INSTRUCTIONS FOR PROPOSING <u>NAMED OPTIONS</u> and USE OF PROPOSAL FORM

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

PLANNING A NAMED OPTION
- Planning starts with idea development among the program faculty and staff.
- If you are part of a planning group that thinks a named option is a good idea, start to fill out the <u>Named Option Proposal Form</u>.
- When your ideas are starting to take shape, consult with your school/college dean's office. If you aren't sure who to talk to in your school/college dean's office or if you have questions and want to discuss your plans, contact Jocelyn Milner (Jocelyn.Milner@wisc.edu), Director of Academic Planning and Institutional Research.
- When you have a full draft of a completed <u>Named Option Proposal Form</u>, and ideally before school/college approval, send the proposal to Jocelyn Milner (Jocelyn.Milner@wisc.edu) for a check in and proposal review.   This will help make sure that the named option meets all components of the UAPC guidelines and will identify any implementation questions.

APPROVAL STEPS FOR A NAMED OPTION
1. The program faculty who are sponsoring the named option (most often a department) formally approve the named option proposal.
2. The school/college that houses the named option considers the named option for approval, usually at the Academic Planning Council.
3. After school/college approval, the dean forwards the proposal to the provost with a copy to the director of Academic Planning and Institutional Research.
4. The provost will seek a recommendation for approval from the University Academic Planning Council.

Faculty Discussion → Named Option Proposal → Discussion with School/College APC and campus colleagues → Faculty Executive Committee Vote → School/College APC Review & Vote → GFEC Review & Vote (graduate programs only) → UAPC Review & Vote → Implementation

FOR INFORMATION AND FORMS: http://apir.wisc.edu/degreesmajorsoptions.htm
At this URL you will find links to the following information:
- These instructions and the Named Option Proposal Form, which includes detailed instructions
- Policy Guidelines for Named Options within Academic Majors, which is the policy framework for the proposal form (adopted April 2016)

QUESTIONS:
Jocelyn Milner, Director, Academic Planning and Institutional Research (jocelyn.milner@wisc.edu)
Sarah Kuba, Academic Planner, APIR (sarah.kuba@wisc.edu)

PROPOSAL FORM
NAMED OPTION

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

This form is to be used in concert with the [Policy Guidelines for Named Options within Academic Majors](#). Complete the form and save as a Microsoft Word document.

1. **Overview**
    1.1. Named Option: Middle Childhood through Early Adolescence/English as a Second Language
    1.2. Academic Major: Elementary Education
    1.3. Home Department: Curriculum and Instruction
    1.4. School/college: Education, School of
    1.5. Partner department(s)/units/schools/colleges: Type names of partner units, if any, here.
    1.6. Chair of the Major (name, title, email): Cathy Compton Lilly, Professor, comptonlilly@wisc.edu
    1.7. Primary faculty or staff contact for the proposal (name, title, email): Carolyn Kelley, Senior Associate Dean, carolyn.kelley@wisc.edu
    1.8. Primary school/college dean's office contact (name, title, email): Carolyn Kelley, Senior Associate Dean, carolyn.kelley@wisc.edu
    1.9. Briefly describe the type and purpose of the named option.
    Describe named option type and purpose. (1000 word limit)

    Since the late 1980s, the Wisconsin Department of Public Instruction has specified multiple certification and licensing options for elementary education teachers. While sharing certain core components, these certification options have been developed and offered as separate program tracks or options of the School of Education Elementary Education major.

    In fall 2012 the faculty launched a revamped Elementary Education program that included four certification tracks/options: one that prepared teachers at the early childhood level along with English-as-a-Second-Language (ESL) certification, and three that prepared teachers at the middle childhood through early adolescence level. These new options responded to issues raised in the program's previous ten-year review and to demands from the field for students with specific teaching knowledge and skills. Following prior precedent, these options included core components of the Elementary Education major and were represented as separate options in the student information system.

    While these four tracks were approved by the School's Academic Planning Council, they were never formally reviewed and approved by the University Academic Planning Council as official named options of the Elementary Education major. This document is intended to remedy that oversight and to seek UAPC approval for this track as a named option for an area of emphasis within the undergraduate Elementary Education major.

    Named option types are described in the [Policy Guidelines for Named Options within Academic Majors](#): 1. Area of curricular emphasis within the major for undergraduate programs; 2. Honors

in the major for undergraduate programs; 3. Area of curricular emphasis within the major for graduate programs; 4. Non-pooled tuition revenue programs; 5. Distance/Online Programs; 6. Off-Campus Location for graduate, professional, or undergraduate programs

1.10. Date form completed: 1/11/2017

2. **Approval Implementation and Expectations for Review**
   2.1. School/College Approval Date: 3/1/2017
   2.2. GFEC Approval Date (graduate level named options only): Click here to enter a date.
   2.3. UAPC Approval Date: Click here to enter a date.
   2.4. Expected first term of student enrollment (typically the first fall after UAPC approval): Fall 2017
   2.5. Year of three year progress report to GFEC (3 years after first student enrollment; graduate level named options only): Type year of progress report here.
   2.6. Year of first program review (5 years after first student enrollment): Type year of first program review here.
   2.7. Are all academic programs in the home department up to date for program review? Yes
   APIR will provide a list of programs and most recent review date if needed.
   If no, program reviews need to be completed before a new proposal is advanced at campus level (GFEC and UAPC). Please provide and information related to plans for completion of program reviews:
   Elementary Education will be up to date on program reviews when the SoE APC approves the program response on March 1, 2017.

