WINONA STATE UNIVERSITY  
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.  
Course **EFRT 462**

<table>
<thead>
<tr>
<th>Department Recommendation</th>
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<tr>
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<tr>
<td>Department Chair</td>
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<tr>
<td></td>
<td>J Reimke</td>
<td>2/24/14</td>
</tr>
<tr>
<td>e-mail address</td>
<td><a href="mailto:reimke@winona.edu">reimke@winona.edu</a></td>
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<thead>
<tr>
<th>Dean’s Recommendation</th>
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<tr>
<td>Dean of College</td>
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<td></td>
<td>J A. Alshman</td>
<td>2-25-14</td>
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*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.*

<table>
<thead>
<tr>
<th>GEPS Recommendation</th>
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<tr>
<td>Chair, General Education Program Subcommittee</td>
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<tr>
<th>A2C2 Recommendation</th>
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<td>Chair of A2C2</td>
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<tr>
<th>Faculty Senate Recommendation</th>
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<tr>
<td>President of Faculty Senate</td>
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<tr>
<th>Academic Vice President Recommendation</th>
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<td>Academic Vice President</td>
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<tr>
<th>Decision of President</th>
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<tr>
<td>President</td>
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Please forward to Registrar.

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<tr>
<th>Registrar</th>
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<th>Please notify department chair via e-mail that curricular change has been recorded.</th>
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<tr>
<td>Date entered</td>
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[Revised 10-22-12]
WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department: Education Studies
Date: November 20, 2013

EFRT 462
Course No.

Multicultural Yth, Children, & Families Part 2: Erly Ch 1
Course Name

Applies to: ☑ Major
☑ Required
☐ Elective

☑ Minor
☐ Required
☐ 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
☐ a. Global Perspectives
☐ b. Multicultural Perspectives
☐ a. Contemporary Citizenship
☐ b. Democratic Institutions

Flagged Courses:
☐ 1. Writing
☐ 2. Oral Communication
☐ 3. a. Mathematics/Statistics
☐ 4. 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:

Jim Reineke
Name (please print)

5352
Phone

jreineke@winona.edu
e-mail address

[Revised 11-1-12]
EFRT 462 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.

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
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      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**


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

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>How these ideas are assessed</th>
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<tbody>
<tr>
<td>a. demonstrate knowledge of diverse patterns and similarities of thought, values, and beliefs as manifest in different cultures;</td>
<td>Students read, study, and debate academic articles and book chapters that examine diversity through sociological, anthropological, and psychological lenses. • Exams and quizzes • Reflective journals</td>
</tr>
<tr>
<td>b. understand the extent to which cultural differences influence the interpretation and expression of events, ideas, and experiences;</td>
<td>Students read, study, and debate academic articles and book chapters that examine race, class and gender and how those traits influence a person’s participation in the world and in schools in particular. Students examine the public school system and it’s ability to serve various populations in our society by attending school district functions and interviewing school personnel. • Reflective journals</td>
</tr>
<tr>
<td>c. understand the extent to which cultural differences influence the interactions between individuals and/or groups;</td>
<td>Students read, study, and discuss academic articles that present cases of cultural differences and their impact on participation in schools and other social settings. The students use these ideas to shape their interactions with B-12 students in field experiences. • Reflective journals</td>
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<tr>
<td>d. examine different cultures through their various expressions; and/or</td>
<td>See next cell.</td>
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<tr>
<td>e. possess the skills necessary for interaction with someone from a different culture or cultural group.</td>
<td>Students bring back their reflections from EFRT 460 where they interacted with B-12 students and cultural coaches to help them understand interaction patterns. They use those reflections to examine the larger social influences on B-12 students participation in schools and schools ability to serve diverse populations. • Reflective journals</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>USP area</th>
<th>Old courses</th>
<th>New courses</th>
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<tbody>
<tr>
<td></td>
<td>EFRT 310:</td>
<td>EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr) &lt;br&gt;EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)</td>
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<tr>
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<td>EFRT 311:</td>
<td>EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr) &lt;br&gt;EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)</td>
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<td>EFRT 312:</td>
<td>EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr) &lt;br&gt;EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)</td>
</tr>
<tr>
<td>Semester 2</td>
<td>EFRT 440: Classroom management: Elementary and Early childhood (1 cr)</td>
<td>EFRT 420: Curriculum and Assessment: Elementary and Early childhood (3 cr) &lt;br&gt;EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)</td>
</tr>
<tr>
<td>Semester 3</td>
<td>EFRT 459: The Professional Educator (3 cr)</td>
<td>EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)</td>
</tr>
<tr>
<td>Semester 2</td>
<td>EFRT 441: Classroom management: Secondary and K-12 (1 cr)</td>
<td>EFRT 421: Curriculum and Assessment: Secondary and K-12 (3 cr)</td>
</tr>
<tr>
<td>Semester 3</td>
<td>EFRT 459: The Professional Educator (3 cr)</td>
<td>EFRT 462: Multicultural Children, Youth, and Families, part 2 (1 cr)</td>
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</table>
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.