digit course number**

*665*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*No*

**Note the crosslisted subjects**

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Every Other Spring*

## Catalog Information

**Minimum credits**

3

**Maximum credits**

3

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*This course explores theoretical, empirical and methodological perspectives that inform early childhood policy and practice in the U.S. We will examine the programs, policies, persons, institutions, and practices serving children ages birth to age eight, with particular attention on the period of age 3-6. Though exploring other models of policy implementation we will approach policy from the notion of policy enactment (Ball, 2012), exploring the nonlinear path that policy makes from policy maker to implementation at federal, state, and local levels.*

**Does the course have prerequisites or other requirements?**

No

List the prerequisites and other requirements for the course

**Indicate the component(s) that comprise the course. Check all that apply**

*Seminar*

## Administrative Information

**Chief Academic Officer**

*Mary Elizabeth Graue*

**Designee of chief academic officer for approval authority**

*Joyce M Zander*

If there are additional contacts, please list

**Will any courses be discontinued as a result of this proposal?**

No

List course number(s) and complete a course discontinuation proposal for each course

**Beginning Term**

*Spring 2018-2019*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

*This course will be required of masters and PhD students in Early Childhood Education in the Department of Curriculum & Instruction.*

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

*This course will be required of masters and PhD students in Early Childhood Education in the Department of Curriculum & Instruction.*

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

## Course Content

### Describe the course content

*This course explores theoretical, empirical and methodological perspectives that inform early childhood policy and practice in the U.S. We will examine the programs, policies, persons, institutions, and practices serving children ages birth to age eight, with particular attention on the period of 3-6. Though exploring other models of policy implementation we will approach policy from the notion of policy enactment (Ball, 2012), exploring the nonlinear path that policy makes from policy maker to implementation at federal, state, and local levels.*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*This course takes an early childhood practice view of policy and practice. This makes it unique among other policy courses, focusing on the issues that shape instructional delivery, teacher practice and student experience.*

#### Is there a relationship to courses outside your subject?

*No*

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

#### List the instructor name and title (list multiple if applicable)

*Beth Graue, Sorenson Professor of Childhood Studies*

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

### Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

*EC Policy and Practice Teaching Syllabus 1.9.17 .pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*The Early Childhood program in Curriculum & Instruction is undergoing a significant evolution, developing coursework that reflects knowledge and theory at play in the current social and scientific context and the interests and expertise of faculty. Though Graue has done mini versions of this course as a reading group, this course proposal would make it a permanent part of the EC program.*

### Provide an estimate of the expected enrollment

*10-15*

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured *the course will meet approximately 160 minutes per week through the semester.*

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read &quot;help&quot; before uploading an attachment)

## Designations

Should this course have the graduate course attribute?

Yes

If yes, this course:

*DESIGNED\_FOR\_GRAD*

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

## General Education Designations

Should the course be reviewed for the general education requirement?

No

Which requirements?

Issues in Early Childhood Policy &  
Practice  
Beth Graue  
Spring 2017

Office: 210 TEB  
Office hours: by Appointment  
[beth.graue@wisc.edu](mailto:beth.graue@wisc.edu)



This course explores theoretical, empirical and methodological perspectives that inform early childhood policy and practice in the U.S. We will examine the programs, policies, persons, institutions, and practices serving children ages birth to age eight, with particular attention on the period of 3-6. Though exploring other models of policy implementation we will approach policy from the notion of policy enactment (Ball, 2012), exploring the nonlinear path that policy makes from policy maker to implementation at federal, state, and local levels.

Materials for the course can be found on the Learn@UW site. This includes the syllabus, reading materials, rubrics for assignments. Please submit all assignments via Dropbox on Learn@UW.