3. **Background/Rationale**
   3.1. How does the named option relate to the major and to other named options in the major, if relevant?
   For many decades, the Wisconsin Department of Public Instruction (DPI) has specified multiple certification and licensing options for elementary education teachers. While sharing certain core components, these certification options have been developed and offered as separate program tracks of the School of Education Elementary Education major. We request that they be converted from tracks to named options.

   In the late 1980s, School of Education Elementary Education majors chose between three certification options: pre-kindergarten through grade three, grade one through grade six, and grade one through grade eight. Curricula in these three options included core components such as teaching methods courses in literacy, mathematics, science, and social studies; school-based practicum experiences; and a state-mandated school district semester of full-time student teaching. The variations within the DPI requirements at this time were represented in the student record system as three distinct options of the Elementary Education major.

   In 2004, the Wisconsin DPI made significant changes in teacher licensing, moving from licensing based on grades (e.g., grades 1 through 6) to licensing based on developmental levels (e.g., middle childhood through early adolescence) and approximate ages. At that time the School of Education offered two Elementary Education major tracks/options: Early Childhood through Middle Childhood (referred to as EC-MC) and Middle Childhood through Early Adolescence (referred to as MC-EA). As these developmental tracks replaced the grade-based tracks, these two new tracks/options included both common core elements and variations in the major and supporting education course work. Also, like the grade-based tracks, these two programs were represented as Elementary Education major options in the student record system.

   In Fall 2012, the faculty launched a revamped Elementary Education program that included four certification tracks/options: one that prepared teachers at the early childhood level along with English-as-a-Second-Language (ESL) certification, and three that prepared teachers at the middle childhood through early adolescence level. Each of these three middle childhood tracks

had a separate focus. One offered ESL certification; another required a content minor for students aiming to focus on a particular content area (ie. math, science, social studies, language arts); and the third prepared students who were ultimately licensed to work as both elementary/middle school elementary and special education teachers. These new options responded to issues raised in the program's previous ten-year review and to demands from the field for students with specific teaching knowledge and skills. As previously, these four options included core components of the Elementary Education major and were represented as separate options in the student information system. The Middle Childhood through Early Adolescent/ESL (MC-EA/ESL) track has existed since 2012.

3.2. What is the purpose of the named option? How does the named option contribute to the mission of the sponsoring unit?
The MC-EA/ESL named option has previously existed as a program track. This named option provides students with the specialized four-semester professional sequence appropriate to be certified by DPI in Middle Childhood through Early Adolescent education as well as certified in English as a Second Language resulting in two certifications. Students graduating from this program are prepared to teach in classrooms of the appropriate developmental level and ESL which contributes to the mission of the Curriculum and Instruction Department in preparing future K-12 teachers.

3.3. What is the evidence that there is a student demand for the named option?
Every year 25 students are admitted to each of the four Elementary Education options, totaling 100 Elementary Education majors admitted annually. Historically, more students apply to the Elementary Education major than can be accommodated. Each year, 25 students are admitted to the MC-EA/ESL option.

4. **Curriculum**
   4.1. Delivery modality:
   Face-to-face
   Distance-delivered programs are those programs in which 50% or more of the required courses may be taken as distance-delivered courses. If the option is intended to provide a way to distinguish between students in a face-to-face or an online/distance delivered program, the provide information on how the distance program is developed and supported in 10.1.
   4.2. Provide a complete list of named option requirements.
   Curric 317-Dimensions of Literacy
   Curric 339-Cultural Foundations of Learning & Development
   Curric 340-Practicum
   Curric 312-ESL/Bilingual Issues
   Curric 311-Language Acquisition In and Out of Schools
   Curric 506-Inclusive Schooling
   Curric 318-Teaching Reading and Writing
   Curric 371-Teaching Social Studies
   Curric 367-Practicum
   Curric 338-The Language of Schooling
   EPS 300-School and Society
   Curric 372-Teaching Science
   Curric 370-Teaching Mathematics
   Curric 373-Practicum
   Curric 316-ESL/Bilingual Methods
   Curric 464-Student Teaching Elementary OR Curric 454-Student Teaching Middle School
   Curric 463-Student Teaching Seminar
   Program requirements should provide content that leads to the completion of major learning goals. See section 5 Assessment.
   4.3. ☒   Attach a full curriculum including all required and elective courses.

4.4. ☒ For <u>undergraduate</u> named options, attach a four year roadmap.
Named options for undergraduate majors will have requirements totaling 120 credits and students should be able to complete the degree/major within four academic years.

4.5. ☐ For <u>graduate</u> named options, attach a <u>chart outlining minimum degree requirements and elements for satisfactory progress.</u>
Master's level programs will include at least 30 credits of requirements. Doctoral level programs will include at least 51 credits of requirements.

<u>Checklist for Verification of Curricular Policy Requirements *</u>
You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed in the text box that follows the check list, below.

☒ Courses are offered on a regular basis.

☒ Courses have enrollment capacity for students in the named option.

☒ All courses required for the named option are fully approved.

☒ Units must maintain Named Option requirements so that they are up-to-date; all curriculum changes must be approved through the appropriate school/college academic planning council (APC) or curriculum committee. The school/college APC or curriculum committee will notify the Office of the Registrar and the Graduate School (graduate level named options only) about approved curricular changes to the named option. Typically, any changes in requirements will be effective no sooner than the fall semester after approval.

*Provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.
Provide explanation for Curricular Policy Requirements that have not been affirmed here.

