September 14, 2015

TO: Programs Committee Meeting

FROM: David Rosenthal, Chair

RE: PROGRAMS COMMITTEE MEETING
          Friday, September 18, 2015
          12:30-2:00 PM, Room 198 Education Bldg

If you will be unable to attend, please find a substitute and inform Tammi Pekkala Matthews (608-262-1763, pekkalamatth@wisc.edu). Faculty substitute for faculty (same department) and students substitute for students (graduate or undergraduate, and SoE department). A simple majority of the Committee's voting membership constitutes a quorum.

Following the meeting, please report back to the appropriate departmental faculty/staff regarding the outcomes of the Committee's deliberations and especially regarding changes made to proposals. The Dean's Office staff will forward proposals to the Divisional Committee.

AGENDA
A. Approval of the Minutes: May 22, 2015
B. Adoption of the Agenda: September 18, 2015

Old Business:
C. New Course: ELPA 640 Legal Rights and Responsibilities for Teachers

Regular Business:
D. New academic program in Education Studies (A. Nelson)
E. New Course: COUNS PSYCH 230 Race and the Developing Child (Quintana)
F. New Course: CURRIC 528 Game Design I (Steinkuehler)
G. New from APIR deleting items in hold status on OCP/policy and method (Tammi)
    a. Art 331 Writing as Performance (Hold 3/27/15)
    b. Ed Psych 750 Teacher Leadership and Learning Communities (Hold 7/10/14)
    c. Ed Pol 518 Introduction to Debates in Higher Education Policy (Hold 10/22/12)
    d. Kines 508 Workshop in Kinesiology: Adaptations of Physical Activity Programs (Hold 1/21/14)

PROGRAMS COMMITTEE MEETING MINUTES
Friday, May 22, 2015

Attending: Ellis, Gaskew, Gerloff, Hamm, Janetski, D Miller, McShane-Hellenbrand, Moeller for Baldridge, Puntambekar, Rosenthal, Sanchez, Smedema, Stauffer, Ward
Absent: P Miller
Guests: Mary Hoefferle, Art History; Kate Hewson, Art Institute

AGENDA
A. Approval of the Minutes: April 17, 2015-Approved with no changes
B. Adoption of the Agenda: May 22, 2015-Adopted with changes

Enforceable Course Pre-requisites
Hamm shared information about this initiative. Governance committees and campus administration are discussing and planning for the enforcement of all course prerequisites in the enrollment system. Currently, perquisites are not enforced for many courses, despite the widely held belief that they are. Campus research has suggested that taking courses without the prerequisites is a significant factor in poor student academic performance. Moreover, when students without the prerequisites enroll in high-demand courses, students with the prerequisites may be locked out of classes and not make satisfactory progress. The University Curriculum Committee (UCC) is preparing to vote on this issue and is likely to approve it. This action will take some time to implement given the number of unenforceable prerequisites currently in the system. Departments may wish to change (or add, where they don't exist) prerequisites as part of this process, something that UCC wishes to facilitate. Currently departments are able to add stricter requirements for enrollment beyond those approved for a given course. This is used frequently to control enrollments. The intention is to restrict a department's ability to change the prerequisites arbitrarily, and ask departments to use different enrollment control functions. All of this will take some very significant culture changes. While this item is presented mainly for information, Hamm noted a couple examples of unenforceable prerequisites in course proposals for today.

Consent Agenda:
CA. 1. Course Change: PE Activ 231 Marathon/Distance Training (subject, number, title). Hamm used this as an example of a course with an unenforceable prerequisite ("1 year experience running 20 miles a week"). The prerequisite has been changed.
CA. 2. Course Change: Coun Psy 810 Masters Level Internship in Counseling and Guidance (title, cred, prereqs). Correct typo. "Which it not."
CA. 3. Course Change: Kines 317 Recognition and Evaluation of Athletic Injuries (title, descript, prereqs)
CA. 4. Course Change: Kines 370 Planning and Teaching Physical Education (title, cred, descript, prereqs). Only 90% showing on grading.
CA. 5. Course Change: Kines 450 Field Experience in Athletic Training (title, repeat, prereqs, descript, credits). Should require 180 hours for 3 credits. Field placement with seminar exceeds federal guidelines. Hamm noted his understanding that typically the UCC will overlook excessive hours. Ward will alert the author.
CA. 6. Course Change: Kines 499 Seminar in Athletic Training (number, descript, prereqs).

With the changes noted, these course changes are **PASSED**.

Regular Business:
D. Program Change for Athletic Training Bachelors of Science (BSAT)
This program change is a continuation of the house cleaning exercise being pursued by Kinesiology. Total credits have been increased by one credit and the requirement for a nutrition course has been broadened to include other choices. **PASSED** with no changes.

New Course Proposal

Subject	Ed Leadershp & Policy Analysis (305)	**Status**	Under Review by School/College
Proposer	Julie F Mead		

Basic Information

What is the primary divisional affiliation of this course?
Interdivisional

Course Title
Legal Rights and Responsibilities for Teachers

Transcript Title (limit 30 characters)
Legal Rights & Resp for Tchrs

Three-digit course number
640

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
Spring, Summer

Catalog Information

Minimum credits

1

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

This course will examine the legal issues confronting the classroom teacher on a daily basis. Students will learn how law impacts both curriculum development and curricular delivery. An emphasis will be placed on understanding legal analysis in order to empower teachers to better balance the multiple interests confronting them. Students will also learn how an understanding of law can further the development of a democratic classroom. Specific topics to be examined include: curricular control, teachers' academic freedom, religion in the curriculum, equity in programming, special education, student records, student discipline, teacher contracts, teacher discipline, and negligence.

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

Discussion
Lecture
Seminar

Administrative Information

Chief Academic Officer

Eric Camburn

Designee of chief academic officer for approval authority

Barbara A Wipperfurth; Susan B Reis

If there are additional contacts, please list

Julie Mead, Professor & Instructor of the course

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 2015-2016

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.)
The 3-credit version of this course is required for the Master of Science for Professional Educators (MSPE) program (operated by the Department of Educational Psychology). The 1-credit version of the course will be required as part of the Secondary Teacher Certification Program (operated by the Department of Curriculum and Instruction).

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.
Curriculum and Instruction (272)
Educational Psychology (315)

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).
Meets the requirement for a school law class in each program.

Do any of these requirements affect programs (degrees, majors, certificates) 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.
Curriculum and Instruction (272)
Educational Psychology (315)

Course Content

Describe the course content

This course will examine the legal issues confronting the classroom teacher on a daily basis. Students will learn how law impacts both curriculum development and curricular delivery. An emphasis will be placed on understanding legal analysis in order to empower teachers to better balance the multiple interests confronting them. Students will also learn how an understanding of law can further the development of a democratic classroom. Specific topics to be examined include: curricular control, teachers' academic freedom, religion in the curriculum, equity in programming, special education, student records, student discipline, teacher contracts, teacher discipline, and negligence.

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

No other department offers this content.

    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)

    Julie Mead, Professor, Educational Leadership and Policy Analysis

    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.

ELPA 640 general syllabus.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

School law is not currently required for pre-service teachers. Offering it as a component of the content for those training to be secondary education teachers will fill that void. Likewise, practicing teachers who enroll in the Masters of Science for Professional Educators (MSPE) program have likely not encountered the material previously. This knowledge is included in the standards set by the National Board for Professional Teaching Standards.

Provide an estimate of the expected enrollment

MSPE 3-credit version offered each spring; 12-20 students. Secondary teacher ed 1-credit version offered each summer beginning 2016; 20 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

MSPE 3-credit version offered each spring: classwork and preparation of assignments is estimated to be 9-12 hours each week for 15 weeks. Secondary teacher ed: classwork and preparation of assignments is estimated to be 9-12 hours each week for 6 weeks.

If this is a variable credit course, provide rationale

This course will either be offered as 1-credit or as a 3-credit course. The 3-credit version is a comprehensive treatment of the subject provided for those participating in the Masters of Science for Professional Educators. It covers topics related to curriculum, student rights, and teacher rights. The 1-credit version is provided for pre-service teachers and is focused on student rights and teachers' obligation to respect them.

Additional comments (optional)

Additional attachments (optional) (please read "help" 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?

UNIVERSITY OF WISCONSIN-MADISON
Department of Educational Leadership & Policy Analysis

305-640, Understanding Legal Rights and Responsibilities for Teachers

Syllabus (3-credit version)

Instructor: Julie F. Mead, Professor
Education, Room 270E
office: (608)263-3405
home: (608)831-1142
fax: (608)265-3135
e-mail: jmead@education.wisc.edu

Office Hours:
Tuesdays: 2-4PM
By appointment (in person,
telephone, or skype)

Assistant:

Purpose of the Course:
This course will examine the legal issues confronting the classroom teacher on a daily basis. Students will learn how law impacts both curriculum development and curricular delivery. An emphasis will be placed on understanding legal analysis in order to empower teachers to better balance the multiple interests confronting them. Students will also learn how an understanding of law can further the development of a democratic classroom. Specific topics to be examined include: curricular control, teachers' academic freedom, religion in the curriculum, equity in programming, special education, student records, student discipline, teacher contracts, teacher discipline, and negligence.

Course Objectives:
1. Students will be able to identify legal issues related to their practice as teachers.
2. Students will be able to identify appropriate legal principles that would guide analysis of legal issues in schools and the various interests that the law seeks to balance..
3. Students will be able to apply legal analytic frameworks to the facts of a situation or issues.
4. Students will be able to explain the sources of law that impact practice as a teacher in a public schools.
5. Students will be able to explain how a teacher's role in the development and implementation of education law and policy.

Required Text/Readings/Resources:
McCarthy, M., Cambron-McCabe, N., & Eckes, S.E. (2014). Public School Law: Teachers' and Students' Rights, 7th Edition. Pearson Education. ISBN-10: 0132619318 ; ISBN-13: 9780132619318

National School Boards Association (NSBA) Legal Clips: subscribe free at:
http://legalclips.nsba.org/subscribe/

Other readings as assigned on course outline and available on Learn@UW.

Course Design

I thought it would be helpful here to outline my thinking as I designed this course. That thinking was guided by several major premises as outlined:

Premises Guiding Content Decisions

- Content should center on legal issues that children in elementary and secondary schools deserve their teachers to understand and demonstrate.
- Content should center on legal issues teachers should know to empower them to be better child advocates.
- Content should provide information teachers can use to balance competing interests presented by the school district, students, and students' parents.
- Content should provide information teachers can use to further the development of a democratic classroom.
- Content should empower teachers to advocate for themselves as public employees.

Premises Guiding Course Delivery

- Students are entitled to a graduate course experience that is rigorous and thought-provoking whether the course is delivered in a face-to-face format or on-line.
- Students are entitled to an equivalent number of instructional hours whether the course is delivered in a face-to-face format or on-line.
- Course delivery should provide multiple methods for learning content and demonstrating understanding.
- Course delivery should provide multiple means for discussing course content.
- Course assignments should provide students multiple methods for demonstrating their learning and assignments that relate to authentic classroom experiences should be used as much as possible.

With these ideas in mind, I made content decisions and designed the assignments you will be completing.