## Learning Opportunities & Assessment

- Participation (10%): This course is designed for ACTIVE participation, both in class discussions and in your preparation. Part of your job is to participate, in oral and written form, throughout the semester. Please read the assigned texts before class and be ready to participate in the discussions. At a minimum, you should be ready to help others understand concepts and arguments in materials, by asking about those points you don't understand or by thinking about how to paraphrase sections that you understand but found difficult. The quality of discussion depends on your contributions. In the case of an unavoidable absence, please e-mail me prior to class.
  - Newswatcher - we will begin each class with a report on current events in early childhood education provided by the weekly newswatcher. For a week, watch for news about children, families, and their teachers. (10%)
  - Discussion leader - sign up to lead a discussion of the readings for a week. Develop an activity that will bring alive the ideas in the readings (not just retell the content). Activities will be 30 minutes long. Please confer with Beth by the end of the week before you are to lead discussion (15%)
- Students will design a small policy study that requires a miniproposal, analyses of literature and policy documents, an interview with a policy actor, and the arguments for a proposed policy. Projects may be done individually or in a group. We have the opportunity to work with MMSD to do projects related to their 4K program
  - a. Policy project proposal - 1/31/17 (10%)
  - b. Literature review - 2/21/17 (10%)
  - c. Policy documents - 3/28/17 (10%)
  - d. Interview with a policy actor - 4/11/18 (10%)
  - e. Final paper, integrating above and making a policy argument- 5/15/17 (25%)

Date	Topic
1/17	<p><b>Introduction</b></p> <p>Overview of syllabus, resources, and initial lecture</p> <p>Materials. Roster, syllabus, signups for : snack, newswatcher, discussion leader</p> <p>What is policy in ECE?</p>
1/24	<p><b>Theoretical frameworks that inform EC Policy</b></p> <p>Adair, J. K. J. (2011). Advocating for Ethnographic Work in Early Childhood Federal Policy: Problems and Possibilities. <i>Anthropology &amp; Education Quarterly</i>, 42(4), 422–433. <a href="http://doi.org/10.1111/j.1548-1492.2011.01149.x">http://doi.org/10.1111/j.1548-1492.2011.01149.x</a>.422</p> <p>Yoshikawa, H., Weiland, C., Brooks-gunn, J., Burchinal, M. R., Espinosa, L. M., Gormley, W. T., ... Zaslow, M. J. (2013). <i>Investing in Our Future : The Evidence Base on Preschool Education</i>. Washington DC.</p> <p>Shonkoff, J. P. (2010). Building a new biodevelopmental framework to guide the future of early childhood policy. <i>Child Development</i>, 81(1), 357–67.</p>
1/31	<p><b>The developing child</b></p> <p>Hedegaard, M. (2009). Children’s Development from a Cultural-Historical Approach : Children’s Activity in Everyday Local Settings as Foundation for Their Development. <i>Mind Culture and Activity</i>, 16, 64–81.</p> <p>National Scientific Council on the Developing Child. (2009). Young Children Develop in an Environment of Relationships. Center on the Developing Child, 1–9.</p> <p>Sameroff, A. (2010). A unified theory of development: a dialectic integration of nature and nurture. <i>Child Development</i>, 81(1), 6–22.</p>
2/7	<p><b>Services or interventions? The child as policy subject</b></p> <p>Brooks-Gunn, J., &amp; Mvroth. (2002). Do You Believe In Magic?: What We Can Expect From Early Childhood Intervention Programs. <i>Social Policy Report</i>, 17(1)(1), 1–16. <a href="https://doi.org/10.1097/01.pra.0000271659.94468.d6">https://doi.org/10.1097/01.pra.0000271659.94468.d6</a></p> <p>Gillanders, C., Iruka, I., Ritchie, S. &amp; Cobb, C.T. (2012). Restructuring and aligning early education opportunities for cultural, language, and ethnic minority children. In R. Pianta (Ed.), <i>Handbook of early childhood education</i> (pp. 111-136). New York: Guilford</p> <p>Garcia, E.E. (2012). Language, culture, and early education in the United States In R. Pianta (Ed.), <i>Handbook of early childhood education</i> (pp. 137-157). New York: Guilford</p> <p>Lamy, C. (2012). Poverty is a knot &amp; preschool is an untangle In R. Pianta (Ed.), <i>Handbook of early childhood education</i> (pp. 158-174). New York: Guilford.</p>
2/14	<p><b>The family</b></p> <p>Colaner, A. C. (2016). Education Versus Family: Institutional Logics in the Early Care and Education Field. <i>American Educational Research Journal</i>, 53(3), 673–707.</p> <p>Parcel, T. L., &amp; Bixby, M. S. (2016). The Ties That Bind: Social Capital, Families, and Children’s Well-Being. <i>Child Development Perspectives</i>, 10(2), 87–92. <a href="https://doi.org/10.1111/cdep.12165">https://doi.org/10.1111/cdep.12165</a></p>



