WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course __EFRT 420__

Department Recommendation __X__ Approved _____ Disapproved

JffRineke (Department Chair)   1/8/14 (Date)   jrineke@winona.edu (e-mail address)

Dean's Recommendation __X__ Approved _____ Disapproved*

Janice A. Sherman (Dean of College)   1-10-14 (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

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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]

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: Arts & Science Core: Unity and Diversity:
_____ 1. College Reading and Writing   _____ 1. Humanities   _____ 1. Critical Analysis
_____ 2. Oral Communication   _____ 2. Natural Science   _____ 2. Science and Social Policy
_____ 3. Mathematics   _____ 3. Social Science   _____ 3. a. Global Perspectives
_____ 4. Physical Development & Wellness _____ 4. Fine & Performing Arts   _____   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

[Revised 11-1-12]

EFRT 420 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.

Curriculum Study

1. Motivation
   a. Behavioral (Skinner)
      i. Rewards and Punishments
         1. Task-Contingent vs. Performance-Contingent Rewards
         2. Flow Theory
      ii. Intrinsic vs. Extrinsic
   b. Humanistic (Maslow)
      i. Self-Actualization
   c. Cognitive (Bruner)
      i. Expectancy Theory
         1. Values
      ii. Goal Orientation
      iii. Attribution Theory (Weiner)
   d. Social Learning (Bandura)
      i. Self-Regulated Learning
   e. Socio-Cultural
      i. Cultural/Gender Differences
   f. Motivational Concerns
      i. Learned Helplessness
      ii. Anxiety
      iii. Self-Worth
      iv. Curiosity
      v. Locus of Control
      vi. Self-Efficacy
   g. Educational Implications
      i. Attitudes
      ii. Needs
      iii. Stimulation
      iv. Affect
      v. Competence
      vi. Reinforcement
2. Classroom Management (Redl, Kounin, Dreikurs, Skinner, Canter, Gordon, Glasser, Curwin/Mendler, Coloroso, Albert, Carroll,
   Wong, Emmer, Jones, Marshall, Nelsen/Lott/Glenn, Chuchward, Kagan/Kyle/Scott, Charles, Kohn)
   a. Environmental Competence
      i. Room Arrangement
      ii. Seating Patterns
      iii. Environmental cues
         1. Bullying/Cyberbullying
      iv. Time Management
   b. Classroom Rules and Consequences
      i. Token economy
      ii. Shaping
      iii. Contingency Contracting
   c. Procedures and Routines
      i. Responsive Classroom
      ii. Positive Behavior Intervention Support
      iii. Proactive
      iv. Accountability
      v. Instructional Methods
         1. Transitions
      vi. Seatwork
   d. Positive Relationships and Climate
      i. Teacher
      ii. Student
      iii. Family
      iv. Peers

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

	Learning opportunities	How these ideas are assessed
a. understand humans as individuals and as parts of larger	Students will read, study, and debate theories of human	• Exams and quizzes • Classroom analysis

social systems;	motivation, and connect their understanding of motivation to their study of learning and development in EFRT 400. Through structured field experience assignments, they collect data on students' motivation and classroom management systems that	
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 motivation to understand the theories and their relationship to each other.	• Exams and quizzes • Reflective journals
c. identify problems and frame research questions relating to humans and their experience;	Students analyze motivation in 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. Through reflective journals, students are required to compare the theoretical teachings to their own experience and become "theorists" themselves.	• Reflective journals • Classroom analysis
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 motivation to develop an understanding that new theories 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.	• Reflective journals.
e. understand research methods used in the social sciences;	Students analyze motivation and classroom management in film and/or field experiences from various theoretical perspectives. Students recognize various theoretical constructs and assumptions and how they impact analysis and research on motivation and classroom management from various theoretical perspectives.	• Reflective journals

f.	describe and detail discipline-specific knowledge and its applications; and	Through reading and studying a collection of academic articles, and books that propose various classroom management programs and motivational plans, students are introduced to the interdisciplinary nature of educational research and specific research methods that contribute to an understanding of human motivation.	• Reflective journals • Classroom analysis
g.	understand differences among and commonalties 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 400 through and integrated field experience where students study the impact of race, class, and gender on students' motives to participate (or not participate) in educational settings both in and out of school.	• Reflective journals

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.