Course Requirements:

Students are expected to:

- Be prepared to discuss and evaluate all assigned materials.
- Participate actively in all course activities.
- Participate in on-line discussions exploring issues related to the course. *
- Complete two short written assignments (case summary & IEP analysis).*
- Write an integrative essay synthesizing the information provided in the course around a given theme.*
- Complete a project regarding education law and the classroom. You will present this project to the class and submit a paper detailing the same.*

- ***Specific direction sheets are provided for each of these requirements and appear in the course guide.***

Grading Calculus		**Grading Scale**	
Class Participation	15%	93-100%	A
Real Life Law & Topical Discussions	15%	88% - 92.9%	A/B
IEP Analysis	15%	83% - 87.9%	B
Case Summary	10%	78% - 82.9%	B/C
Integrative Reflective Essay	20%	73% - 77.9%	C
Project and Presentation	25%	63% - 72.9%	D
		0% - 62.9%	F

"Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." UWS §14.01

A note about using appropriate citations and plagiarism:
Using source material appropriately is one criterion on which your papers will be graded. Papers with inappropriate use of source material –even if no academic misconduct has occurred – will receive no higher than a 75% of the points available (a C). I know this sounds harsh, but like many professors I'm struggling to find a way to stop a problem with which I have more experience than I'd like. Unfortunately, I have had several instances where a student has directly lifted sentences – even paragraphs – from source material without proper attribution. When it happens, I am honor-bound to investigate. It's a horrible experience for all involved and one I do not wish to repeat. In the end, I am usually left with the choice between two conclusions: (a) either the person is guilty of academic misconduct or (b) the person enrolled in graduate school without knowing how to quote, paraphrase and reference appropriately. Neither is a happy conclusion. So . . .

Please be sure to use appropriate procedures for quoting, paraphrasing, and acknowledging sources when preparing any written work. Please see the materials available under the title, Quoting and Paraphrasing, by the UW-Madison Writing Center (http://www.wisc.edu/writing/) and those under the title Citing Sources from the UW Libraries (http://researchguides.library.wisc.edu/citing). As graduate and law students, I expect that you understand this information or that you will take independent action to acquire the needed information prior to the submission of any written work. Claims of ignorance at this level are not persuasive.

Inappropriate use of source material may constitute academic misconduct and will be investigated.
Consequences for academic misconduct are serious and can range from an oral reprimand up to suspension or expulsion from the University. The Student Code of Conduct, which explains both your rights and responsibilities as students, is available at: http://students.wisc.edu/saja/pdf/UWS14.pdf

UWS 14 also lists other potential forms of academic misconduct (UWS 14.03) including "collaborating with others in work to be presented, contrary to the stated rules of the course" and "submitting, if contrary to the rules of a course, work previously presented in another course." **To clarify my expectations**: 1) it is NOT contrary to the rules of this course to collaborate with others on assignments unless the assignment specifically says it must be completed as an individual; 2) it **IS** contrary to the rules of this course to submit work submitted, in whole or part, for credit in another course, whether that course was completed in a previous or the current semester. Students who wish to build on previous or concurrent work for submission in this course should meet with me to discuss how to do so without violating this policy. Like plagiarism, any form of suspected academic misconduct will be investigated.

Students with disabilities requiring accommodations should make an appointment with the instructor to discuss plans for the semester.

Course Outline

Please be sure to read all assigned readings prior to completing any assignment (except a quiz used as a pre-test) or engaging in any of the discussion activities. Specific dates for the completion of each activity are noted on the assignment description pages. The notation, **MCE,** **refers to readings assigned from the required textbook.** *Additional readings may be assigned* *throughout the semester*.

Wk.	Topic	Readings/Lecture	Assignments/Activities
1	Course Intro. & Legal Structure	MCE: Chapter 1 Content Module 1 US Constitution Mead, Julie F. (2009). "The Role of Law in Educational Policy Formation, Implementation and Research." pp. 286-295 in *Handbook of Education Policy Research*. Sykes, Gary, Schneider, Barbara & Plank, David N., editors. New York, NY: Routledge Publishers for the American Educational Research Association, Washington, D.C.	• Quiz 1 (optional)
2	Church and State	MCE: Chapter 2 Content Module 2 • US DOE Guidance: http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html • *Kitzmiller v. Dover* • Haynes, Charles (2011). "Getting Religion Right in Public Schools," *Phi Delta Kappan*, 93(4), pp. 8-14.	• Real Life Law model discussion • Quiz 2 (optional)
3	School Attendance	MCE: Chapter 3 Content Module 3 *Owasso v. Falvo* FERPA regulations	• Real Life Law discussion 1 • Reflective Essay, Entry 1 (optional) • Quiz 3 (optional)
4	Students' Rights	MCE: Chapter 4 Content Module 4 *Frederick v. Morse* *Safford v. Redding* Recommended: Listen to Oral Arguments in *Safford v. Redding*	• Real Life Law discussion 2 • Case Summary • Quiz 4 (optional)

Wk.	Topic	Readings/Lecture	Assignments/Activities
5	Classification of Students	MCE: Chapter 5 Content Module 5 *Brown v. Bd. of Education* *Parents Involved v. Seattle* (Roberts' & Kennedy's opinions)	• Topical Discussion 1 • Final Project: Proposal Due • Reflective Essay, Entry 2 (optional) • Quiz 5 (optional)
6	Special Education	MCE: Chapter 6 Content Module 6 Crockett, J. (2013). IEPs, Least Restrictive Environment and Placement, Chapter 15 in *The Principal's Legal Handbook, 5th Edition*, Gooden, M., Eckes, S., Mead, J., McNeal, L. & Torres, M., editors (2013). Dayton, Ohio: Education Law Association. Recommended: Mead, Julie F. (2013). "Fundamentals of Federal Disability Law." Chapter 12, pp. 203-214 in *The Principal's Legal Handbook, 5th Edition*. Gooden, M., Eckes, S., Mead, J., McNeal, L. & Torres, M., editors (2013). Dayton, Ohio: Education Law Association.	• Real Life Law discussion 3 • Quiz 6 (optional)
7	Student Discipline	MCE: Chapter 7 Content Module 7 Paige, M. (2013, in press). Disciplining Students with Disabilities, Chapter 18 in *The Principal's Legal Handbook, 4th Edition*, M.A. Gooden, J.F. Mead, and S. Eckes, Editors., Dayton, OH: Education Law Association.	• Real Life Law discussion 4 • IEP Analysis • Quiz 7 (optional)
8	Terms & Conditions of Employment	MCE: Chapter 8 Content Module 8 Colasanti, Michael (2007). Teacher Tenure/Continuing Contract Laws. Denver, CO: Education Commission of the States. http://www.ecs.org/clearinghouse/75/64/7564.htm	• Topical Discussion 2 • Reflective Essay, Entry 3 (optional) • Quiz 8 (optional)
9	Collective Bargaining	MCE: Chapter 12 Content Module 9 De Mitchell, T.A. & Parker-Magagna, M. (2012). "A 'Law' Too Far?" The Wisconsin Budget Repair Act: Point. *West's Education Law Reporter*, 275, pp. 1-15. Mawdsley, R.D., Russo, C.J., & Mawdsley, J.L. (2012). "A 'Law' Too Far?" The Wisconsin Budget Repair Act: Counterpoint. *West's Education Law Reporter*, 275, pp. 16-22.	• Real Life Law discussion 5 • Quiz 9 (optional)

Wk.	Topic	Readings/Lecture	Assignments/Activities
10	Teachers' Rights	MCE: Chapter 10 Content Module 10 Salkin, E.R. (2010). Caution in the Classroom: K-12 Teacher In-Class Speech, the Federal Courts and *Garcetti*. *Communication Law and Policy*, 15, pp. 175-202.	• Real Life Law discussion 6 • Reflective Essay, Entry 4 (optional) • Quiz 10 (optional)
11	Termination of Teachers	MCE: Chapter 11 Content Module 11 Green, P.C., Baker, B.D., & Oluwole, J. (2012). The Legal and Policy Implications of Value-Added Teacher Assessment Policies, *Brigham Young University Education and Law Journal*, pp. 1-29.	• Topical Discussion 3 • Quiz 11 (optional)
12	NCLB	Zirkel, P.A. (2013). Litigation Under the No Child Left Behind Act. *West's Education Law Reporter, 288*, 489-503. Viteritti, J.P. (2012). The Federal Role in School Reform: Obama's "Race to the Top." *Notre Dame Law Review, 87*(5), pp. 2087-2121.	• Real Life Law discussion 7 • Final Project: Bibliography & Outline or concept map • Quiz 12 (optional)
13	Torts/Liability	MCE: Chapter 13 Content Module 13	• Quiz 13 (optional)
14	Copyright, & Child Abuse Reporting	Child Abuse Reporting: Underwood, J. & Webb, L.D. (2006). Legal Responsibilities of Teachers in *School Law for Teachers: Concepts & Applications* (pp. 79-86). Boston: Pearson DCF info on child abuse and child abuse reporting: http://dcf.wisconsin.gov/publications/pdf/dcf_p_pfs0101.pdf Copyright: Underwood, J. & Webb, L.D. (2006). Legal Responsibilities of Teachers in *School Law for Teachers: Concepts & Applications* (pp. 86-98). Boston: Pearson Code of Best Practices in Fair Use for Media Literacy Education http://www.centerforsocialmedia.org/files/pdf/Media_literacy_txt.pdf DPI info on Copyright Resources for Schools and Libraries: http://lbstat.dpi.wi.gov/lbstat_copyres	• Quiz 14 (optional) • Draft of Integrative Reflective Essay due **ONLY IF** you want feedback and the opportunity to revise • Final Project: Post Presentation (5/5); Watch & listen to presentations & prepare reaction comment/question
15	Presentations		• Final Project: Presentation
16	Finals Week		• Final Project: Paper • Integrative Reflective Essay

UNIVERSITY OF WISCONSIN-MADISON
Department of Educational Leadership & Policy Analysis

305-640, Understanding Legal Rights and Responsibilities for Teachers

Syllabus (1-credit version)

Instructor: Julie F. Mead, Professor
         Education, Room 270E
         office: (608)263-3405
         home: (608)831-1142
         fax: (608)265-3135
         e-mail: jmead@education.wisc.edu

Office Hours:
Tuesdays: 2-4PM
By appointment (in person,
telephone, or skype)

Assistant:

Purpose of the Course:
This course will examine the legal issues confronting the classroom teacher on a daily basis. Students will learn how law impacts both curriculum development and curricular delivery. An emphasis will be placed on understanding legal analysis in order to empower teachers to better balance the multiple interests confronting them. Students will also learn how an understanding of law can further the development of a democratic classroom. Specific topics to be examined include: curricular control, teachers' academic freedom, religion in the curriculum, equity in programming, special education, student records, student discipline, teacher contracts, teacher discipline, and negligence.

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2. Students will be able to identify appropriate legal principles that would guide analysis of legal issues in schools and the various interests that the law seeks to balance..
3. Students will be able to apply legal analytic frameworks to the facts of a situation or issues.
4. Students will be able to explain the sources of law that impact practice as a teacher in a public schools.
5. Students will be able to explain how a teacher's role in the development and implementation of education law and policy.

Required Text/Readings/Resources:
McCarthy, M., Cambron-McCabe, N., & Eckes, S.E. (2014). Public School Law: Teachers' and Students' Rights, 7th Edition. Pearson Education. ISBN-10: 0132619318 ; ISBN-13: 9780132619318

National School Boards Association (NSBA) Legal Clips: subscribe free at:
http://legalclips.nsba.org/subscribe/

Other readings as assigned on course outline and available on Learn@UW.