5. **Assessment**

5.1. ☒ Attach a program assessment plan when submitting this proposal.
Assessment plans for a named option should be integrated with the assessment plan for the major. See the Basic Assessment Plan for instruction and accompanying template. The Basic Assessment Plan and Template are minimum expectations for this information. Programs that have developed plans that exceed what is specified in the basic plan may provide that information.

5.2. Provide a summary of the program assessment plan, including learning goals for the major and any additional learning goals that are specific for the named option, key methods and assessment approaches, and how assessment information will be reviewed and acted on. Students are continuously assessed during the four-semester program sequence within courses and program outcomes are assessed upon completion. Students are taught both pedogogical methods and assessment methods that they will need to be effective classroom teachers. These become the foundations for learning goals for the elementary education program: Learning Goal #1-(Perf Standard 1.1) The teacher candidate will create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways. Learning Goal #2 (Perf Standard 2.1) The teacher candidate will select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families. Learning Goal #3 (Perf. Standards 3.1, 5.1) The teacher candidate will use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes.

Learning Goal #4 (Perf Standard 1.2) The teacher candidate will collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.

Learning Goal #5 (Perf. Standards 2.3, 2.4) The teacher candidate will choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short--and long--term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Learning Goal #6 The teacher candidate will use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

This named option will include one additional learning goal:

Learning Goal #7-(UW Performance Standard 3.2) The teacher candidate will adapt teaching, using effective, linguistically and culturally responsive scaffolds and support to capitalize on learners' strengths and meet learners' needs.

All learning goals will be evaluated using student teaching assessments, edTPA assessment outcomes, and Teacher Education Performance Standards Portfolio. All are direct measures of student learning and data will be collected every semester. A report will be created on an annual basis detailing the number of students who meet the performance standards at the end of each year and recommendations for improvement will be developed based on these outcomes. These recommendations will be voted on in the Elementary Education area meetings and will be implemented into the ongoing program.

The assessment summary should highlight how the named option is included in the overall assessment plan for the major. The named option must adhere to all learning goals for the major and may also have additional learning goals that are specific for the named option.

6. **Overlap and Related Programs**
    6.1. Specify any other degree/majors, named options, or certificates that may not be earned in combination with this named option.

There is no overlap between these programs and any other programs in the School of Education or on campus.

Overlap restrictions must be managed at the program level as part of the advising process. When proposing a named option that has the same name as an existing degree/major certificate or doctoral minor at the same level, the program will be required to put in place processes to ensure that students do not enroll in both programs with the same name. If the program faculty choose to limit any other overlap with other degree/majors, named options, or certificates a list must be specified in the proposal and the program faculty/staff will be responsible for monitoring and enforcing overlap limits.

7. **Admissions & Enrollment**
    7.1. For graduate programs proposing a named option with admissions requirements that are distinct from the major with no named option, explain the admissions criteria and process.
    7.2 What is the maximum enrollment (using existing instructional and student resources)? 50 (25 per cohort)
    7.3 What are the contingency plans for supporting enrollments higher than the stated maximum enrollment? Describe contingency plans for supporting enrollments higher than the state maximum here. Only 25 students will be admitted to a cohort. Students are permitted to apply to multiple Elementary Education options during the admission period during sophomore year. Students will likely take admission to their second choice program if not admitted to their first choice.

<u>Checklist for Verification of Admission Policy Requirements for Undergraduate Named Options*</u>
You will have an opportunity to provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the text box that follows the checklist.

- ☒ Named option admission requirements are consistent with admission requirements for the major with no named option, if the major has any admission requirements beyond admission to the University. Admission limits should be related to interest or aptitude for the content and not based solely on a high GPA cutoff
- ☒ The named option will be declared and canceled using the e-Declaration process in the student information system.
- ☒ Undergraduates will not be advised to declare or remain enrolled in a named option if it will extend their time to graduation. Undergraduate students are to be discouraged from earning more than one named option that represents an area of curricular emphasis within the major.

*Provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the above checklist.
Type explanations for Admission Policy Requirements not affirmed here.

8 Advising

8.2 List name(s) of major and named option advisor(s) with title and departmental affiliation(s).
List major and named option advisor(s) here.
Mariana Pacheco, Associate Professor, Curriculum and Instruction
Simone Schweber, Professor, Curriculum and Instruction

8.3 Describe how there will be sufficient advising and academic support for all students in the major (both the existing major's students and the new students that will be served by the named option).
Describe advising and academic support here. (1000 word limit)
Pre-admission advising of students seeking this and other options of the Elementary Education major is handled by staff at Education Academic Services, the undergraduate dean's office and advising office for pre-professional students in the School of Education. Once admitted to the Elementary Education option, students are advised by the faculty/staff member assigned to the 25-student group as cohort leader. Staff from EAS provide additional advising and academic support as needed.

8.4 ☒ Confirm that major and named option advisor(s) have been consulted and reviewed this proposal.

9 Governance & Faculty

9.2 ☒ The named option must be governed by the same department or academic unit that oversees the major.   Any sub-committee governing the named option must report to the faculty governance committee for the major.

9.2.1 If a sub-committee governs the named option, describe procedures including how faculty are identified and provisions for transitions in the committee.
Describe sub-committee procedures here. (1000 word limit)
The Elementary Education major and its options are governed by the Elementary Education program area faculty and by the faculty of the Department of Curriculum and Instruction.