2/21	<p><b>Childcare &amp; the EC workforce</b></p> <p>Andrew, Y. (2013). "I'm strong within myself": gender, class and emotional capital in childcare. <i>British Journal of Sociology of Education</i>, (August), 1–18.</p> <p>Belfield, C. (2012). Early childhood care and education: Enrollment patterns and expenditures. In R. Pianta (Ed.), <i>Handbook of early childhood education</i> (pp. 22–47). New York: Guilford.</p> <p>Whitebook, M., Phillips, D., &amp; Howes, C. (2014). Worthy work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study. Center for the study of child care employment.</p> <p>The New Republic (Jonathan Cohn). April 2013, The hell of American daycare  <a href="https://newrepublic.com/article/112892/hell-american-day-care">https://newrepublic.com/article/112892/hell-american-day-care</a></p>
2/28	<p><b>What's this thing called executive function, self regulation?</b></p> <p>Center on the Developing Child Harvard University. (2011). Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function. Center on the Developing Child at Harvard University (Vol. Working p). <a href="https://doi.org/10.1111/cdep.1209">https://doi.org/10.1111/cdep.1209</a></p> <p>Raver, C. (2004). Placing Emotional self regulation in sociocultural and economic contexts. <i>Child Development</i>, 75, 346–353.</p>
3/7	<p><b>Quality</b></p> <p>Moss, P. (2016). Why cant we get beyond quality? <i>Contemporary Issues in Early Childhood</i>, 17(1), 8–15.  <a href="https://doi.org/10.1177/1463949115627895">https://doi.org/10.1177/1463949115627895</a></p> <p>Britto, P. R., Yoshikawa, H., Boller, K., &amp; Britto, Pia, R. (2011). Quality of Early Childhood Development Programs in Global Contexts Rationale for Investment, Conceptual Framework and Implications for Equity. <i>Social Policy Report</i>, 25(2). Retrieved from <a href="http://www2.ecdlc.org.za/images/stories/downloads/Social_Policy_Report_ECD_and_Equity_2011.pdf">http://www2.ecdlc.org.za/images/stories/downloads/Social_Policy_Report_ECD_and_Equity_2011.pdf</a></p> <p>Child Trends. (2009). What we know and don't know about measuring quality in early childhood and school-age care and education settings. Quality.</p>
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<p>5/2</p>	<p><b>Presentation of policy projects</b></p>







February 8, 2017

TO: Jeff Hamm, Associate Dean, Education Academic Services 139 Education Building

FROM: Cindy Kuhrasch, Physical Education Teacher Education Coordinator  
Gary Diffie, Chair, Department of Kinesiology

SUBJECT: Twice a Year Admissions for BSPE Degree

This memo serves to describe our desire to change our admission to the Physical Education Teacher Education (PETE) Bachelor of Science degree from once a year to twice a year. A number of factors are being considered as we explore this change.

First of all, many freshmen enter the University of Wisconsin-Madison without a clear sense of their future career plans. Moving our admission process to twice a year will allow students to begin taking classes in the major and move along toward graduation in a timely manner.

Additionally, the majority of current PETE students are either UW students who switch their major to physical education or are transfer students. These individuals typically do not switch their major or transfer until later in their sophomore year or possibly in their junior year. Having a second admissions period each year would provide students switching majors or transferring an opportunity for a timely admittance into the program. In addition, admission twice a year would ensure that new students will quickly join a cohort so that they can enjoy the many benefits of a group of peers in the major.