Course Design

I thought it would be helpful here to outline my thinking as I designed this course. That thinking was guided by several major premises as outlined:

Premises Guiding Content Decisions

- Content should center on legal issues that children in elementary and secondary schools deserve their teachers to understand and demonstrate.
- Content should center on legal issues teachers should know to empower them to be better child advocates.
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- Content should provide information teachers can use to further the development of a democratic classroom.
- Content should empower teachers to advocate for themselves as public employees.

Premises Guiding Course Delivery

- Students are entitled to a graduate course experience that is rigorous and thought-provoking whether the course is delivered in a face-to-face format or on-line.
- Students are entitled to an equivalent number of instructional hours whether the course is delivered in a face-to-face format or on-line.
- Course delivery should provide multiple methods for learning content and demonstrating understanding.
- Course delivery should provide multiple means for discussing course content.
- Course assignments should provide students multiple methods for demonstrating their learning and assignments that relate to authentic classroom experiences should be used as much as possible.

With these ideas in mind, I made content decisions and designed the assignments you will be completing.

Course Requirements:

Students are expected to:

- Be prepared to discuss and evaluate all assigned materials.
- Participate actively in all course activities.
- Participate in on-line discussions exploring issues related to the course. *
- Write a research paper on a topic of school law not covered on the syllabus.* You will make a presentation on your topic and submit a paper detailing the same.*

- *Specific direction sheets are provided for each of these requirements and appear in the course guide.*

Grading Calculus		Grading Scale	
Class Participation	35%	93-100%	A
Real Life Law Discussions	25%	88% - 92.9%	A/B
Research paper	40%	83% - 87.9%	B
		78% - 82.9%	B/C
		73% - 77.9%	C
		63% - 72.9%	D
		0% - 62.9%	F

"Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors." UWS §14.01

A note about using appropriate citations and plagiarism:
Using source material appropriately is one criterion on which your papers will be graded. Papers with inappropriate use of source material –even if no academic misconduct has occurred – will receive no higher than a 75% of the points available (a C). I know this sounds harsh, but like many professors I'm struggling to find a way to stop a problem with which I have more experience than I'd like. Unfortunately, I have had several instances where a student has directly lifted sentences – even paragraphs – from source material without proper attribution. When it happens, I am honor-bound to investigate. It's a horrible experience for all involved and one I do not wish to repeat. In the end, I am usually left with the choice between two conclusions: (a) either the person is guilty of academic misconduct or (b) the person enrolled in graduate school without knowing how to quote, paraphrase and reference appropriately. Neither is a happy conclusion. So . . .

Please be sure to use appropriate procedures for quoting, paraphrasing, and acknowledging sources when preparing any written work. Please see the materials available under the title, Quoting and Paraphrasing, by the UW-Madison Writing Center (http://www.wisc.edu/writing/) and those under the title Citing Sources from the UW Libraries (http://researchguides.library.wisc.edu/citing). As graduate and law students, I expect that you understand this information or that you will take independent action to acquire the needed information prior to the submission of any written work. Claims of ignorance at this level are not persuasive.

Inappropriate use of source material may constitute academic misconduct and will be investigated. Consequences for academic misconduct are serious and can range from an oral reprimand up to suspension or expulsion from the University. The Student Code of Conduct, which explains both your rights and responsibilities as students, is available at: http://students.wisc.edu/saja/pdf/UWS14.pdf

UWS 14 also lists other potential forms of academic misconduct (UWS 14.03) including "collaborating with others in work to be presented, contrary to the stated rules of the course" and "submitting, if contrary to the rules of a course, work previously presented in another course." **To clarify my expectations**: 1) it is NOT contrary to the rules of this course to collaborate with others on assignments unless the assignment specifically says it must be completed as an individual; 2) it **IS** contrary to the rules of this course to submit work submitted, in whole or part, for credit in another course, whether that course was completed in a previous or the current semester. Students who wish to build on previous or concurrent work for submission in this course should meet with me to discuss how to do so without violating this policy. Like plagiarism, any form of suspected academic misconduct will be investigated.

Students with disabilities requiring accommodations should make an appointment with the instructor to discuss plans for the semester.

Course Outline

Please be sure to read all assigned readings prior to completing any assignment (except a quiz used as a pre-test) or engaging in any of the discussion activities. Specific dates for the completion of each activity are noted on the assignment description pages. The notation, **MCE,** **refers to readings assigned from the required textbook.** *Additional readings may be assigned* *throughout the semester*.

Session	Topic	Readings/Lecture	Assignments/Activities
1	Course Intro. & Legal Structure	MCE: Chapter 1 US Constitution Mead, Julie F. (2009). "The Role of Law in Educational Policy Formation, Implementation and Research." pp. 286-295 in *Handbook of Education Policy Research*. Sykes, Gary, Schneider, Barbara & Plank, David N., editors. New York, NY: Routledge Publishers for the American Educational Research Association, Washington, D.C.	• Quiz 1 (optional)
2	Torts/Liability	MCE: Chapter 13	• Quiz 2 (optional)
3	Church and State	MCE: Chapter 2 • US DOE Guidance: http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html • *Kitzmiller v. Dover* • Haynes, Charles (2011). "Getting Religion Right in Public Schools," *Phi Delta Kappan*, 93(4), pp. 8-14.	• Real Life Law model discussion • Final Project: Proposal Due • Quiz 3 (optional)
4	Students' Rights	MCE: Chapter 4 *Frederick v. Morse* *Safford v. Redding* Recommended: Listen to Oral Arguments in *Safford v. Redding*	• Real Life Law discussion 1 • Quiz 4 (optional)

Session	Topic	Readings/Lecture	Assignments/Activities
5	Special Education	MCE: Chapter 6 Crockett, J. (2013). IEPs, Least Restrictive Environment and Placement, Chapter 15 in *The Principal's Legal Handbook, 5th Edition*, Gooden, M., Eckes, S., Mead, J., McNeal, L. & Torres, M., editors (2013). Dayton, Ohio: Education Law Association. Recommended: Mead, Julie F. (2013). "Fundamentals of Federal Disability Law." Chapter 12, pp. 203-214 in *The Principal's Legal Handbook, 5th Edition*. Gooden, M., Eckes, S., Mead, J., McNeal, L. & Torres, M., editors (2013). Dayton, Ohio: Education Law Association.	• Real Life Law discussion 2 • Quiz 5 (optional)
6	Student Discipline	MCE: Chapter 7 Paige, M. (2013, in press). Disciplining Students with Disabilities, Chapter 18 in *The Principal's Legal Handbook, 4th Edition*, M.A. Gooden, J.F. Mead, and S. Eckes, Editors., Dayton, OH: Education Law Association.	• Real Life Law discussion 3 • Quiz 6 (optional)
	Finals Week		• Research Paper

Notice of Intent

This Notice of Intent is being submitted for approval to the Academic Planning Council for the purposes of planning a non-teaching education major, <u>Education Studies</u>, in the School of Education at the University of Wisconsin-Madison.

a. Specify the name of the proposed degree/major, departmental or
   unit home, school/college.

     Name of proposed major: Education Studies
     Department/Unit: Educational Policy Studies, School of Education.

b. Provide a clear and focused explanation of how the proposed
program fits within the institutional mission, the University's
strategic directions, and the program array.

The proposed new major in Education Studies will provide a needed and attractive opportunity for undergraduates who are interested in the rigorous study of education topics and concerns, presented from multiple academic and disciplinary perspectives, but who are not interested in pursuing teacher preparation leading to licensure and certification. The intent of the program is to prepare undergraduates who will become well-informed leaders able to engage critically, thoughtfully, and ethically in the many educational policy debates circulating in our nation and throughout the world as we move into the twenty-first century. In particular, the major will give student a chance to study debates—both past and present, both domestic and international— concerning education-related social disparities and the complex pursuit of equal educational opportunities for all.

Historically, the University of Wisconsin-Madison has garnered a well-deserved reputation for excellence in its master's and doctoral programs in education. Across the board, graduates from the various departments within the School of Education are in high-demand as well-trained professionals, and as individuals who, regardless of their specific academic or job-related tasks, put their knowledge to work to advance the best traditions of high-quality research and exemplary practice. Similarly, the School of Education's teacher-education and other undergraduate programs are highly regarded; as with the graduate endeavors, these programs are consistently very highly ranked in prestigious national surveys.

Given that public interest in educational matters and concerns, both domestic and international, has increased sharply over the past decade, it is now time that the University of Wisconsin-Madison and the School of Education apply their expertise through the creation of a new under-graduate major in Education Studies. Our goal is to prepare students to become informed and discerning consumers of educational literature of a variety of types and topics; to become future producers of new, cutting-edge research; and to become leaders for educational reform, ready to actively begin their professional careers in the diverse yet fundamentally interconnected social, economic, and political systems of our time. This major does not offer teacher preparation and should not be seen as a substitute for teacher education. The major will prepare students for work in educational and governmental agencies, non-governmental organizations, think tanks,

policy institutes and out-of-school educational spaces, including community-based after-school programs, where they might serve as policy directors or other positions of institutional leadership. Students will also be well prepared for the study of educational policy at the graduate level.

The proposed major in Education Studies fits well within the mission of the Department of Educational Policy Studies (EPS) and fulfills many of the strategic priorities articulated by the University and the School of Education. EPS was founded in 1964 as one of the nation's first graduate-level programs dedicated to the systematic study of educational policy, and from the start the Department has fulfilled its responsibilities not only for our master's and doctoral students, but also for undergraduates. Indeed, despite its graduate-level status, EPS has long been recognized as providing one of the School of Education's strongest and most substantial links to the University's College of Letters and Science, with faculty affiliated in the departments of History, Philosophy, Sociology, Anthropology, and Geography. Given these connections, EPS faculty provide an array of comprehensive and in-depth courses that promote critical and creative thinking and engagement with both contemporary and enduring issues of educational policy and practice, both domestic and international. Our intent in creating the Education Studies major has been seconded and endorsed in the Department's recent (2014) Ten-Year Review. In fact, the external reviewers "strongly recommend[ed]" that EPS house this initiative, highlighting that the EPS faculty "has the precise blend of expertise for such a major…."

Not only will the new major make a significant contribution to the University's efforts to upgrade and provide exemplary undergraduate educational opportunities, but it fills a conspicuous void where public problems and programmatic strengths overlap, reinvigorating and internationalizing the Wisconsin Idea. The new major will allow the University and the School of Education to more completely fulfill our public mission as a land-grant institution that serves the people of the state in concrete and meaningful ways, combining rigorous study, a reinvestment in the liberal arts and social sciences, and the importance of respecting and enhancing diversity in all of its varied dimensions both domestically and globally. The new major will also promote and fulfill the Essential Learning Outcomes necessary for all graduates to obtain: a sensitive and empathetic knowledge of human cultures derived from academic engagement with the complex issues of our time; intellectual and critical thinking skills of inquiry and analysis honed through the extensive practice of written papers and guided oral discussion; personal and social responsibility, civic knowledge and engagement, and intercultural knowledge and competence, achieved through the array of coursework offered by the EPS Department and the various units within the School of Education focusing on global and domestic concerns.

In 2006, the EPS Department's connections with the University at large were expanded and strengthened though the creation of the Educational Policy Studies Certificate Program. To date, over 210 students have sought to participate in this program. Over the last three years, 35-38 students annually declare their intent to complete the EPS Certificate, with many others actively taking EPS courses but not formally declaring enrollment in the certificate. These trends indicate that there will be a large and receptive audience for the new Education Studies major. The major will provide a programmatic structure for undergraduates seeking opportunities to investigate and to reflect upon educational policies and concerns, as well as the social and political context in which those policies are initiated and evolve.