9.3 List core faculty and staff with title and departmental affiliation(s).
Catherine Comton-Lilly, Professor, Curriculum and Instruction
Mariana Pacheco, Associate Professor, Curriculum and Instruction
Simone Schweber, Professor, Curriculum and Instruction
Hala Ghoussenini, Assistant Professor, Curriculum and Instruction
Pam Odorizzi, Associate Student Services Coordinator, Curriculum and Instruction

10 Fiscal Structure and Ongoing Commitment

10.2   Provide an overview of plans for funding the named option including but not limited to program administration, instructional/curricular delivery, technology needs, and program assessment.

Overview of funding plans (1000 word limit)

These are long-established, ongoing programs and there is no additional financial commitment required.

10.3   How will the named option impact staffing needs beyond the immediate program? How are those needs being met?

Describe the impact of the named option on staffing needs. (1000 word limit)

Given that the Elementary Education tracks are being converted to named options, staffing will remain the same as no new students or resources are being added.

If there is no change in staffing, please describe how the duties of current employees will evolve to support this named option.

10.4   For named options supported using <u>non-pooled tuition</u>, provide a fiscal annual summary including planned enrollment, estimated paid tuition, instructional costs, and estimated excess tuition available for reinvestment in keeping with the separate guidelines for non-pooled programs.

Fiscal annual summary or as an attachment

10.5   For graduate programs supported using <u>pooled tuition</u>, provide a plan for how new graduate students will be funded.

Describe funding plans for new graduate students in the named option.

<u>Required attachments</u>

☒   Cover letter from the Dean of the school/college that will be the home of the named option

When a proposal for a new named option is forwarded for approval, it will have a cover letter to the provost from the supporting dean.

☐   Supporting letters/memos

Proposals must be accompanied by letters or memos submitted by the chair or director of other academic units that have overlapping interest. These notes may comment on shared resources, competition for students or other ways in which the programs will interact surrounding the named option. This will include departments/schools/colleges, share a student audience, represent a closely related area of study, have overlapping faculty, or have program names that are similar.

☒   Full curriculum including all required and elective courses

☒   For <u>undergraduate</u> named options, attach a four year roadmap.

☐   For <u>graduate</u> named options, attach a <u>chart outlining minimum degree requirements and elements for satisfactory progress.</u>

☒   Assessment plan

Named options supported using non-pooled tuition must attach:

☐   Core Criteria Checklist

☐   Additional Requirements Checklist

See the current Non-pooled Program Requirements Process document posted at
https://kb.wisc.edu/vesta/page.php?id=59300

General Education and Liberal Studies Requirements

These requirements provide students the opportunity for academic exploration and breadth in their college studies. **Completion of these requirements is not a prerequisite to program application or admission**. In general, courses listed in School of Education departments may NOT be used to satisfy these requirements. Courses that transfer to campus as departmental electives (e.g., Poli Sci X10) might meet specific liberal studies requirements; consult an Education Academic Services (EAS) advisor.

See full details of these requirements at www.education.wisc.edu. Choose Academics>Undergraduate Students> Academic Programs. Select your program of interest and go to *General Education and Liberal Studies Requirements*.

General Education Requirements

___ **Communication Part A (Comm A):** Literacy proficiency, 2–3 crs. Course work focusing on reading, listening, and speaking; emphasis on writing. Courses coded with an *a*. Students may be exempt through placement scores.

___ **Communication Part B (Comm B):** Enhancing literacy proficiency, 2–3 crs. Courses designated with a *b*. This requirement is met in many major programs.

___ **Quantitative Reasoning Part A (Quant A)**: Mathematics or formal logic, 3 crs. Courses coded with a *q*. Students may be exempt through placement scores.

___ **Quantitative Reasoning Part B (Quant B)**: Enhancing quantitative reasoning skills, 3 crs. Designated with an *r*.

Liberal Studies Requirements—40 Credits

Campus courses are assigned **breadth codes** that describe their content:

B Biological Science

H Humanities

L Literature

N Natural Science

P Physical Science

S Social Science

W Social or Natural Science

X Humanities or Natural Science

Y Biological or Social Science

Z Humanities or Social Science

Humanities—9 credits

___ **Literature** (minimum of 2 credits). Courses designated with an *L*.

___ **Fine Arts** (minimum of 2 credits**).** ***Additional courses can be considered***; confer with an EAS advisor.

- Afro American Studies 156, 241, 242, 308, 309, 310, 311, 316, 320, 400, 413
- Art—any course
- Art Education 322
- Art History—any course
- Communication Arts 350
- Dance—any course
- English 207, 307
- Gender & Women's Studies St 410, 412
- Music—any course
- Music Performance—any course
- Theatre—any course

___ **Other Humanities**. Courses to reach the minimum of 9 credits. May include courses designated *H*, *L*, *X*, or *Z*, elementary and intermediate level foreign language courses, or approved Fine Arts courses above.

Social Studies/Social Sciences—9 credits

___ **Social Studies** courses to reach 9 credits. Choose from courses designated *S*, *Z*, *W*, or *Y*.

___ **Teacher education students** must complete a Local, State, and National Government requirement. Enroll in one of these courses as part of the 9 credits: Political Science 104 Introduction to American Politics and Government, 4, or Political Science 205 Introduction to State Government, 4

___ **Athletic Training and Kinesiology–Exercise and Movement Science students** must complete Psychology 201, 202, or 281 as part of the 9 credits.

