

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
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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

## EFRT 400 Course outline

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;	Students will read, study, and debate theories of human development and learning, and connect their understanding of learning and development to their study of social theory and multiculturalism in EFRT 460. Through structured field experience assignments, they collect data on students to document the influence of various sociocultural and psychological forces on students' participation in schools and other community settings.	<ul style="list-style-type: none"> <li>• Graphic representation (concept map or multimedia presentation) showing major theoretical ideas and relationships among theories.</li> <li>• Digital ethnography that examines the socio-cultural context and its influence on students' participation in school and learning.</li> <li>• Case study of learning that documents one B-12 student's stage of development, motivational set, personal theories of intelligence and goals.</li> </ul>
b. understand the historical context of the social sciences;	Students read, study, and debate a variety of academic articles and book chapters on the historical development of theories of learning and development to understand the theories and their relationship to each other; that is, to develop an understanding that new theories are required to explain that came before and add additional explanatory power and that their acceptance is based on the social construction of academic content.	<ul style="list-style-type: none"> <li>• Quizzes and Exams</li> <li>• Reflective field experience journals</li> <li>• Graphic representation (concept map) showing major theoretical ideas and relationship among theories.</li> </ul>
c. identify problems and frame research questions relating to humans and their experience;	<p>Students analyze episodes of learning in film, literature, and/or field experiences from various theoretical perspectives. The students recognize various theoretical constructs and assumptions and how they impact analysis and research questions and agendas from various theoretical perspectives.</p> <p>Through reflective journals, students are required to compare the theoretical teachings to their own experience and become "theorists" themselves.</p>	<ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Graphic representation (concept map or multimedia presentation) showing major theoretical ideas and relationships among theories.</li> </ul>
d. become familiar with the process of theory-building and theoretical frameworks used by the social sciences;	Students read, study, and debate a variety of academic articles and book chapters on the historical development of theories of learning to understand individual theories and their relationship to each other; that is, to develop an understanding that new theories	<ul style="list-style-type: none"> <li>• Reflective journals.</li> </ul>

	are required to explain everything that came before and add additional explanatory power and that their acceptance is based on the social construction of academic content.	
e. understand research methods used in the social sciences;	Students are asked to analyze episodes of learning in film, literature, and/or field experiences from various theoretical perspectives. This “polyfocal scrutiny” (Schwab, 1968) requires the students to recognize various theoretical constructs and assumptions and how they impact analysis and research questions and agendas from various theoretical perspectives.	<ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Digital ethnography that examines the socio-cultural context and its influence on students’ participation in school and learning.</li> <li>• Case study of learning that documents one B-12 student’s stage of development, motivational set, personal theories of intelligence and goals.</li> </ul>
f. describe and detail discipline-specific knowledge and its applications; and	Through reading and studying academic articles, films, and literature that document episodes of learning and development, students are introduced to the interdisciplinary nature of educational research and specific psychological, sociological, and anthropological perspectives on learning and development and their similarities and differences.	<ul style="list-style-type: none"> <li>• Graphic representation (concept map or multimedia presentation) showing major theoretical ideas and relationships among theories.</li> </ul>
g. understand differences among and commonalities across humans and their experience, as tied to such variables as gender, race, socioeconomic status, etc.	Students critically examine the course ideas and their connection to ideas presented in EFRT 460 through and integrated field experience where students study the impact of race, class, and gender on students participation in educational settings both in and out of school.	<ul style="list-style-type: none"> <li>• Digital ethnography that examines the socio-cultural context and its influence on students’ participation in school and learning.</li> </ul>

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 420: 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 421: Classroom management: Secondary and K-12 (1 cr)
Critical Analysis	EFRT 310: Instructional Planning and Assessment: Elementary Education with Early Childhood Emphasis	EFRT 440: Curriculum and Assessment: Elementary and Early childhood (3 cr)
	EFRT 311: Instructional Planning and Assessment: Middle Level and K-12	EFRT 441: Curriculum and Assessment: Secondary and K-12 (3 cr)
	EFRT 312: Instructional Planning and Assessment: Secondary	
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)
		EFRT 463: 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)
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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.