

WINONA STATE UNIVERSITY  
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course EFRT 400

<b>Department Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
<u>J. Reincke</u> Department Chair	<u>1/8/14</u> Date
<u>jreincke@winona.edu</u> e-mail address	
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved*	
<u>Janice A. Sherman</u> Dean of College	<u>1-10-14</u> Date
*In the case of a dean's recommendation to disapprove a proposal, a written rationale for the recommendation to disapprove shall be provided to the University Studies Subcommittee.	
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> No recommendation	
 Chair, General Education Program Subcommittee	 Date
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 Chair of A2C2	 Date
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 President of Faculty Senate	 Date
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 Academic Vice President	 Date
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 President	 Date
Please forward to Registrar.	
Registrar <u>                                </u> Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]

5 2/26/14

WINONA STATE UNIVERSITY  
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department \_\_\_\_\_

Date \_\_\_\_\_

_____	_____	_____
Course No.	Course Name	Credits

Applies to: _____ Major	_____ Minor	
_____ Required	_____ Required	
_____ Elective	_____ Elective	

University Studies (A course may be approved to satisfy only one set of outcomes.):

Course Requirements:

Basic Skills:

- \_\_\_\_\_ 1. College Reading and Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3. Mathematics
- \_\_\_\_\_ 4. Physical Development & Wellness

Arts & Science Core:

- \_\_\_\_\_ 1. Humanities
- \_\_\_\_\_ 2. Natural Science
- \_\_\_\_\_ 3. Social Science
- \_\_\_\_\_ 4. Fine & Performing Arts

Unity and Diversity:

- \_\_\_\_\_ 1. Critical Analysis
- \_\_\_\_\_ 2. Science and Social Policy
- \_\_\_\_\_ 3. a. Global Perspectives
- \_\_\_\_\_     b. Multicultural Perspectives
- \_\_\_\_\_ 4. a. Contemporary Citizenship
- \_\_\_\_\_     b. Democratic Institutions

Flagged Courses:

- \_\_\_\_\_ 1. Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3. a. Mathematics/Statistics
- \_\_\_\_\_     b. Critical Analysis

Prerequisites \_\_\_\_\_

Provide the following information (attach materials to this proposal):

Please see "Directions for the Department" on previous page for material to be submitted.

Attach a ***University Studies Approval Form***.

Department Contact Person for this Proposal:

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
e-mail address

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

#### Child Study

- a. Human Development
  - a. Aspects of Development
  - b. Issues of Development
    - i. Stage vs. Continuous Development
    - ii. Nature vs. Nurture
  - c. Domains of Development
    - i. Cognitive (Piaget, Vygotsky)
      - 1. Development of number
      - 2. Private speech vs. self-talk
      - 3. Emergent literacy
      - 4. Zone of Proximal Development
      - 5. Play
    - ii. Brain
      - 1. Neuron
      - 2. Plasticity
      - 3. Hemispheres
    - iii. Physical (Psychomotor)
      - 1. Fine motor
      - 2. Gross motor
      - 3. Social issues
    - iv. Affective
      - 1. Attitudes
      - 2. Values
      - 3. Dispositions
    - v. Social Emotional (Erikson, Goleman)
      - 1. Play
      - 2. Social competency
      - 3. Bullying
      - 4. Emotional intelligence
    - vi. Identity Development (Marcia)
      - 1. Reflectivity
      - 2. Personality
    - vii. Moral Development (Kohlberg, Piaget, Gilligan)
      - 1. Heteronomous morality vs. Autonomous morality
    - viii. Bio-ecological theory (Bronfenbrenner, Gibson)
- b. Learning
  - a. Behavioral (Skinner, Watson, Thorndike, Pavlov)
    - i. Classical Conditioning
    - ii. Connectionism/Associationism
    - iii. Operant Conditioning
  - b. Social Cognitive (Bandura)
    - i. Modeling
    - ii. Self-regulation
    - iii. Self-efficacy
    - iv. Internalization
  - c. Cognitive (Barlett, Ausubel)
    - i. Schemata
    - ii. Meaningful learning
  - d. Cognitive Information Processing (Gardner, Flavell)
    - i. Levels of Processing
    - ii. Memory
    - iii. Forgetting
    - iv. Metacognition
  - e. Constructivism (Dewey, Piaget, Vygotsky, Bruner, Gardner, Goodman, Bransford)
    - i. Development
    - ii. Social
    - iii. Situated learning

#### 5. Course materials (textbook(s), articles, etc.).

Woolfolk, A. (2014). Educational psychology: Active learning edition, 12<sup>th</sup> Ed. Boston: Pearson.