Science—9 credits

___ **Biological Science**. Choose from courses designated *B* or *Y*.

___ **Physical Science**. Choose from courses designated *P*.

___ **Other biological, physical, or natural science** (designated *B*, *P*, *N*, *W*, *X*, or *Y*) to reach 9 credits.

___ **Science laboratory requirement.** In addition to courses with labs indicated in the *Course Guide*, the following courses will meet the lab requirement: Anthropology 105, Astronomy 100, Atmospheric and Oceanic Studies 101, Botany 100, Botany/Plant Pathology 123, Geoscience 100, Physics 109. Suggested courses outside L&S that meet the lab science requirement include Agronomy 100, Food Science 235 & 236, or Horticulture 120. Also met by AP Biology score of 4 or 5.

Cultural and Historical Studies

These courses can also be used to meet any of the requirements above, but a single course cannot satisfy more than one of the three *Cultural and Historical Studies* requirements listed below.

___ **Ethnic Studies** (minimum 3-credit course). Courses coded *e*. The ethnic studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community.

___ **U.S. or European History** (minimum 3 credits). ***Additional courses (including topics courses) can be considered***; confer with an EAS advisor.

- Afro-American Studies 156, 231, 272, 297, 302, 323, 324, 326, 347
- American Indian Studies 100, 250, 314, 320, 490
- Asian American Studies 102, 160, 161, 220, 246
- Chican@ and Latin@ Studies 102, 201, 245, 301, 332, 461, 462
- History Department—U.S. History: 101, 102, 109, 150, 160, 161, 219, 221, 227, 245, 262, 272, 302, 329, 343, 344, 353, 354, 393, 395, 397, 398, 403, 408, 412, 416, 427, 428, 434, 460, 461, 462, 468, 490
- History Department—European History: 110, 112, 115, 119, 120, 123, 124, 208, 215, 223, 224, 253, 254, 271, 303, 307, 309, 312, 313, 314, 318, 323, 333, 334, 349, 350, 351, 352, 357, 358, 359, 360, 361, 367, 368, 369, 370, 373, 374, 410, 417, 418, 419, 420, 424, 425, 426, 431, 432, 437, 467, 470, 474, 475

__ **Global Perspectives** (minimum 3 credits). Includes courses whose primary emphasis is on (1) cultures whose origins lie outside of the western tradition, or (2) analyzing and interpreting cultural differences through the study of language, gender, race, ethnicity, religion, or class, or (3) cultural pluralism within specific geographical areas. ***Additional courses (including topics courses) can be considered***; confer with an EAS advisor.

- African Languages and Literature 120, 130, 201, 210, 211, 230, 270, 277, 297, 300, 370
- Afro-American Studies 241, 260, 277, 297, 367,
- Agricultural & Applied Economics 350, 373, 374
- Agronomy 203, 350, 377
- Anthropology 100, 102, 104, 105, 211, 260, 277, 300, 314, 321, 322, 327,330 (topic must be approved), 333, 350, 358, 365
- Art History 203, 241, 305, 307, 308, 354, 371, 372, 379
- Community & Environmental Sociology 140, 260
- Comparative Literature 379 (topic must be approved)
- Dance 118 (1 cr), 165, 318, 321 (2crs),
- East Asian Area Studies 255, 300 (topic must be approved), 301 (topic must be approved)
- East Asian Languages and Literature 235, 253, 277, 300, 337, 350, 351, 352, 353, 354, 356, 363, 364, 367, 371
- Environmental Studies 139, 244, 309, 339, 368
- Folklore 100,103, 210, 211, 270, 279, 321 (2 crs), 352, 374
- Gender & Women's Studies 102, 325, 367
- Geography 101, 139, 244, 252, 260, 277, 309, 339, 340, 355, 358
- Hebrew 343, 346, 356, 377
- History 103, 104, 105, 108, 130, 135, 138, 142, 144, 205, 225, 226, 241, 242, 244, 246, 252, 255, 260, 265, 276, 277, 278, 279, 297, 309, 319, 335, 337, 341, 342, 377, 378, 379
- Integrated Liberal Studies 209
- Inter-AG 350
- Inter-LS 220 (specific topic must be approved)
- International Business 200
- International Studies 101, 310 (specific topic must be approved), 335, 374
- Jewish 377
- Languages and Cultures of Asia 100, 101, 110, 205, 206, 235, 244, 246, 252, 265, 266, 279, 300, 311, 314, 355, 357, 361, 364, 367, 370, 374, 379
- Literature in Translation 211, 214, 226, 257, 261, 262, 263, 264, 301, 303, 304, 368, 372, 373, 374 (specific topic must be approved)
- Medical History 213
- Medieval Studies 309
- Music 103 (2 crs), 361
- Nutritional Sciences 203, 350
- PE Activity 277
- Political Science 106, 186, 231, 244, 252, 255, 260, 277, 297, 333, 346, 353, 362
- Population Health 370
- Religious Studies 110, 205, 206, 235, 309, 350, 352, 355, 357, 363, 364, 367, 370, 377, 379
- Sociology 140, 170, 222, 225, 244, 248, 252, 260, 277, 380
- Spanish 223, 260
- Theatre and Drama 351

Liberal Studies Electives—Additional courses to reach 40 credits

Elementary Education: Middle Childhood-Early Adolescence/English as a Second Language

For full degree requirements, admissions information, and teacher certification requirements, go to www.education.wisc.edu. Select Academics>Undergraduate Students>Academic Programs>Elementary Education.