In addition to our very successful EPS Certificate Program, our faculty regularly teach in the University's Freshman Interest Group (FIG) program, and a significant number of first-year students who take courses with EPS professors go on to pursue an EPS Certificate. In just the past four years, approximately 200 students have taken FIG courses with EPS professors (~18-20 students per course, with two or three FIGSs offered by EPS professors each fall). These courses, are likely to attract first-year students into the proposed major in Education Studies.

Our experience suggests that the new major will be especially attractive to students of color and other underrepresented undergraduate populations on campus, individuals who often express an intense interest in issues of inequality and social justice, and who, in general, seek opportunities to study these dimensions of educational reform among a critical mass of students with diverse but overlapping interests. Our School's undergraduate academic affairs office has reported a small but consistent interest among incoming freshmen students of color who want to study education policy and who, in the past, have been directed to an Individual Major in Education. These students are a natural constituency for the proposed major in Education Studies.

Finally, we believe that some students completing a degree and major in other campus schools and colleges, but especially in the College of Letters and Science, will choose Education Studies as an additional major. Conversations with L&S department advisors suggest that students pursuing majors in History, Sociology, Political Science, and Anthropology, for instance, may also choose to complete an Education Studies major. We also anticipate that students majoring in Social Work, Community and Nonprofit Leadership, or Human Development and Family Studies may wish to pursue an additional major in Education Studies. For this reason we are proposing that, alone among all undergraduate majors in the School of Education, the Education Studies major be permitted to be completed by degree students in other campus schools/colleges.

`c. What is the need for the program, in the context of existing programs at UW-Madison and system-wide?`

As previously noted, UW-Madison has never had a non-teaching education major for under-graduates. Growing enrollments in the EPS Certificate Program underscore the fact that there is a constituency among UW-Madison undergraduates who will seek out the new major. Currently, among the major schools within the UW system, only the University of Wisconsin-Milwaukee offers a non-teaching education major. But that program has a very different emphasis than the one planned here. The focus areas for UW-Milwaukee's program, for example, include adult education, youth leadership, and training and workforce development. As will be explained below, the new Education Studies major at UW-Madison will include these topics within its array of coursework, but our emphasis will be on the critical examination of educational policies, domestic and international, with in-depth consideration of the past and present contexts in which these policies emerge, develop, and change, analyzed and discussed through various academic and disciplinary perspectives, notably history, sociology, anthropology, politics, and comparative education.

More broadly, the new Education Studies major will allow the University of Wisconsin-Madison to further establish its leadership role in creating exemplary undergraduate programs worthy of emulation. Just a few Research I colleges and universities in the United States offer non-teaching education majors and/or minors. Among Big Ten schools, both Michigan State University and Indiana University have undergraduate minors in educational studies. Northwestern University

has a major in social policy that includes some educational content, while Pennsylvania State University has both a major in education and public policy and a minor in educational policy studies. Purdue has an undergraduate major in the learning sciences. None of these programs, however, combines the comprehensive, in-depth analysis of both domestic and global educational issues offered by the proposed UW-Madison major. Among other well-known colleges and universities, Stanford University has a minor in education; Brown University has an educational studies concentration; the University of Oregon has a major in educational foundations; the University of Washington has a minor in education, learning, and society; and Rutgers University has an undergraduate minor in educational studies. The closest program to the proposed major discussed here is New York University's minor in global and urban education studies. Thus, by adding the Education Studies major to its broad array of exemplary undergraduate programs, the University of Wisconsin-Madison has a unique opportunity to concretize its leadership role in American higher education, sending strong and unmistakable signals regarding the importance of the rigorous and systematic study of educational policy in its domestic and international contexts.

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d. Provide a brief description of the program. All of the
curricular details no not need to be worked out at this stage
but a general outline of what is needed would be helpful.
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The proposed new Education Studies major will require a minimum of 30 credits for completion. Coursework for the major will consist of three core courses (9 credits) that all students must take; depth requirements (a minimum of 12 credits); and breadth requirements (a minimum of 9 credits). Aside from the core courses, garnering these credits will be structured through two "strands," or "concentrations," that will form the centerpiece of the major: (1) the U.S. Concentration; and (2) the Global Concentration.

> I. Core Courses (9 credits)
> > All students who undertake the Education Studies major will be required to take three core courses:
> >
> > > i. EPS 300 School and Society*
> > > ii. EPS 335 Globalization and Education
> > > iii. EPS/History 412 History of American Education*
> > > > (Note: * indicates that sections of the course will be designed to fulfill university Comm B requirements for writing-intensive courses.)
>
> II. Depth Requirements.
> > Students will choose a minimum of four courses (12 credits) in one of two concentrations to allow for in-depth study:
> >
> > > U.S. Concentration
> > >
> > > EDPOL 140 Introduction of Education
> > > EDPOL 150 Topics
> > > EDPOL 200 Race, Ethnicity and Inequality in American Education
> > > EDPOL 210 Youth, Education, and Society

EDPOL 450 Rethinking After-School Education
EDPOL 460 Cultural Pluralism and Educational Policy
EDPOL 478 Comparative History of Childhood and Adolescence
EDPOL 505 Issues in Urban Education
EDPOL 510 Urban School Policy
EDPOL 518 Introduction to Debates in Higher Education Policy
EDPOL 560 Gender and Education
EDPOL 567 History of African American Education
EDPOL 570 Anthropology and Education
EDPOL/HISTORY622 History of Radical and Experimental Education in
     the US and UK
EDPOL/HISTORY 665 History of the Federal Role in American
     Education
EDPOL/SOCIOLOGY 648 Sociology of Education
EDPOL/PHILOSOPHY 545 Philosophical Conceptions of Teaching and
     Learning
EDPOL/PHILOSOPHY 550 Philosophy of Moral Education

Global Concentration

EDPOL 140 Introduction to Education
EDPOL 150 Topics
EDPOL 317 School and Society: Colonialism and Schools
EDPOL 340 Comparative Education
EDPOL 460 Cultural Pluralism and Educational Policy
EDPOL 478 Comparative Study of Childhood and Adolescence
EDPOL 560 Gender and Education
EDPOL 591 Schooling and the Rights of Children
EDPOL 595 Language Politics, Ethnicity, and Education
EDPOL 675 Introduction to Comparative and International Education
EDPOL 677 Education, Health, and Sexuality
EDPOL/HISTORY622 History of Radical and Experimental Education in
     the US and UK

Several new courses with global content are also planned for the
Education Studies major, including:
     * one 300–level course: Education for Global Change
     * one 400-level course: Global Inequality and Education
     * two 500-level courses: (a) Ethnography of Education and (b)
         Teaching and Learning in International Education
     * one 600-level course: Anthropology of Development Education

III. Breadth Requirements (minimum 9 credits).
     One breadth course is required. All others are optional.

     Required: Students must take one of the following Educational Psychology

courses:
        EDPSYCH 320 Human Development in Infancy and Early Childhood
        EDPSYCH 321 Human Development in Adolescence
        EDPSYCH 331 Human Development—Childhood through Adolescence

Options:
        CURRIC 240 Critical Aspects of Teaching, Schooling, and Education
        EDPSYCH 320 Human Development in Infancy and Early Childhood
        EDPSYCH 321 Human Development in Adolescence
        EDPSYCH 331 Human Development—Childhood through Adolescence
        EDPSYCH 326 Mind, Brain, and Education
        EDPSYCH 506 Contemporary Issues in Educational Psychology
        EDPSYCH 521 Adolescent Development in Educational Contexts
        EDPSYCH 533 Thinking, Feeling, and Learning
        EDPSYCH 541 Applied Behavior Analysis in Classrooms
        ELPA 640 Legal Rights and Responsibilities for Teachers

        * Additional courses to be added in the future.

In the future, we anticipate incorporating opportunities for Community-Based Learning (CBL) into both strands of the major (U.S. and Global) by partnering with community, governmental, and non-governmental organizations in the places where faculty members have long-term field engagements. These sites include, for example, Madison, Sun Prairie, Middleton, Milwaukee, and Washington D.C., as well as Malawi, Tanzania, Brazil, Colombia, and the Dominican Republic.

Community-Based Learning (sometimes called Service Learning) gives students a chance to link classroom instruction to intentional engagement with community organizations, including after-school programs, local youth associations, and non-profit organizations that serve children and families. In courses with a CBL component, Education Studies majors will be able to immerse themselves in diverse community settings to learn from and work alongside local partners toward goals established by local partners themselves. CBL courses—perhaps coordinated in partnership with the UW-Madison Morgridge Center for Public Service—will help students think critically about the nexus between educational and social policy at the local, state, regional, national, and international levels, thus building a sense of civic responsibility to further the Wisconsin Idea in our state and around the world.

Students pursuing the international strand of the Education Studies major will be encouraged to take advantage of study abroad opportunities directly related to their educational policy interests. We hope to work with the campus study abroad office, International Academic Programs, and in collaboration with other international units on campus (e.g., Area Studies and Global Health) to develop credit-accruing study abroad summer courses that focus on the central themes of the major, including educational inequality, educational policy, and social justice. These courses will also help to meet other SoE students' interest in education-related study abroad opportunities.

The international strand of the major will also work closely with the UW-Madison international internships program to help students find excellent placements abroad. EPS faculty members will also work individually with students who are interested in unpaid internships with international, national, and community-based non-governmental organizations with whom they have strong connections, such as Save the Children and the International Rescue Committee.

To implement both community-based learning and study abroad opportunities going forward, the Education Studies major will require additional resources to facilitate CBL course organization, assisting students with transportation to community sites (on this point, the Morgridge Center's free cab ride service for volunteers may be helpful), monitoring student activities on-site, and, most importantly, guaranteeing the intellectual connection between on-campus coursework and off-campus engagement. Both the Morgridge Center and the Wisconsin Center for Education Research may be able to support the staffing needs in the form of two-year postdoctoral positions (one each for the U.S. and Global strands) as well as additional resources for teaching assistants to help with these logistically complex courses.

In the future, the Education Studies major also would like to offer its students the option of collaborating in faculty research along the lines of the UW-Madison Undergraduate Research Scholars (URS) program. Undergraduate research is among the best ways to strengthen students' learning and improve their success after graduation (either in careers or continuing education). We also hope to offer Education Studies majors the option of completing a Senior Thesis as the culmination of their academic experience in our program. The purpose of the Senior Thesis would be to give students the opportunity to conduct original research under the direction of a faculty advisor. The Senior Thesis would be a two-semester effort, which could include either two independent-reading courses or one thesis-development course and an independent-reading course. As with its community-based learning and study abroad plans, the Senior Thesis option will require additional program resources (e.g., TA support and, as the major grows, additional faculty lines).

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e. Describe the resource requirements of the program. If it will
be supported from reallocation or existing resources, provide a
summary explanation. If unusual resources, such as program
revenue, will support this program provide a description and
summary business plan.
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For the most part, initial resources for this new program will come from the existing resources of the Department of Educational Policy Studies. There is, however, one exception: a core course in the major, EDPOL/HISTORY 412, "History of American Education," does not have adequate staffing. This course, taught every semester and very popular among teacher education students as well as History majors, has long had the largest enrollment in the department (220+ students per year). It forms a central part of the curriculum for the new major but is currently understaffed. EPS needs to conduct a search in this area in order to ensure the viability of the major.

