

Course EFRT 440

Course

[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.

Curriculum Study

1 Curriculum

- a. MN Academic Standards
- b. Interpretation and Evaluation
- c. Curriculum Development
 - i. Danielson's Professional Practice
 - ii. Understand by Design
- d. Curriculum Mapping

2 Instruction

- a. Concept Writing
 - i. Schematic
- b. Instructional Objectives
 - i. Bloom's Taxonomy
 - ii. Higher Order Thinking Skills
 - iii. Align objectives with assessments
 - iv. Behavior Content Matrix
- c. Motivation
- d. Instructional Planning
 - i. Backward Planning
 - 1. Understand by Design
 - ii. Strategies
 - iii. Student Learning
- e. Differentiation
 - i. Fundamentals of teaching diverse students
 - ii. Responsive and relevant Pedagogy
 - iii. Academically Diverse Classrooms

Assessment

- f. Integrating instruction and Assessment
- g. Instructional Decision Making and Assessment
- h. Classroom Assessment
 - i. Formative
 - ii. Summative
 - iii. Performance/Authentic
 - iv. Standardized Tests
- i. Measurement

3 High Quality Classroom Assessment

- a. Designing
 - i. Validity
 - 1. Construct
 - 2. Content
 - 3. Criterion-Related
 - ii. Reliability
 - 1. Measurement Error
 - 2. Standard Error
 - 3. Confidence Interval
 - iii. Fairness & Equivalence
 - iv. Practicality
 - v. Item Difficulty Index
 - vi. Item Discrimination Index
 - vii. Inter-rater Reliability
- b. Clear and Appropriate Learning Targets
- c. Formative
 - i. Assessing Nonverbal behavior
 - ii. Beginning of Year Observations
 - iii. Sources of error in informal observations
 - iv. Informal oral questioning
 - v. Feedback and Instructional Adjustments
 - vi. Classroom Response Systems
 - vii. Bench-Mark Assessments
 - viii. Teacher Expectations
- d. Summative Assessment
 - i. Planning and Summative Assessment
 - 1. Selected Response

- 2. Constructed Response
 - 3. Alternate Choice
 - 4. Matching
 - 5. Multiple Choice
 - 6. Essay
 - ii. Representative Sampling
 - iii. Putting Summative Assessments Together
 - e. Performance/Authentic
 - i. Presentations
 - ii. Exhibition
 - iii. Portfolios
 - iv. Projects
 - v. Checklists
 - vi. Rating Scales
 - vii. Rubrics
 - f. Standardized Tests
 - i. Broad Categories
 - 1. Achievement
 - 2. Aptitude
 - 3. Interest Inventories
 - 4. Personality
 - ii. Criterion-Referenced
 - iii. Norm-Referenced
 - g. Measurement
 - i. Central Tendency
 - ii. Variability
 - iii. Standard Deviation
 - iv. Normal Distribution
 - v. Raw Scores
 - vi. Percentile Scores
 - vii. Grade-Equivalent Scores
 - viii. Standard Scores
 - ix. Stanines
 - x. Normal Curve Equivalents
 - h. Diagnosis, Grading, Instruction
 - i. Grading Criteria
 - 1. Absolute
 - 2. Relative
 - 3. Performance
 - 4. Mastery
 - ii. Assigning Letter Grades
 - iii. Assigning Report Grade
 - iv. Work Sample Methodology
 - i. Assessment Development Cycle
 - j. Communicating Assessment Results
 - i. Conferences
- 4 Critical Analysis
- a. Negative Outcomes/Test Score Pollution
 - b. Test Fairness and Test Bias
 - c. Evidence analysis to advance claims
 - i. Predictive
 - d. Critical Analysis application
 - e. Evaluate alternative within systematic framework
- 5 Policies
- a. Benchmark Assessments
 - b. Data-Driven Reform
 - c. Value-Added Assessment Systems
 - d. Testing Accommodations

6. List the student learning outcomes for this course and how each outcome will be assessed.

	Learning opportunities	How these ideas are assessed
a. Evaluate the validity and reliability of information;	The course looks closely at these ideas mostly in relation to standardized testing, but also in relation to data-driven policy	All of these ideas are assessed through two major projects associated with this class and EFRT 420 Classroom management:

	decisions.	Elementary and Early Childhood. These two courses are taught together as a blended seminar. The students complete major projects where they analyze classroom data and policy data and make instructional and policy recommendations.
b. Analyze modes of thought, expressive works, arguments, explanations, or theories;	These ideas, skills, and dispositions are emphasized throughout the professional education sequence of which this course is a part. In this class, students look closely at quantitative methods and psychometrics and they can be used to formulate and support arguments that can lead to instructional, policy and political decisions. The students also analyze arguments presented in the past to determine their rhetorical and practical value.	
c. Recognize possible inadequacies or biases in the evidence given to support arguments or conclusions; and		
d. Advance and support claims.		

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.