The University of Wisconsin-Madison Elementary Education program prepares teachers who can foster high academic achievement in all students—particularly learners from diverse racial, cultural, linguistic, socioeconomic backgrounds and abilities. Teacher education students learn to recognize how their own background and experience shape their thinking and actions, to reflect on their practices, and to develop and adapt practices that serve the needs of their students.

The Middle Childhood-Early Adolescence/English as a Second Language track prepares teachers to work in intermediate and middle school settings (approximately ages 6 through 12-13). Students are also certified in English as a Second Language at the Middle Childhood-Early Adolescence levels.

Program Structure and Admission

Students interested in Elementary Education usually begin their academic careers in the School of Education with a "pre-professional" designation (*Pre-Elementary Education* or *PRE*). Students who did not begin on campus as Pre-Elementary Education students and wish to transfer to that status can find an application at www.education.wisc.edu . Choose Academics>Undergraduate Students>Apply to a Program. Find detailed information on admission eligibility, application, and selection at this same website.

Pre–Elementary Education students enroll in liberal studies, general education, and professional education courses during their freshman and sophomore years. Students usually apply to the professional program during their sophomore year and begin the professional sequence as juniors. Admitted students begin the four-semester professional sequence in the spring after program admission. The professional sequence is designed for the program to be completed in four and a half years.

Program Requirements

Liberal Studies and General Education
Students must complete the Liberal Studies and General Education requirements for the degree program. For details on these requirements, go to www.education.wisc.edu. Choose Academics>Undergraduate Students>Academic Programs>Elementary Education>Liberal Studies and General Education Requirements.

Environmental Education Requirement
Elementary Education students complete an Environmental Education course to meet certification requirements. Note these codes: S=Social Studies; P=Physical Science; B=Biological Science. If appropriate, this course may also be applied toward the liberal studies requirements. Choose one course from this list: Envir St—Any course; Atm Oc 132 (P); Biology 152 (B); Botany 100 (B), 152 (B), 260(B); Econ 343(S); Geog 120 (P), 127 (P), 139 (S), 339 (S); Land Arc 361 (B); Physics 115 (P); Pop Hlth 502 (B); Soil Sci 301 (P), 324 (P); Zoology 152 (B), 260 (B).

Mathematics for Elementary Teachers, 9 credits
Complete all three courses. Students with college-level calculus course work or advanced placement credit should see the exemption rules at http://www.math.wisc.edu/~lempp/Exemptionsfor130-32.htm. Find more detailed information about these courses on the Math Department website, http://www.math.wisc.edu/~lempp/educ.html.
- Math 130 Mathematics for Teaching: Numbers and Operations, 3. Meets Quantitative Reasoning Part A.
- Math 131 Mathematics for Teaching: Geometry and Measurement, 3
- Math 132 Problem Solving in Algebra, Probability, and Statistics, 3. Together with Math 131, meets Quantitative Reasoning Part B.

Educational Arts or Educational Technology, minimum 3 credits
Recommended for third semester of the professional sequence, but may be taken earlier. If appropriate, course may be applied toward the liberal studies requirements. Additional courses may be permissible with advisor's consent. Choose from these courses: Art 338; Art Ed/Curric 322 (if offered); Comp Sci 250; Curric 277; LIS 201, 202; L Sc Com 440, 616; Music/Curric 354 (if offered); Theatre/Curric/Slavic 362.

MC-EA Minor Requirement
Students will complete an English as a Second Language minor through their professional sequence course work.

Professional Sequence
Admitted students complete a four-semester sequence of professional courses beginning in the spring semester after program admission. Completion of the program leads to certification in Middle Childhood through Early Adolescence and English as a Second Language at the MC-EA level. Sequence courses must be followed sequentially and taken in consecutive semesters. Class schedules for the professional sequence are determined in advance. Courses below are Curriculum and Instruction (Curric) department listings unless otherwise indicated.

First Semester of the Sequence (Spring), 15 credits
Ed Pol 300 School and Society, 3
312 ESL/Bilingual Issues, 3
317 Dimensions of Literacy, 3
339 Cultural Foundations of Learning and Development, 3
340 Elementary Education Practicum I, 3

Second Semester of the Sequence (Fall), 16 credits
506 Strategies for Inclusive Schooling, 3
318 Teaching Reading and Writing, 4 (also meets Communication Part B)
338 The Language of Schooling, 3
371 Teaching Social Studies, 3
367 Elementary Education Practicum II, 3

Third Semester of the Sequence (Spring), 12–15 credits
311 Language Acquisition and Use In and Out of School, Middle Childhood-Early Adolescence, 3
370 Teaching Mathematics, 3 (prereq: Math 130 and Math 131)
372 Teaching Science, 3
373 Elementary Education Practicum III, 3
Educational Arts or Educational Technology. Complete a minimum of 3 credits from approved list of courses (above).
  Recommended, but not required, to be taken this semester.

Fourth Semester of the Sequence (Fall), 15 credits
316 ESL/Bilingual Methods, 3
463 Seminar in Kindergarten through Middle School Teaching, 2
464 Student Teaching in the Elementary School, 10 or 454 Student Teaching in the Middle School, 10

The Elementary Education named options have roadmaps designed on availability of practicum and student teaching placements. Placements need to be made within a reasonable travel radius, appropriate content-classroom availability, and willing and compatible classroom teacher supervisors. Because of these limitations, the Elementary Education program staggers the starting time of these four-semester professional sequence named options: two start in fall semester, two start in spring semester.