We anticipate rapidly increasing enrollments in both "core" and "depth" courses associated with the major. As enrollments increase, some courses will require Teaching Assistants (particularly writing intensive courses designated for the Communication Part B requirement). We expect to request up to 8 additional TAships per year (4 per semester) as enrollments grow.

Advising for the new major will be provided by the SoE undergraduate dean's office, Education Academic Services. We also will need support for the administrative requirements of the major (tracking credits, requirements, etc.).

f. Provide a list of the program faculty who are central to the planning process and who will participate in the program once it is implemented.

Bianca Baldridge, Assistant Professor
Lesley Bartlett, Associate Professor
Sara Goldrick-Rab, Professor
Nancy Kendall, Associate Professor
Stacey Lee, Professor
Kathryn Moeller, Assistant Professor
Adam Nelson, Professor
Linn Posey-Maddox, Assistant Professor
William Reese, Professor
Amy Stambach, Professor
Erica Turner, Assistant Professor

g. Attach letters of support or concurrence from departments, schools, and colleges that are contributing courses to the program; units that will have an interest in the program, or units that may offer existing programs that potentially overlap with the proposed program in name or content.

See Appendix 3 for letters of support from:

* M. Elizabeth Graue, Sorenson Professor of Childhood Studies
    Chair, Department of Curriculum and Instruction
* Eric Camburn, Chair, Department of Educational Leadership and Policy Analysis
* David Kaplan, Chair, Department of Educational Psychology
* Stephanie Roberts, Director, School of Social Work
* Constance Flanagan, Chair, Community and Nonprofit Leadership
    Associate Dean, School of Human Ecology
* Janean Dilworth-Bart, Chair, Human Development and Family Studies

June 3, 2015

Professor Stacey Lee
Chair, Educational Policy Studies
University of Wisconsin-Madison

Dear Stacey:

On behalf of the department of Educational Leadership and Policy Analysis, I am writing to express the department's support of Educational Policy Studies' new undergraduate non-teaching major. In particular, we are willing to allow students in the new program to enroll in the following courses:

ELPA 640 Legal Rights and Responsibilities for Teachers
ELPA 830 School Finance and Resource Allocation
ELPA 831 Financing Postsecondary Education
ELPA 870 The Politics of Education
ELPA 940 Race, Class and Educational Inequality
ELPA 940 Urban Education Leadership

I wish you and your colleagues the best of luck in getting approval for this worthwhile addition to undergraduate education at the University.

Sincerely,

Eric Camburn
Chair, Educational Leadership and Policy Analysis

May 25, 2015

Dear Professor Lee,

This letter documents the Department of Curriculum & Instruction's strong support for the Department of Educational Policy Studies' development of a non certification major in education. This educational track should be appealing students who are interested in education but not in teaching. We anticipate that our department will contribute several courses to this program, reflecting C&I's expertise in teaching in diverse contexts.

We look forward to the development of the major and wish you the best in the process.

Sincerely,

M Elizabeth Graue
Sorenson Professor of Childhood Studies
Chair, Dept of Curriculum & Instruction

University of Wisconsin-Madison

David Kaplan, Ph.D.
Department of Educational Psychology
Educational Sciences Building, Rm. 880B
1025 West Johnson Street
Madison, WI 53706-1796
Tel: 608-262-0836   Fax: 608-262-0843
Email: dkaplan@education.wisc.edu

June 12, 2015

Professor Stacey Lee
Chair, Educational Policy Studies
UW-Madison

Dear Stacey:

On behalf of the Department of Educational Psychology, I am writing to express the department's support of the new undergraduate major in Educational Studies to be housed in the Department of Educational Policy Studies. We are pleased to have one Ed Psych course (320, 321 or 331) listed as a required "breadth" course and to have other Ed Psych courses included in the "breadth" category.

Sincerely,

David Kaplan
Chair & Patricia Busk Professor of Quantitative Methods
Department of Educational Psychology

New Course Proposal

Subject   Counseling Psychology (270)   **Status**   Under Review by School/College
Proposer   Stephen M Quintana

Basic Information

What is the primary divisional affiliation of this course?
Interdivisional

Course Title
Race and the Developing Child

Transcript Title (limit 30 characters)
Race and the Developing Child

Three-digit course number
230

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

Catalog Information

Minimum credits

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

The purpose of this course is to understand children's psychological experience of racial, ethnic and cultural (REC) status, development of their understandings of REC, and implications of this development for discussing and dialoguing about REC diversity with children and adolescents.

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

Lecture

Administrative Information

Chief Academic Officer

William T Hoyt

Designee of chief academic officer for approval authority

Christine M Steinke; Susan M Thideman

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 2015-2016

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 is designed to meet the ethnic studies requirement and to be offered for first or second year students.

  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).
meets ethnic studies requirement

  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.

Describe the course content

Course Description Racial, ethnic and cultural (hereafter: REC) diversity has a broad and pervasive influence on children through adolescence and beyond. Children and youth are provided little opportunity to discuss how their REC status influences them and their social world. Discussing REC issues often elicit strong reactions in children, parents, and other adults who work with children. The purpose of this course is to understand children's psychological experience of REC status, development of their understandings of REC, and implications of this development for discussing and dialoguing about REC diversity with children and adolescents. The goal of this course is to review child and adolescent development across diverse contexts, specifically racial, ethnic, and cultural contexts in the U.S.. The Introduction section of the course begins by students exploring and telling their own and their family's REC story(ies). The class reviews the history and contemporary uses of REC terms as well as accepted and contested REC labels and identifications. The beginning section of the class ends with principles of dialogues and class discussion. The focus on the historical foundation for children's REC context in the U.S. supports UW's Essential Learning in Ethnic Studies' goal of Awareness of History's Impact on the Present. Additionally, another focus for this section is to promote A Consciousness of Self (Essential Learning in Ethnic Studies) and set a foundation for understanding differences between students' own histories and others' histories and contexts. The focus on dialogues and engaging in productive discussions fosters Effective Participation in a Multicultural Society (Essential Learning in Ethnic Studies). The Early Childhood section includes a review of young children's early awareness of human diversity, contextualizing REC differences within related social categories. Socialization goals and patterns are reviewed across cultural groups with a focus on individualistic and collectivistic differences. This section includes a focus on a Consciousness of Other by understanding the cultural roots to others' socialization values. The Middle and Late Childhood section reviews issues associated with the schooling of first and second generation immigrant children and language minority children are reviewed. The Adolescence section reviews development of racial and ethnic identities among youth in the US, including biracial and multiracial youth. Intergroup and intragroup dynamics in peer groups as well as intergroup attitudes during adolescence are considered. Theories are reviewed that define and describe ethnic bias, prejudice, and discrimination, including explicit and implicit forms of bias and microaggressions as well as the self-stereotyping that often occurs among ethnically and racially stigmatized groups. In the Other Groups section consideration is given to Hmong children in the Midwest, Arab and religious minority children, as well as children being raised in multiracial families, such as transracially adopted children and biracial/multiracial children and youth. Programming and Interventions section includes a focus on Allport's Intergroup Contact Theory, strategies to integrate educational settings, and other approaches to promote positive intergroup relations. This last section further promotes problem solving and interventions into challenges associated with ethnically and racially diverse classes, schools, neighborhoods, and societies.

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

There is some overlap with HDFS 474, Racial-ethnic families in the U.S. but my course is focused on children in schools and the development from infancy through adolescence.

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.

Human Devel & Family Studies (230)

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

Stephen M. Quintana, PhD, professor

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.

Race and the Developing Child.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

This course provides a focused addition to the ethnic studies requirement and could help in preparation of students seeking careers in schools.

Provide an estimate of the expected enrollment

40

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

Class lectures and discussions last 3 hours per week and there is 6 hours of outside reading and related learning activities.

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?

Yes

> **What is the rationale for seeking LAS credit?**
> *It includes a psychological foundation for understanding development in the context of racial, ethnic and cultural diversity.*

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

Elementary

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

Yes

> **Indicate which:**
> *S-Social Science*

General Education Designations

Should the course be reviewed for the general education requirement?

Yes

> **Which requirements?**
> *Ethnic Studies*

Race and the Developing Child
Spring, 2016
Department of Counseling Psychology
University of Wisconsin Madison

Instructor: Stephen M. Quintana, Professor   **Office**: 307 Education
Classroom: **Class time and days**:
Phone: 265-2166 (to leave message: 262-6987)
Email: Quintana@education.wisc.edu   TA:
Office hours: Mondays and Wednesdays (please schedule ahead of time)

Course Description

Racial, ethnic and cultural (hereafter: REC) diversity has a broad and pervasive influence on children through adolescence and beyond. Children and youth are provided little opportunity to discuss how their REC status influences them and their social world. Discussing REC issues often elicit strong reactions in children, parents, and other adults who work with children. To be effective, discussions with children need to use developmentally-appropriate concepts and language. The purpose of this course is to understand children's psychological experience of REC status, development of their understandings of REC, and implications of this development for discussing and dialoguing about REC diversity with children and adolescents.

The goal of this course is to review child and adolescent development across diverse contexts, specifically racial, ethnic, and cultural contexts in the U.S.. The *Introduction* section of the course begins by students exploring and telling their own and their family's REC story(ies). Students reflect on their personal development, the cultural contexts of their childhood and the messages they received about REC. The class reviews the history and contemporary uses of REC terms as well as accepted and contested REC labels and identifications. The beginning section of the class ends with principles of dialogues and class discussion. The focus on the historical foundation for children's REC context in the U.S. supports UW's *Essential Learning in Ethnic Studies*' goal of **Awareness of History's Impact on the Present**.   Additionally, another focus for this section is to promote **A Consciousness of Self** (Essential Learning in Ethnic Studies) and set a foundation for understanding differences between students' own histories and others' histories and contexts. The focus on dialogues and engaging in productive discussions fosters **Effective Participation in a Multicultural Society** (Essential Learning in Ethnic Studies).

The *Early Childhood* section includes a review of young children's early awareness of human diversity, contextualizing REC differences within related social categories. Socialization goals and patterns are reviewed across cultural groups with a focus on individualistic and collectivistic differences. This section includes a focus on a **Consciousness of Other** by understanding the cultural roots to others' socialization values. Additionally, this section includes a focus on the **Ability to Recognize and Question Assumptions** (Essential Learning in Ethnic Studies) of a cultural nature, including understanding different socialization goals and the cultural origin for those goals as a better way to challenge assumptions based on ethnocentric perspectives. Additionally, understanding the cultural roots to child socialization

promotes an understanding of **History's Impact on the Present** (Essential Learning in Ethnic Studies).

The *Middle and Late Childhood* section reviews issues associated with the schooling of first and second generation immigrant children and language minority children are reviewed. This section promotes the Essential Learning in Ethnic Studies by promoting the **Ability to Recognize and Question Assumptions** associated with the development of ethnic and racial bias and an **Awareness of Others** by examining child development in the context of immigration and cultural contexts that are different from the students.

The *Adolescence* section reviews development of racial and ethnic identities among youth in the US, including biracial and multiracial youth. Intergroup and intragroup dynamics in peer groups as well as intergroup attitudes during adolescence are considered. Theories are reviewed that define and describe ethnic bias, prejudice, and discrimination, including explicit and implicit forms of bias and microaggressions as well as the self-stereotyping that often occurs among ethnically and racially stigmatized groups. This section further promotes **Ability to Recognize and Questions Assumptions** regarding development of adolescents of color and promoting **Consciousness of Others** in youth development.