This option surfaced during recent discussions with Associate Dean Hamm and Assistant Dean Barbara Gerloff. They pointed out that twice a year admission is standard for several School of Education programs currently, that it could be easily implemented by Education Academic Services, and that it appeared to offer benefits to the program and to our students. This proposal was approved by the department Undergraduate Studies committee on April 1<sup>st</sup> 2016 and by the department faculty on May 13<sup>th</sup> 2016.

Thank you for your consideration of this plan.

Cindy Kuhrasch  
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## Course Proposal - Student Learning Outcomes

In this context, learning outcomes describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of a course. For our purposes the terms learning outcomes and learning goals are interchangeable. The term “learning outcomes” is used broadly in higher education, but some people find it more straightforward to think about goals for learning.

It is also possible to have learning outcomes for an academic program, a sequence of courses, or other learning structures. Learning outcomes should be objective, measurable and aligned with the material covered in the course and its methods of assessment. Here are a few examples:

- Student will be able to analyze the interaction of politics and economics in developing nations.
- Student will be able to describe the scientific principles of heredity.
- Student will be able to design a qualitative research study.

Learning outcomes are a required component for a course proposal's sample syllabus. Usually a course will have 3 to 7 main learning outcomes; instructors should think about what they want students to know or gain from the course. Another way to think of this is to answer the question, when students leave this course I want them to be able to (fill in the blank). Instructors can look to the language they use for their academic program learning outcomes and may want to link to that same language. Instructors may want to review resources provided below for more examples and information. If relevant they may refer to guidelines for learning outcomes available through the accrediting body for their program or discipline. The sample syllabus that they provide with their course proposal should include a section with learning outcomes written in a format that works for them.

Due to changing assessment and accreditation requirements it is likely that more guidance and specific requirements will be provided in the future for how course learning outcomes should be framed.

### Helpful Resources

Your [school or college's assessment plan](#) might also provide ideas for how you might frame the learning outcomes for your course.

[Bloom's taxonomy](#) is a useful tool for developing good learning outcomes

The [Engineering Professional Development Teaching & Learning Resource site](#) provides some helpful resources as well.

[LEAP Initiative Essential Learning Outcomes](#)

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**Keywords:** learning outcomes Suggest keywords **Doc ID:** 43346

**Owner:** Michelle Y.

**Group:** Courses and Academic Programs

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**Sites:** Courses and Academic Programs

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## Course Proposal - Syllabus

The syllabus must include:

- Proposed course number (not an existing temporary number)
- Proposed course title
- An indication of the time devoted to individual topics together with the hours of instructor-student instruction and/or discussion
- [Learning outcomes](#) - Learning goals at the undergraduate and/or graduate level as appropriate. *For courses numbered 300-699 which carry the graduate attribute, both undergraduate and graduate learning goals must be included.*
- Text(s) or reference(s) to be used
- Representative list of readings
- Any other requirements for the course
- How students will be evaluated:
  - Assignments, papers, exams, etc. and the nature of and weight assigned to these requirements
  - A grading rubric is recommended to clarify expectations for students. *When a significant percentage (10% or more) of the grade is tied to participation, attendance, and/or discussion, how this percentage is assessed must be clearly defined. [Here is an example of guidelines for evaluating participation.](#)*
  - How the letter grades of A, AB, B, BC, C, D and F will be assigned to final grade calculations. Examples of this include: Including the grading scale (e.g., A=93%-100%, etc); articulating how each letter grade will be assigned to the cumulative number of points that can be earned in the course; or, a description of the standards upon which a curve is set and how each letter grade will apply to the curve. If some of the valid letter grades will not be used by the instructor (e.g., AB or BC), this should be noted on the syllabus.

A syllabus must be provided for all new course proposals and course change proposals that request any of the following: change in credits, title, Liberal Arts and Sciences designations, and General Education Requirement designations.

### Department Responsibility for Maintaining Course Syllabus Files

The Higher Learning Commission's assumed practice states that instructors communicate course requirements to students through syllabi. In addition the Higher Learning Commission's Credit Hour Policies, developed to enforce the U.S. Department of Education's requirement related to credit hour definition, necessitates that a syllabus be available for review for each course taught. Criterion 2B in the HLC Criteria for Accreditation requires that clear and complete information be provided to students including the details of their academic programs.