The MC-EA/ESL named option is a program that starts in spring semester. This puts student completion at 4.5 calendar years. School availability is an additional driving factor for timing of this program as not all schools enroll appropriate numbers of ESL learners to place students seeking ESL licensure. Students are informed of this completion timeline as soon as they show interest in the Elementary Education major. Below is a sample timeline for student completion of the MC-EA/ESL option.

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Semester 9
Comm A course	Comm B course	Math 130	Math 131	Math 132	Curric 317	Curric 506	EdPol 300	Curric 464/498
Envirnomental Ed course	Literature course	Other humanities course	Science elective	Science elective	Curric 339	Curric 318	Curric 372	Curric 463
PoliSci 104	Social Studies elective	Social Studies elective	Ethnic Studies	US/Eurpean History	Curric 340	Curric 371	Curric 370	
Global Perspectives	6 credits lib studies	6 credits lib studies	3 credits lib studies	3 credits lib studies	Curric 312	Curric 367	Curric 373	
					Curric 311	Curric 338	Curric 316	
							Arts/Tech elective	
Total Credits 13	15	15	12	12	15	16	18	12

Total Credits	128

ASSESSMENT PLAN TEMPLATE:
UNDERGRADUATE ACADEMIC DEGREE PROGRAMS

This assessment plan template outlines a systematic approach to reviewing the student learning experience for your undergraduate academic degree program. A simple, straightforward assessment plan includes:

- **What** – What are students expected to learn? *Student learning goals that have been submitted can be viewed at Inside Assessment (https://provost.wisc.edu/inside-assessment/).*
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals? *A curriculum mapping worksheet is provided on the last page of this template.*
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to learn? *Examples of direct and indirect methods of assessment can be found on the UW Madison Assessment website (http://provost.wisc.edu/assessment/doing-assessment.htm).*
- **So What** – After reviewing the assessment activity findings (evidence), determine if students are meeting the expectations. Validate that expectations are being met or consider ways to improve. *Information about annual assessment reporting can be found on the UW Madison Assessment website.*

More information about developing learning goals and an assessment plan guide is available at the UW-Madison Assessment website (http://provost.wisc.edu/assessment/basic-assessment-plan.htm).

Please email your program's Assessment Plan Template and
Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

Assessment Plan Template – Undergraduate Degree/Major Program

Whether program personnel decide to paste information into this template or to utilize a pre-existing document, all bolded items **must** be included and clearly labeled.

Identifying Information
School/College: School of Education
Undergraduate Degree/Major Program Name: Elementary Education
Faculty Director Contact/Title: Cathy Compton Lilly
Contact Information: 263-4661, comptonlilly@wisc.edu

Student Learning Goals (*What*)
Generally, programs have 3 to 5 learning goals; undergraduate programs must have at least three defined learning goals. List the undergraduate student learning goals for this academic degree/major program below. Feel free to add rows if the academic degree/major program has more than five learning goals. *The student learning goals that have been submitted for your academic degree/major program can be found on the Inside Assessment website (https://provost.wisc.edu/inside-assessment/).*
Student Learning Goals
 Learning Goal #1 (Perf Standard 1.1)

> The teacher candidate will create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.

Learning Goal #2 (Perf Standard 2.1)

The teacher candidate will select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and relevance to all learners and their families.

Learning Goal #3 (Perf. Standards 3.1, 5.1)

The teacher candidate will use a variety of teaching strategies, and evidence-- based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-- evaluation, and self-- directed learning. Use evidence to continually evaluate the effectiveness of these practices, and adjust these as needed to improve learner outcomes.

Learning Goal #4 (Perf Standard 1.2)

The teacher candidate will collaborate with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.

Learning Goal #5 (Perf. Standards 2.3, 2.4)

The teacher candidate will choose, modify, and/or create multiple forms of unbiased formative and summative assessments to measure each learner's progress toward instructional goals. Use assessment data gathered to respond to each learner's strengths and needs in relation to short--and long--term goals. Reflect on and justify planning decisions and ground one's justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Learning Goal #6

The teacher candidate will use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

Plan for Assessing Each Student Learning Goal

For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage **in at least one assessment activity per year** and assessment activities, in total, **must include one direct assessment method**. While programs do not need to assess each learning goal every year, **all learning goals must be assessed within a period of three years.**

Assessment Planning (*How*)	Learning Goal #1	Learning Goal #2	Learning Goal #3	Learning Goal #4	Learning Goal #5	Learning Goal #6
Method for assessing learning (at least one direct method required)	Student Teaching Assessments (direct measure) edTPA (direct measure) Teacher Education Performance Standards Portfolio (direct measure)	Student Teaching Assessments (direct measure) edTPA (direct measure) Teacher Education Performance Standards Portfolio (direct measure)	Student Teaching Assessments (direct measure) edTPA (direct measure) Teacher Education Performance Standards Portfolio (direct measure)	Student Teaching Assessments (direct measure) edTPA (direct measure) Teacher Education Performance Standards Portfolio (direct measure)	Student Teaching Assessments (direct measure) edTPA (direct measure) Teacher Education Performance Standards Portfolio (direct measure)	Student Teaching Assessments (direct measure) edTPA (direct measure) Teacher Education Performance Standards Portfolio (direct measure)
Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)	See below: Student teaching assessment edTPA Teacher Education Performance Standards Portfolio					

Assessment Measures

1. **Student Teaching Assessment**

   Students pursuing the teacher certification program are required to complete practicum and student teaching experiences. These experiences provide

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opportunities for integrative learning, civic engagement in local communities and development of intellectual and practical skills. Supervised practical work in school settings also offers opportunities to develop teamwork, leadership, and other professional and ethical skills. Student teaching is the culminating practical and professional experience leading to degree completion. Because all six of the program's learning goals are reflected in student teaching, it is an exemplary place in the curriculum to assess student learning.