In the *Other Groups* section consideration is given to Hmong children in the Midwest, Arab and religious minority children, as well as children being raised in multiracial families, such as transracially adopted children and biracial/multiracial children and youth. This section promotes a **Consciousness of Self and Others** by reviewing the context and histories of these other ethnic and religious minority children and by contrasting that with the students' own development. The learning goal of **Ability to Recognize and Question Assumptions** is supported by examining some of the specific contextual issues associated with for example, children and youth from stigmatized religious groups, youth from multiracial families (i.e., cross-racially adopted children and multiracial youth) who defy common or normative assumptions related to ethnic or racial homogeneity within families.

Programming and Interventions section includes a focus on Allport's Intergroup Contact Theory, strategies to integrate educational settings, and other approaches to promote positive intergroup relations. This last section further promotes problem solving and interventions into challenges associated with ethnically and racially diverse classes, schools, neighborhoods, and societies and promotes the learning goal of **Effective Participation in a Multicultural Society**.

Course Objectives
1) Students will understand the development of their own and other children's conceptions of their social world with a focus on race, ethnicity, and culture.
2) Students will understand and have empathy for differences in traditional forms of child socialization goals and values across cultural groups and understanding the intergenerational and cultural roots to child socialization.
3) Students will reflect on their own racial, ethnic, and cultural socialization and be able to take alternative racial, ethnic, and cultural perspectives on child development and socialization. .
4) Students will be able to understand the formation and identify expressions of REC bias targeting children and youth.

5) Students will begin to formulate how to respond to children's queries and dialogue about REC with sensitivity to level of children's development and learn communication skills necessary to engage effectively in multicultural contexts.
6) Students will be able to challenge assumptions about the forms of child socialization that are assumed to be normative and 'natural.'

Readings from:
Bergstrom, A., Cleary, L. M., & Peacock, T. D. (2003). *The seventh generation; Native students speak about finding the good path*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
Quintana, S. M. and McKown, C. (2007/ 2012) *Handbook of Race, Racism, and the Developing Child*, John Wiley & Sons, Inc., Hoboken, NJ, USA.
Suarez-Orozco, C. & Suarez-Orozco, M. M., Todorova, I. (2008/2010). *Learning a new land: Immigrant students in American Society*.
Singleton, G. E., (2015). *Courageous conversations about race* (2nd edition)
Simon, R. J. (2001). *In their own voices: Transracial Adoptees Tell Their Stories.*
Racial Autobiographies: A collection of individuals telling their own racial, ethnic and cultural stories that reflect the diversity nd idiographic nature of the expression of sociocultural differences. These autobiographies are collected from web pages devoted to cultural stories, foundations and organizations devoted to racial, ethnic or cultural minorities, videos depicting first person narratives about experiences in the U.S. by racial, ethnic, and cultural minorities.

Class Schedule

Week, day	Topics	Reading Assignments
Introduction: Our own race		
1: M	Syllabus and class introduction What is race, ethnicity and culture?	Singleton: Chapter 3 "Why Race?" Quintana & McKown (2008): Introduction in *Handbook of Race, Racism, and Developing Child*.
1: W	What is your race, ethnicity and culture? Learning and telling your REC story and heritage.	Singleton Chapter 4: Agreeing to talk about Race Takaki, R. (2008). Multiculturalism as a cornerstone of being in the 21st Century: A historical perspective. In J. K. Asame, M. L. Ellis & G. L. Berry (Eds.) The SAGE Handbook of Child Development, Multiculturalism, and Media. Racial Autobiographies I
2: M	Reporting your REC stories	Bergstrom et al., Chapter 2 ("Stories, Stories, Stories"). Self-reflection Handout

2: W	What's in a name? Racial and ethnic labels and terms and their history	Singleton Chapter 9: "What do you mean by Race." Bergstrom et al. Chapter ("Just be who you are")
		http://datacenter.kidscount.org/data/Tables/6417-child-population-by-race-ethnicity?loc=45&loct=2#detailed/2/any/false/36,868,867,133,38/2728,2159,2157,2663,2161/13312
		Racial Autobiographies II
3: M	Principles of dialogue and dialoguing about REC	Gurin, Nagda, & Zunica (2013). Intergroup dialogue in contemporary society. In Gurin et al.'s *Dialogue across difference: Practice, theory and research on intergroup dialogue.*
Early Childhood		
3: W	Infants: *Blank Slates*? Preverbal responsiveness to social world	Quintana, S. M., Benjamin, J. Z., & Leverett, P. (2015). Essentialism and Children's Reasoning about Race and Ethnicity. In A. Rutland, D. Nesdale, & C. Spears Brown (Eds). *The Wiley-Blackwell Handbook of Group Processes in Children and Adolescents.*
		Parry, W. (2012). Nine months old show racial bias when looking at faces. (@ Livescience.org).
4: M	Early verbal labeling and racial categorizations Doll Studies: then and now	Quintana, S. (2007). Development of Ethnic Perspective-taking ability. In Quintana & Clark Handbook.
		Kids on Race Study: (CNN special, watch special and read doll study overviews) http://www.cnn.com/SPECIALS/2010/kids.on.race/
		Racial Autobiographies III
4: W	Cultural Socialization: Definition of Individualism and Collectivism	Carteret, M (2013) *How Individualism and Collectivism Manifest in Child Rearing Practices* (from dimensions of www.culture.com)
		Mashinot, B. (2008). *Changing Face of United States: Influence of culture on early childhood development.* Zerotothree: Washington DC.
5:M	Cultural Socialization: Native and indigenous cultures	Bergstrom et al., Chapters 4 (*When life gets tough*) and 6 (*Honoring our gifts*)
5: W	Cultural Socialization: Latinos	Murphey, Guzman, & Torres (2014). America's Hispanic Children from www.childtrends.org
		Halgunseth, L., Ispa, J., & Rudy, D. (2006). Parental Control in Latino Families: An Integrated Review of the Literature. *Child Development*, *77*, 1282-1297.
		Racial Autobiographies IV
6: M	Cultural Socialization: Asian American	Hayashino, D. S. & Chopera, S. B. (2009). Parening and Families. In N. Tewari & A. N.

		Alvarez (Eds.) *Asian American Psychology: Current perspectives*. Singleton Chapter 4: Agreeing to talk about Race Racial Autobiographies V
6: W	Cultural Socialization: African American	Hughes et al., (2007). How to catch a moonbeam. Chapter 11 in Quintana & McKown's *Handbook of Race, Racism and Developing Child*. Racial Autobiographies VI
7: M	Cultural socialization of White children	Review Carteret reading on individualism Family Lives (2015). Talking to your child about culture. From: www.familylives.org Banaji, Baron, Dunham & Olson (2010). Development of Intergroup Social Cognition: Early emergence, Implicit Nature and Sensitivity to Group Status. In S. R. Levy & M. Killen (Eds). *Intergroup Attitudes and relations in childhood through adulthood*. NY: Oxford Press. Barrett, J. E., & Roediger, D. (2006). How White people became white. In Rothenberg, P. (Ed.) *White Privilege*: Readings from the other side of racism. Racial Autobiographies VII
7:W	Acculturation, assimilation, and biculturalism	Nguyen, H. H. (2008). Acculturation in the U.S. In D. L. Sam & J. W. Berry (Eds). *The Cambridge Handbook of Acculturation Psychology*. Suarez-Orozco: Children of Immigration, Chapter 1
Middle and Late Childhood		
8: M	Immigrant children, children of immigrants and education	Suarez-Orozco: Learning a new land: Chapter 2 Excerpts from APA (2011). *Crossroads: The Psychology of Immigration in the New Century*.
8: W	Immigrant children and social contexts	Suarez-Orozco: Suarez-Orozco: Learning a new land: Chapters 3 & 4. Excerpts from APA (2011). *Crossroads: The Psychology of Immigration in the New Century*.
9: M	Immigrant children and school contexts	Suarez-Orozco: Learning a new land: Chapters 4 – 5.
9: W	Immigrant children and educational policy and practice	Suarez-Orozco: Learning a new land: Chapter 6 - 8 Excerpts from American Psychological Association, Presidential Task Force on Educational Disparities. (2012). *Ethnic and racial disparities in education: Psychology's contributions to understanding and reducing disparities*.
Adolescence		

10: M	Racial and ethnic identity development	Blackmon, & Vera (2008). Ethnic and racial identity development in children of color. Davidson, A (1996). Making and Molding Identity, chapters 4 and 6.
10: W	Microaggressions	Sue et al., (2007). Racial microaggressions in everyday life. American Psychologist, 62, 271-288. Youtube videos on microaggressions
11: M	Stereotype threat, self-handicapping and burden of acting White	Steele, C. (2011) Whistling Vivaldi: How stereotypes affect us and what we can do. Chapters 2 and 9. hooks, b. (2006). Representation of Whiteness in the Black imagination. In Rothenberg, P. (Ed.) *White Privilege*: Readings from the other side of racism.

Other Groups

11: W	Hmong history and migration to Midwest	https://ethnomed.org/culture/hmong http://www.asian-nation.org/hmong.shtml Hmong American guest speaker
12: M	Arab and Muslim children and youth in U.S.	Abdelhady, D. (2014) The sociopolitical history of Arabs in the U.S. In S. C. Nassar-McMillan, K. J. Ajrouch & J. Hakim-Larson (Eds). *Biopsychological Perspectives on Arab Americans*. Amer, M. M. (2014). Arab American acculturation and ethnic identity across the lifespan. In S. C. Nassar-McMillan, K. J. Ajrouch & J. Hakim-Larson (Eds). *Biopsychological Perspectives on Arab Americans*.
12: W	Biracial and multiracial youth	Film: *One big Hapa family* Film: *Between: Living the Hyphen:* Root, M. (2001). *Bill of Rights for Multiracial Persons*
13: M	Transracially adopted youth	Lee, R. M. & Miller, M. (2009). History and psychology of Asian adoptees. In N. Tewari & A. N. Alvarez (Eds.) *Asian American Psychology: Current perspectives*. Chapters from Simon and Roorda's (2001) *In their own voices: Transracial adoptees tell their stories*.

Interventions and programming

13: W	Intergroup contact theory	Pettigrew, T. (1998) Intergroup contact theory. Annual Review of Psychology.
14: M	Intergroup contact theory in practice	Biles, B. (2013). Activities that promote racial and cultural awareness. From www.pbs.org. Aboud, F. & Spears Brown, C. (2013). Positive and negative intergroup contact among children and its effect on attitudes. In G. Hodson & M. Hewstone (Eds). *Advance in Intergroup Contact*.

Contemporary event and Wrap up		
14: W	Discussion of an important contemporary event (e.g., Black Lives Matter movement)	To be determined
15: M	Reports on interviews	
15: W	Reports on interviews	

Assignments

1) Online weekly discussions (20%). Students will need to respond to discussion prompts.
  0 points no discussion entry or entry posted more than 1 day late
  1 point for entry that is late by one day or less
  2 points for on-time entry
  3 points for on-time entry that is on-topic, partially addresses the discussion prompt
  4 points for on-time entry that fully addresses the discussion prompt
  5 points for on-time entry that fully addresses the prompt and elaborates in new way
2) Class attendance and participation (10%). Students who miss more than 5 classes cannot earn higher than D grade.
3) Own REC story (10%). You will reflect and write up your own racial, ethnic, and cultural socialization and story.
3) Interviews (10%): You will interview two people who have a different social identity than yourself and write up a summary of their REC history and connect.
4) Inclass and online quizzes (25%)
5) Final self-reflection (5%)on what each student has learned, which assumptions challenged, what questions remain about how children and youth experience REC.
6) Exploration and write up (10%, 3-4 pages, and one paragraph summary) of one interesting cultural feature of own choosing (topic must be approved by instructor). Topics could include addressing questions such as "Why can't Whites use the 'N' word?" "Do language minority children learn better with instruction in English or their native language?" "Is it possible to be color-blind?" "How did Affirmative Action originate?"

