

WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course EFR T 461

Department Recommendation ☒ Approved ☐ Disapproved

J. Reincke
Department Chair

1/8/14
Date

jreincke@winona.edu
e-mail address

Dean's Recommendation ☒ Approved ☐ Disapproved*

Jenice R. Sherman
Dean of College

1-9-14
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.

GEPS Recommendation ☐ Approved ☐ Disapproved ☐ No recommendation

Chair, General Education Program Subcommittee

Date

A2C2 Recommendation ☐ Approved ☐ Disapproved

Chair of A2C2

Date

Faculty Senate Recommendation ☐ Approved ☐ Disapproved

President of Faculty Senate

Date

Academic Vice President Recommendation ☐ Approved ☐ Disapproved

Academic Vice President

Date

Decision of President ☐ Approved ☐ Disapproved

President

Date

Please forward to Registrar.

Registrar

Date entered

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]

5/26/14

**WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES**

Department _____

Date _____

Course No.	Course Name	Credits
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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.

Issues Study

- 1 Demographic Trends and Issues
 - a. Demographics 101
 - i. Harold Hodgkinson and Demographic Trends
 - ii. Demographic implications for Schools
 - iii. Case Study: Researching Demographic Changes in local communities
 - b. Culture and Cultural Competency
 - i. Anthropology and Culture
 - ii. Perceptual Filter and Perspective Taking
 - iii. New Darwinism Ideology
 - iv. Cultural Incongruence and Competence
- 2 Culture and Family Dynamics
 - a. Conceptualizing cultural differences
 - i. Ethnicity, Race, Social Class, Gender, Sexual Orientation
 - ii. Respective Research Reports
 - iii. Intersectionality
 - b. Segmented Assimilation, Family Dynamics, and Academic Achievement Gap Research
- 3 Demographic Trends and Issues
 - a. Demographics 101
 - i. Harold Hodgkinson and Demographic Trends
 - ii. Demographic implications for Schools
 - iii. Case Study: Researching Demographic Changes in local communities
 - b. Culture and Cultural Competency
 - i. Anthropology and Culture
 - ii. Perceptual Filter and Perspective Taking
 - iii. New Darwinism Ideology
 - iv. Cultural Incongruence and Competence
- 4 Culture and Family Dynamics
 - a. Conceptualizing cultural differences
 - i. Ethnicity, Race, Social Class, Gender, Sexual Orientation
 - ii. Respective Research Reports
 - iii. Intersectionality
 - b. Segmented Assimilation, Family Dynamics, and Academic Achievement Gap Research
- 5 Ethnographic Techniques and Ethics
 - a. Conceptualizing Ethnography
 - i. Ethnography as art and science
 - ii. Naturalism
 - b. Tools and Skills of Ethnography
 - i. Identifying Cultural Brokers
 - ii. Interviewing Techniques
 - iii. Document Identification
 - iv. Data Analysis Strategies
 - c. Ethical Challenges for Ethnographers
 - i. Etic and Emic Perspectives
 - ii. Data Interpretation and Presentation
 - iii. Confidentiality Procedures
 - d. Digital Ethnography Project
 - i. Wordpress Platform
 - ii. Project Structure
 - e. Ethnographic Case Study/Clinical Experience
 - i. Ethnographic Setting (15 hours)
 - ii. Informants / Document Sources
 - iii. Data Collection and Analysis
- 6 Ethnographic Implications for Teaching and Learning
 - a. Relationship Building with Local Cultural Communities
 - b. Curricula Choices
 - c. Pedagogical Techniques
 - d. Classroom Management Decisions

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

Sociological Theory

Collins, R. (2007). Functional and conflict theories of educational stratification. *American Sociological Review*, 36(6), 1002-1019.

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

	Learning opportunities	How these ideas are assessed
a. demonstrate knowledge of diverse patterns and similarities of thought, values, and beliefs as manifest in different cultures;	This course is interdisciplinary in its approach. Students examine diversity through sociological, anthropological, and psychological lenses.	All of these ideas are assessed through two major projects associated with this class and EFRT 401 Human Development and Learning, Secondary and K-12. 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 extent to which cultural differences influence the interpretation and expression of events, ideas, and experiences;	This course looks at race, class and gender and how those traits influence a person's participation in the world and in schools in particular. The course looks at the growth of social theories of learning and development from functionalism to conflict theory to interpretivism and how they developed over time.	
c. understand the extent to which cultural differences influence the interactions between individuals and/or groups;		
d. examine different cultures through their various expressions; and/or	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 course focuses on an asset model of communication and interpretation.	
e. possess the skills necessary for interaction with someone from a different culture or cultural group.		

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.