Slavin, R. (2012) Educational psychology: Theory and practice, 10<sup>th</sup> Ed. Boston: Pearson.

	Learning opportunities	How these ideas are assessed
a. understand humans as individuals and as parts of larger social systems;	This course surveys theories of learning and development that examine the role of the individual and the individual in sociocultural context	All of these ideas are assessed through two major projects associated with this class and EFRT 460 Multicultural Children Youth and Families, part 1. These two courses are taught together as a blended seminar. The first project is a digital ethnography that examines the socio-cultural context and its influence on students' participation in school and learning. The second project is a case study of learning that looks closely at stages of development, achievement motivation, and the role of context in learning and development.
b. understand the historical context of the social sciences;	These four criteria are closely connected in this course and in practice. The course looks at the growth of theories of learning and development from behaviorism to cognitive science and to various shades of constructivism and how they developed over time. Students are introduced to “action research” and other qualitative research methods in education through a “digital ethnography” and a case study of learning.	
c. identify problems and frame research questions relating to humans and their experience;		
d. become familiar with the process of theory-building and theoretical frameworks used by the social sciences;		
e. understand research methods used in the social sciences;		
f. describe and detail discipline-specific knowledge and its applications; and		
g. understand differences among and commonalities across humans and their experience, as tied to such variables as gender, race, socioeconomic status, etc.	The course introduces students to the impact of race, class, and gender on students participation in educational settings both in and out of school.	

The request for USP approval for this collection of courses is to stem a temporary problem that resulted from a transition to a new program. These courses are new versions of courses that had USP approval in the past. In this table, the old courses are listed in the middle column and their approved USP area is on the left. Those courses no longer exist and have been replaced by the courses in the right column.

USP area	Old courses	New courses
Social Science	EFRT 303: Human Development and Learning: Early Childhood (4 cr)	EFRT 400: Human Development and Learning: Elementary and Early childhood (2 crs) EFRT 440: Classroom management: Elementary and Early childhood (1 cr)
	EFRT 304: Human Development and Learning: Middle childhood (4 cr)	EFRT 401: Human Development and Learning: Secondary and K-12 (2 cr)
	EFRT 305: Human Development and Learning: Adolescence (4 cr)	EFRT 441: Classroom management: Secondary and K-12 (1 cr)
	EFRT 310:	EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr)
	EFRT 311:	EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)
	EFRT 312:	
Multicultural perspectives	EFRT 308: Student diversity and Human Relations	EFRT 460: Multicultural Children, Youth, and Families: Elementary and Early Childhood (2 cr)
		EFRT 461: Multicultural Children, Youth, and Families: Secondary and K-12 (2 cr)
		EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)

The courses are, in essence, a repackaging of the content in the old courses in an effort to accomplish two things. First, to help the Elementary, K-12 and Secondary education programs reduce to 120 credits. To do that, we reduced the professional education sequence from 13 to 12 credits. Second, to address the phenomenon of students “siloing” course content (e.g., they finish a course and quit thinking about its content as if saying “That was in that course. I’m done with that and don’t have to think about it anymore”), we tried to find a way to keep ideas fresh in their minds and make connections among ideas presented in other classes explicit. We did this by dividing the courses into two parts that would be taught in different semesters. The new arrangement of these courses is shown in the following tables.

Elementary and Early Childhood		
Semester 1	EFRT 400: Human Development and Learning: Elementary and Early childhood (2 crs)	EFRT 460: Multicultural Children, Youth, and Families: Elementary and Early Childhood (2 cr)
Semester 2	EFRT 440: Classroom management: Elementary and Early childhood (1 cr)	EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr)
Semester 3	EFRT 459: The Professional Educator (3 cr)	EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)

Secondary and K-12		
Semester 1	EFRT 401: Human Development and Learning: Secondary and K-12 (2 crs)	EFRT 461: Multicultural Children, Youth, and Families: Secondary and K-12 (2 cr)
Semester 2	EFRT 441: Classroom management: Secondary and K-12 (1 cr)	EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)
Semester 3	EFRT 459: The Professional Educator (3 cr)	EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)

So, our request for USP approval is really a request to transfer approval from the old courses to the new courses.

It is necessary to get USP approval for these courses because a number of students in the education programs are trapped in the change to the new professional education sequence. They began fulfilling their general education requirements under the University Studies program where they were counting on the old EFRT courses to meet these three USP areas. When we switched to the new program and quit offering the old courses, the USP credits were no longer available. We are requesting USP approval for these courses to allow the students caught in the transition to complete their program as they intended.