Final Grade Scale
  A 93-100
  AB 88-92.9
  B 84-87.9
  BC 80-83.9
  C 74-79.9
  D 65-73.9
  F Below 65

September 14, 2015

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

Dear Professor Nelson,

On behalf of the Department of Political Science, I am writing to express support for the new undergraduate major in Educational Studies to be housed in the Department of Educational Policy Studies. Our Director of Undergraduate Studies, Ricardo Court, and our Undergraduate Program committee reviewed your proposal and agree that the Educational Studies will be an excellent addition to the programs offered by your department.

Our graduate program in political science has been involved in the Interdisciplinary Training Program (ITP) in Education Sciences at the University of Wisconsin-Madison for many years. Our graduate students have benefitted greatly from this program. I expect similar interest (and excellence) in the new Educational Studies program at the undergraduate level.

Look luck with the new program and please let me know if I can be of further assistance.

Sincerely,

David T. Canon
Professor and Chair

New Course Proposal

Subject Curriculum and Instruction (272)   **Status** Under Review by School/College
Proposer Constance S Squire

Basic Information

What is the primary divisional affiliation of this course?
Interdivisional

Course Title
Game Design I

Transcript Title (limit 30 characters)
Game Design I

Three-digit course number
528

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

3

Maximum credits

3

Grading System

A-F

Course Description (will be published in Course Guide)

An introductory course that explores the fundamentals of game design. Students develop fundamental skills in designing interactive systems (much as art students develop fundamental skills through courses in figure drawing or color theory). Intended for students who plan to continue on in careers in educational game design or in design fields in related settings, such as museums, theme parks, and technology-mediated classrooms. This is the first of a two course sequence.

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

Dr. Kurt Squire, kdsquire@education.wisc.edu

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 2016-2017

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 (528) and its sequel, Game Design II (628-course number pending) courses are foundation courses for the MS an PhD degrees in the Digital Media area within C&I, providing students a solid understanding and facility with game design. Several of our other courses build on this understanding.

      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 meets the MS and PhD requirements within C&I broadly and the Digital Media area specifically.

      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

An introductory course that explores the fundamentals of game design. Students learn the basics of game design theory by creating several analog (non digital) games and through close analysis of both analog and digital games, focusing on the elementals common to all games that are fundamental for a game designer working in any medium, from sports games to board games to computer and video games. In this course, students develop fundamental skills in designing interactive systems (much as art students develop fundamental skills through courses in figure drawing or color theory). Intended for students who plan to continue on in careers in educational game design or in design fields in related settings, such as museums, theme parks, and technology-mediated classrooms. This is the first of a two course sequence.

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

Educational Psychology 563 "Design of Educational Games and Simulations" examines the design of learning games and simulations, including topics such as intelligent tutoring systems, serious games, and epistemic games. This course, in contrast, focuses on game design generally, both analog and digital, with an emphasis on commercial games. Given the focus in C&I on design and commercial titles, we see no significant overlap.

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.

Educational Psychology (315)

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

Dr. Kurt Squire, kdsquire@education.wisc.edu

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.

528 Squire.pdf

Justifications

Explain how this course contributes to strengthening your curriculum

The 528 and 628 (pending course number) courses are foundation courses in the Digital Media area within C&I, providing students a solid understanding and facility with game design. Several of our other courses build on this understanding.

Provide an estimate of the expected enrollment

20-35 students per semester

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 3 hours of contact time with the faculty instructor each week for 15 weeks, in addition to a minimum of two hours of out-of-class student work each week on assignments, which represents 3 credit hours.

If this is a variable credit course, provide rationale

Additional comments (optional)

Both 528 and its sequel can be taken by both graduates and undergraduates. The course syllabus reflect their differing assignments.

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

Designations

Should this course have the graduate course attribute?

Yes

If yes, this course:
ASSESSES_GRAD_SEPARATELY

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

Yes

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)
Advanced

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?

C&I 528 Game Design I

Contact Information
Kurt Squire
kurt.squire@gmail.com
Office Hours: By appointment
GLS Center - 1401 University Avenue, 2nd Floor
Class Information
Thursdays , 1:00-3:30 pm
Room 131 TEB

Overview
Game Design I is an introductory course that explores the fundamentals of game design. We will learn the basics of games through creating several analog (non digital) games, and by close analysis of both analog and digital games. The course is designed for you to develop your fundamental skills of designing interactive systems (much as art students take classes in figure drawing or color theory). It focuses on the elementals common to all games that are fundamental for a game designer working in any medium, from sports to board games to computer and videogames. Although the focus of the course is on the creation of non-digital games, digital games will also be discussed throughout and course themes will be specifically related back to digital games. Two of the assignments will focus on digital game design specifically.
Even if you have no intention of becoming a game designer, the skills in this class should be deeply relevant to designing experiences for others across a variety of settings, from museums to classrooms to theme parks. This syllabus is based on Eric Zimmerman's game design course and I thank him for sharing.

Course Goals
  •   Gain insight into experience design, particularly how structures interact with people's intentions to produce emergent experience.
  •   Explore game design skills and methods such as iterative design, playtesting, collaboration, critical analysis, and communication.
  •   Provide experiences doing multiple iterations of designs so as to see patterns in design challenges, solutions, and one's working strategies.
  •   Foster an understanding of digital and analogy games and how game play becomes meaningful for players.
  •   Explore fundamental concepts relating to games and design, such as rules and play, emergent complexity, long and short-term goals, etc. This includes understanding games as formal systems, experienced human systems, and cultural systems.
  •   Link course principles to contemporary research and theory in video games.
  •   Gain experience working in teams, understanding how teams function and exploring your own strengths and weaknesses as a team member.

Required Readings
Jesse Schell, 2008. *The Art of Game Design: A book of Lenses*. Morgan Kauffman.

Recommended
Katie Salen & Eric Zimmerman, eds. The Game Design Reader. Cambridge, MA: The MIT Press.

Assignments
Print out and bring copies of written assignments to class the day that they are due.

Readings
Most weeks will feature discussions of readings from The Art of Game Design and The Game Design Reader. Students are responsible for completing these readings every single class, and being prepared to discuss them each class. This is your seminar, and the quality of discussion and your experience from it depends on your taking ownership over the readings. Failure to participate in discussions and demonstrate that the readings have been completed will affect the participation component of your grade.

Analysis
Each student will analyze a single game, written up as a paper, and presented to class. The paper is a 3-5 short paper, and the presentation is informal 5-7 minute overview of the main points to the class. For the presentation, bring the game to class, or share visuals or videos from the game. Your presentation can include visual aids like PowerPoint slides. Your grade will be based on both the paper and the presentation.

What makes a good analysis? Your analysis should NOT be a "review" of a game but instead a design analysis that has a thesis and makes a strong claim about one or more design elements. You should evaluate the how and why aspects of the game design work at consider the implications for game design in general. A good analysis should goes beyond the immediate game to give insight about more general themes. Papers should be well-structured and free of grammatical errors.

The focus of the analysis depends on when it is given during the semester. You choose which kind of analysis you want to give and then will be assigned a date. The three kinds of analyses are:

- **Formal analyses** (unit one): Focus on the mathematical, logical aspects of the game design and must analyze non-digital games only.
- **Experiential analyses** (unit two): Explore the player experience, such as the psychological, emotional, or social experience of the players, relating them to the formal rule structures of the game. Digital or non-digital games can be analyzed.
- **Cultural analyses** (unit three): These presentations focus on the cultural aspects of the game under analysis, such as the political statement a game makes or how the game interacts with its cultural context. Digital or non-digital games can be analyzed.

Non-Digital Game Design Assignments
The core of the class are the several game design assignments. The idea is that by doing many iterations of game design you will quickly develop your skills, and you won't be too attached to any one project. These assignments involve the collaborative creation of a playable game and will constitute the bulk of the out-of-class work during the semester. Most games are two weeks in length. Generally, the week after a non-digital game design is assigned, a playable prototype version of the game is due in class, along with the current ruleset. The final design is due one week later, which will include rules, a design analysis, and all game materials.

These design assignments are completed in groups. It is essential that you attend your group meetings and fully participate in the design and creation of your games. For each group design assignment, every group must turn in the following:

- **Rules:** A complete description of the game rules.

- **Design Process Statement:** A one page or less description of your design process. What were the design challenges your encountered and how did you solve them?
- **Peer Grades:** You will grade each of your peers on their participation. These peer grades will be emailed directly to the instructor.

Below are the projects that will be completed in class. In addition to the parameters listed below, additional design parameters may be added when they are assigned.

- **Game modification:** Groups will be given a simple game and must modify the rules to improve the game.
- **Abstract game design:** Groups will create an abstract game in a traditional non-digital game format, such as a card game or board game.
- **Social game design:** Groups will create a game that emphasizes social interaction and player experience.
- **Narrative game design:** Starting with a provided narrative, groups will create a game that takes the narrative as its content. The goal is to have the game procedurally represent the narrative through actual gameplay.
- **Intervention game design:** Groups will create a game that is in some way a cultural intervention in the lives of its players, on the level of space and ritual, ideological content, or player lifestyle.

Digital Game Design Assignments

Two assignments in the class focus on digital game design. They are both assignments completed individually by each student.

- **Level design:** Each student will create an individual level for a digital game.
- **Digital game design:** You will create a game design and a "pitch" for a digital game on any existing platform. The final design will take the form of a written document, based on an outline provided.

Final Game Project

For the last several weeks of the semester, you will work on a project of their choosing. These projects can be individual or in groups, although working in groups is recommended. To facilitate group formation, we will have a final project brainstorming session in class on the day that the final projects are assigned.

You are expected to apply concepts and lessons from the rest of the semester into your design thinking as you plan and execute their final projects. The week after the final project is assigned, a proposal is due. The prototype and prototype rules are due a week following, and the final project is due two weeks later.

Final rules, a design process statement, and peer grades are also part of the final game project.

Grade

Students will be given grades based on a 100-point scale. Each assignment will be graded on a point scale, and these points will be added up to determine the final grade, according to the following:

93 - 100	A
87 - 92	AB
83 - 86	B

77 - 82	BC
70 - 76	C
65 - 69	D
Below	F

The following are the components of the grade:

Attendance & participation	20
Game analysis	5
Game modification design	5
Abstract game design	5
Narrative game design	10
Social game design	10
Intervention game design	10
Digital level design	10
Digital game design	10
Final Project	15
TOTAL	**100**

Late penalties
All assignments must be turned in on time.