2. **edTPA**

Candidates for licensure must pass a nationally scored assessment performance to be certified for their teaching license(s). This assessment is completed during student teaching. Through a series of tasks related to planning, teaching, and assessing PK-12 learners, candidates create lesson and assessment artifacts and respond to written prompts, explaining and justifying their instructional and assessment decisions. This assessment provides opportunities for candidates to demonstrate their skills and knowledge related to integrative learning, development of intellectual and practical skills (esp. inquiry and analysis, critical and creative thinking, written and oral communication), and personal and social responsibility. Because all six of the program's learning goals are reflected in the edTPA portfolio, it is an exemplary place in the curriculum to assess student learning.

3. **Teacher Education Performance Standards Portfolio**

Across the course of their entire teacher certification program, students create course and field experience products related to teaching PK-8 learners. These products are artifacts of students' learning and performance. Students select which artifact they want to represent their knowledge and skill related to each of the teacher education performance standards and described how the artifacts are evidence of their meeting the associated standard(s). Creating and reflecting on artifacts provide opportunities for student learning and for students to demonstrate their skills and knowledge related to knowledge of human cultures and the physical and natural world (standards and creating PK-8 teaching artifacts require students to engage with big questions, both contemporary and enduring). Standards-based portfolio entries also provide students with opportunities to learn and demonstrate their skills and knowledge related to integrative learning, development of intellectual and practical skills and personal and social responsibility. Portfolio entries are assessed by faculty and field experience supervisors in relation to their quality, depth of analysis, and presentation in relation to the Performance Standards. Because all six of the program's learning goals are reflected in the Teacher Education Performance Standards portfolio, and the portfolio contains a record of the students' learning throughout the program, it is an exemplary place in the curriculum to assess student learning.

For examples of direct and indirect methods of assessment, see: http://provost.wisc.edu/assessment/doing-assessment.htm.
You may elect to copy and paste this table multiple times if your program has more than five learning goals.

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

    Pam Odorizzi – Associate Student Services Coordinator

    Cathy ComponLily – Chair, Elementary Education

    Cohort heads of different certification programs

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2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

Review of individual student completion of performance standards during student teaching semester for graduation & certification

Program level analysis of performance standards by Pam Odorizzi, presented at September El Ed meeting each fall.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

Pam Odorizzi will complete an annual report that details the number of students who meet the performance standards at the end of each year, providing a mid point check and final check of completion of requirements and learning. This report will serve to flag students who are not making good progress and provide program information for the faculty/staff.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

Recommendations from the report will be voted on in the Elementary Education September meeting. Ms. Odorizzi will be in charge of tracking implementation of the recommendations.

For Graduate Degree Program Assessment Plan Template, see http://provost.wisc.edu/assessment/

Undergraduate Degree Program Curriculum Mapping Worksheet (*Where*)

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact regina.lowery@wisc.edu) Feel free to add columns if the academic degree/major program has more than five learning goals.

- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.

- Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

- *Goals x Courses*

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Middle Childhood Early Adolescence/Content -focused						
C&I 367	X	X	X	X	X	X
C&I 368	X	X	X	X	X	X
C&I 369	X	X	X	X	X	X
C&I 370	X	X	X	X	X	X
C&I 372	X	X	X	X	X	X
C&I 373	X	X	X	X	X	X
C&I 464	X	X	X	X	X	X
C&I 506	X	X	X	X	X	X
MCEA/Special Education						
C&I/RP&SE 365	X	X	X	X	X	X
C&I 367	X	X	X	X	X	X
C&I 368	X	X	X	X	X	X
C&I 369	X	X	X	X	X	X
C&I 372	X	X	X	X	X	X
C&I 373	X	X	X	X	X	X
C&I 464	X	X	X	X	X	
C&I/RP&SE 506	X	X	X	X	X	X
RP&SE 465	X	X	X		X	
RP&SE 473	X	X	X	X	X	
RP&SE 475	X	X	X	X	X	X
RP&SE 477	X	X	X	X	X	

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MCEA/English as a Second Language

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
C&I 311			X	X	X	X
C&I 312					X	X
C&I 316				X	X	X
C&I 317		X				X
C&I 340				X		
C&I 367	X	X	X	X	X	
C&I 370	X	X	X			
C&I 371				X		
C&I 372	X	X	X	X	X	
C&I 373	X	X	X			
C&I 463	X	X		X		
C&I 464	X	X	X		X	
C&I 498					X	
C&I 506	X	X	X	X	X	X

Early Childhood/ESL

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
C&I 314		X			X	X
C&I 325			X	X	X	X
C&I 327			X			X
C&I 328	X	X	X	X	X	
C&I 363			X	X		
C&I 367		X	X		X	
C&I 370	X	X	X		X	
C&I 372			X			
C&I 373			X			
C&I 468	X	X			X	X
C&I 506	X	X	X	X	X	X
C&I 550	X	X	X	X	X	X
C&I 660					X	
C&I 663	X	X	X	X	X	X

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Please email your program's Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu **by July 1, 2016.**
For Graduate Degree Program Assessment Plan Template, see http://provost.wisc.edu/assessment/

If you have questions, please contact regina.lowery@wisc.edu. (v. 08-23-15)

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