To meet these accreditation requirements, instructors of record are required to develop a course syllabus for each offering of a course and communicate the syllabus to students.

Departments must also keep syllabus records of courses taught in their department. [FPP 5.31\(D\) Departmental Chair: Duties](#)\* states "**The chair of the department has the following duties: ... Determines that all necessary records of teaching, research, and public service of the department are properly kept and are always accessible to the proper authorities.**" Given that access to syllabi is a requirement for the university's accreditation, departments are responsible for keeping syllabi on file.

\* See next page for Departmental Chair Duties

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**Keywords:** Suggest keywords      **Doc ID:** 24561  
**Owner:** Michelle Y.                      **Group:** Courses and Academic Programs  
**Created:** 2012-06-01 18:14 CST      **Updated:** 2016-05-04 15:17 CST  
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\*5.31. DEPARTMENTAL CHAIR: DUTIES.

The chair of the department has the following duties:

- A. Serves as the official channel of communications for all matters affecting the department as a whole, between the department and the chancellor, the dean, other university officials, or departments.
- B. Calls meetings of the departmental faculty and of the executive committee and presides over the meetings. He/She shall call a meeting at the request of any two members of the department. Each department shall meet at least once every semester.
- C. Has charge of all official correspondence of the department and of all departmental announcements in the catalogue or other university publications.
- D. Determines that all necessary records of teaching, research and public service of the department are properly kept and are always accessible to the proper authorities.
- E. Reports to the dean regarding the activities and needs of the department.
- F. Has responsibility for all departmental supplies.
- G. Submits new courses, major revisions of existing courses, and deletion of courses proposed by the department for action by the school/college and the University Curriculum Committee.
- H. Takes action in case of emergency pending a meeting of the department or its executive committee.
- I. In general, acts as the executive of the department.



To: School and College Curriculum Committees

From: University Curriculum Committee

Re: Proposed Revision to Syllabus Requirements for Course Proposals

Date: February 8, 2017

The University Curriculum Committee seeks feedback on a revision to the sample syllabus requirements for course proposals. The revision is intended to clarify the requirements for including information about the evaluation of participation and attendance when one, both or other related terms are the basis for a significant portion of the final grade. The new text appears in the attached document between the red lines. The intention is to make the change effective for all course proposals reviewed by the UCC on or after September 1, 2017.

Please send all comments, suggestions and concerns to the UCC coordinator, Michelle Young ([michelle.young@wisc.edu](mailto:michelle.young@wisc.edu)) by April 15, 2017.

## Proposed Revision to Syllabus Requirements for Course Proposals

For the full text of the syllabus requirements see: <https://kb.wisc.edu/vesta/page.php?id=24561>

How students will be evaluated:

- Assignments, papers, exams, etc. and the nature of and weight assigned to these requirements
  - A grading rubric is recommended to clarify expectations for students.
- 

“Because courses are designed and conducted in diverse ways, faculty and instructors should inform students in writing at the beginning of each course if there are specific expectations for attendance/participation, including whether any component of the grade is based on such attendance/participation.” ([Faculty Legislation II-108](#)) Penalties for failure to attend can be explicitly stated separately in a syllabus or course proposal without justification. Courses using attendance and/or participation in grading must explain how they related to the learning outcomes, describe how they will be evaluated, and justify the weight in the grading scheme.

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*When a significant percentage (10% or more) of the grade is tied to participation, attendance, and/or discussion, how this percentage is assessed must be clearly defined. [Here is an example of guidelines for evaluating participation.](#)*

- How the letter grades of A, AB, B, BC, C, D and F will be assigned to final grade calculations. Examples of this include: Including the grading scale (e.g., A=93%-100%, etc.); articulating how each letter grade will be assigned to the cumulative number of points that can be earned in the course; or, a description of the standards upon which a curve is set and how each letter grade will apply to the curve. If some of the valid letter grades will not be used by the instructor (e.g., AB or BC), this should be noted on the syllabus.