Attendance & Participation
The attendance and participation portion of your grade is based on the following:
- Your attendance in class and tardiness
- Participation in group discussions and critiques
- Peer grades from group projects

Peer grades
Peer grades will be emailed to the instructor for each group assignment. You will give a grade to each member of your group. You can add a short explanation if you like, and you must add some explanation when giving a grade of C or below.
  A = Fully participated and contributed ideas - hard worker and great teammate
  B = Generally was present during the process - no complaints

C = Attended some meetings, but could have contributed more
D = Was absent from most or all meetings, or counter-productive in some way
F = Completely absent from the process

Students with Disabilities
Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Schedule

UNIT ONE: Games as Formal Systems
Week 1: Introductions
  • Discussion: Introduction to course / What makes games meaningful?
  • In class-exercise: card game
  • Jesse Shell DICE talk. DICE 2010: "Design Outside the Box" Presentation
Week 2: Definitions
  • Discuss rdgs: Schell, Chapters 1-3 (pp. 1-37).
  • Article: Hunicke, LeBlanc, & Zubek MDA: A formal approach to game design
  • In-class exercise: play and analyze games: Sissyfight 3000.
  • Assigned: game modification design
  • Will Wright: Design
Week 3: Game Elements
  • Discuss rdgs: Schell: Chapter 4-6 (pp. 39-127)
  • Online: Soren Johnson. Theme is Not Meaning.
  • Jonathan Blow: Fundamental Conflicts in Contemporary Game Design (MP3 + slides)
  • Due: game modifications prototypes
  • Exercise: Play Modified Games from game modification designs

UNIT ONE ASSIGNMENT
Game modification design (Weeks two and three):
Overview
Working in groups of 4 (or 5) choose a board game to modify. The goal is to deepen your understanding of how rules, players' goals, material artifacts, and social context intersect to create game experience, with a particular emphasis this time on *rules*. You will turn in a modified set of rules. Individually, you will email me your reflections on the experience, and ratings of your group members.
Objective
Your job is to modify the rules of a board game to better understand how these modifications change the player experience. A goal should be to improve the game, but it's really more important for you to learn. Meaning, you should try a number of different modifications to see how they work, and reflect on these. The best assignments are those that show the most reflection and insight about how rules produce experience, rather than simply producing the best game.
Constraints
        • ***Work in teams of 4-5*. This gives you someone to play with, as well as someone to reflect on the game experience with.**

- *Choose a game from our collection.* I would rather you not select your own game (even though some of you will have played our games) because whoever owns the game tends to have the most investment in the assignment and will eventually take it over.
- *You have to produce a prototype of your rule changes in one week, final project in two weeks.* The idea is to play and prototype early and often. In this assignment, it is best to try ideas out quickly and often, rather than arguing about them. It should break you of any habits of "arguing things to death" (something normally encouraged in academics). You have fast deadlines, and won't have time to argue about hypotheticals. Do it now is the ethos, and the idea is that MOST game design decisions (and there are millions of them) are up for empirical testing and the best way to figure things out is to play test them.

Deliverables
You will turn in the following:
1. Set of modified rules for your game. List the changes you made and why.
2. Design Process Statement. This is less than one page stating your goals, your design challenges, how you solved them., and what you learned that could be applied to game design more generally.
3. Individual reflections and team grades. Also about 1 page. Reflect on what happened in your group, what you learned from this, and how you can apply it to a new endeavor.

UNIT TWO: Games as Experiential Systems
Week 4: Players
- Discuss rdgs: Schell 7-9
- Firaxis: CivIV Prototyping
- Will Wright: Narcissism
- Presentation: formal game analysis
- Due: Final Game Modification
- Assigned: abstract game design

Week 5: Sept 30 Mechanics
- Discuss rdgs: Schell: Chapter 10-13
- GD Reader: Church, *Formal Abstract Design Tools*, p. 366-381
- The Escapist: Jason Rohrer, Game Design Sketchbook: Testing the limits of Single-Player
- Presentation: formal game analysis
- Due: prototype and rules for abstract game design

Week 6: Experience
- Discuss rdgs: Schell: 14-16
- Gamasutra - Evaluating Game Mechanics for Depth
- Clint Hocking: Designing to Promote Intentional Play
- Presentation: experiential game analysis
- Due: final abstract game design
- Assigned: social game

Week 7: Narrative & Worlds (In the future, move these down to fit with other narrative readings)
- Discuss rdgs: Schell: 17-20
- GDReader: LeBlanc, *Dramatic Game Dynamics,* p. 438-459
- Presentation: experiential game analysis
- Due: social game prototype and rules

Week 8: Social Interaction
- Discuss rdgs: Schell: 21-22
- GD Reader: Bartle, *Hearts, Clubs, Diamonds ,Spades…* p. 754-787
- Presentation: experiential game analysis

UNIT TWO ASSIGNMENT
Abstract game design (Weeks four, five, and six)
Abstract Game Assignment
Purpose
The goal of this assignment is for you to explore the interactions among rules, play, and player experience (or, DMA to use that framework), through designing an abstract game. I understand that your game will not be perfect, nor publishable. The point is to improve your understanding through doing.
Deliverables
A playable game set, with rules. Feel free to use resources from our game equipment.
What is abstract?
All games (like all media) exist on a continuum from representational to abstract, and the idea of this assignment is to live on the "abstract" end of the continuum. For the purposes of this assignment, the following games are abstract:
- Chess
- Checkers
- Go
- Mancala
- Connect 4
- Sodoku
- Mastermind
- Scrabble (I think)
- Drop 7
- Tetris.

The following games are not abstract:
- Life
- Risk
- Monopoly
- Civ, the board game
- Settlers of Cataan (although it is arguably closer).

Why is chess abstract?
Although chess employs a medieval theme, it is not inherently about medieval warfare. In fact, it grew out of an Indian game, Shatranj. The names of the pieces and overall theme provide a stylized experience and way for newcomer to access the experience, but the moves of rooks and bishops is not attempting to simulate the role of castles or the church (in fact originally rooks were chariots).

UNIT THREE: Games as Cultural Systems
Week 9: Narrative
This week there are two readings, one by always black and the other by Sniderman. If you haven't read them, they're worth looking at. Additionally, we'd like check out these three groups of games and to pick two to play. Games are TBD. We'll be playing the final versions of the social games, too.

Readings
- GD Reader: always_black, *Bow, Nigger* 602-609
- Sniderman, *Unwritten Rules,* p. 476-503

- Due: social game prototype and rules
- [Warren Spector XBox Interview](#).

Week 10: More Pants Narrative
- GD Reader: DeKoven, *Changing the Game*, 518-537
- Continue working on last week's assignment: Write/design a table-top scenario.
- Due: narrative game prototype and concept art

There are two components to this assignment, so there are two sets of readings for this
- Readings for RPG design:
  o This is long, so skim http://legendaryquest.netfirms.com/books/Patterns2.zip but pay particular attention to the RPG examples
- Readings for Narrative (these are short):
  o http://www.sirlin.net/blog/2009/12/2/migs-ken-rolston.html - Be sure to check out the power point too
  o http://www.gamasutra.com/view/feature/6171/a_practical_guide_to_game_writing.php
- Additional suggested readings
  o http://www.gamasutra.com/view/feature/5952/the_deaths_of_game_narrative.php
  o http://www.gamasutra.com/view/feature/6161/the_contradiction_of_linearity.php
  o http://www.gamasutra.com/view/feature/6039/the_designers_notebook_sandbox_.php
  o http://www.1up.com/do/feature?cId=3143998
  o http://www.gamasutra.com/view/feature/5930/inciting_a_human_revolution_the_.php

Week 11: Cultural Context of Play Game Development: Pitch & Proposals.
- GD Reader: Jenkins, *Complete Freedom of Movement…*, p.330-365
- Presentation: cultural game analysis
- Due: Final digital level design
- Due: intervention game prototype and rules
- Assigned: final game project

Reading:
- Jonathan Blow: [Video Games and the Human Condition](#)
- Stone Librande [Example Games](#)

Due: Final Narrative Design and Art
Assigned: Final Game Project

UNIT FOUR: Video Game Production
Week 12: Teams
- Discuss rdgs: Schell 23-26
- Presentation: cultural game analysis
- Due: final intervention game design
- Due: final game project proposal Technology Demo

Week 13: Business Context
- Discuss rdgs: Schell 27-29
- Due: final digital game pitch
- Due: final game prototype and rules
- Due: Playable Alpha

- Work in class on final game designs

Week 14: Aesthetics, Meaning
- Discuss rdgs: Schell 30-33
- Work in class on final game designs
- Due: Playable Beta

Week 15: Finals.
    Due: final game Gold

UNIT FOUR ASSIGNMENT
Purpose
The purpose of this assignment is to create a well-polished game. You can (with permission) work on a game from an earlier assignment. They should be slightly larger in scope than your previous projects, reflecting that you have more time. However, the idea is *less* that you have a super large, ambitious game and *more* that you create a polished game experience with high production quality.
Our model for this is the work of [Stone Librande], of EA/ Maxis.
For digital games, which we encourage but do not require, you may do a level or a game mod.
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Template
Title
What is your game called?
Important antecedents
What games are you drawing off of? What examples are there you can pick from to say that this will work?
Verbs
What do players do in your game?
Platform
Is this a board game? Card Game? *Civilization* mod?
Tools & Skills
What technologies and / or software (or, maybe actual hardware like buzzsaws) will be required to build your game? Who on your team has the requisite skills or is "willing to learn".
Questions & Unknowns
Things that you need to resolve with your Tech Demo.
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Milestones
- Week 12: Tech Demo. A demonstration convincing you that you can use your tools and have the requisite skills to make your game.
- Week 13: Playtesting of alpha. The core essence of your game should be playable.
- Week 14: Playtesting beta. Your game should be finished except for polish and debugging.
- Finals Week: Gold. Can be turned in earlier. It's done.

E. Program Change for Art Education
The changes to this program include earlier admittance to the program and earlier exposure to work in a classroom. Other changes bring this course in line with other Art and Teacher Education programs. The department hopes to implement right away, as most of the content is already in place. The changes could impact admittance policy. The program would take four years and one summer to complete. The committee agreed that if no student is disadvantaged by the changes, implementation should proceed. These proposals are **PASSED**.

F. Discontinuation of Russian and Polish majors
There have been few students in Russian Education and none in Polish Education in recent memory. Efforts to close these programs have been made in the past. There are currently no instructors on campus able to prepare teacher education students in these languages. Discontinuation of these majors is supported by the department and administration in L&S. Proposal is **PASSED**.

G. New Course: Coun Psy 755 Seminar on Meta-Analysis
This course is moving from a special topics course to a regular course number. It has proven to be very beneficial to students who complete the course. **PASSED**

H. New Course: Kines 690 Internship in Kinesiology
Non-thesis graduate students in Kinesiology take this course. Students are requesting professional level experiences. While the different credit levels will require different contact hours, the assignments will generally remain the same. The committee requests that the term "Learning Goals" be included specifically in the syllabus. The committee also noted that the hours seem excessive for the credits. With these two friendly amendments this course is **PASSED**.

J. New Course: ELPA 640 Legal Rights and Responsibilities for Teachers
The course is designed to fulfill requirements for both the Educational Psychology MSPE program and C&I's Secondary Education graduate program. UCC had concerns about it and returned it. Julie Mead, the author, conceptualizes the courses as sets of modules. Many committee members feel this should be two courses, rather than one all-encompassing course. If this course is required for MSPE, what are they taking now? The Secondary Education cohorts are mandated to take summer courses. How will students differentiate between the available options? Hoping for a spring 2016 start. Motion to table with a request for Professor Mead to present to the committee in September. **TABLED** with 9 in favor and 2 opposed. A typographical error in the justification was noted: "offering it a comp…" should read "offering it as a comp…"

Adjourned
Next meeting September 18th 2015
Minutes submitted by: Tammi PM