WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course _____EFRT 460_____

Department Recommendation ___X___ Approved _____ Disapproved

JVReinehe _____ _1/8/14_ _____ _jreineke@winona.edu_

Department Chair   Date   e-mail address

Dean's Recommendation ___X___ Approved _____ Disapproved*

Janice A. Sherman _____ _1-10-14_

Dean of College   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 _____ Please notify department chair via e-mail that curricular change has been recorded.

     Date entered

[Revised 10-22-12]

s 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.

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.).

<u>Sociological Theory</u>

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 400 Human Development and Learning, Elementary and Early Childhood. 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 441: Classroom management: Secondary and K-12 (1 cr)
	EFRT 305: Human Development and Learning: Adolescence (4 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.