WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course _EFRT 440_

Department Recommendation ___X___ Approved _____ Disapproved

JWReineke _2/24/14_ _jreineke@winona.edu_

Department Chair   Date   e-mail address

Dean's Recommendation __X__ Approved _____ Disapproved*

Janice A. Sherman _2-25-15_

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

5 2/26/14

WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department **Education Studies**   Date **November 20, 2013**

EFRT 440   **Curriculum, Instruction, and Assessment: Early Child**   **3**

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:

Jim Reineke   **5352**   **jreineke@winona.edu**

Name (please print)   Phone   e-mail address

EFRT 440 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   Curriculum

    a.   MN Academic Standards
    b.   Interpretation and Evaluation
    c.   Curriculum Development
        i.   Danielson's Professional Practice
        ii.   Understand by Design
    d.   Curriculum Mapping

2   Instruction
    a.   Concept Writing
        i.   Schematic
    b.   Instructional Objectives
        i.   Bloom's Taxonomy
        ii.   Higher Order Thinking Skills
        iii.   Align objectives with assessments
        iv.   Behavior Content Matrix
    c.   Motivation
    d.   Instructional Planning
        i.   Backward Planning
            1.   Understand by Design
        ii.   Strategies
        iii.   Student Learning
    e.   Differentiation
        i.   Fundamentals of teaching diverse students
        ii.   Responsive and relevant Pedagogy
        iii.   Academically Diverse Classrooms

Assessment
    f.   Integrating instruction and Assessment
    g.   Instructional Decision Making and Assessment
    h.   Classroom Assessment
        i.   Formative
        ii.   Summative
        iii.   Performance/Authentic
        iv.   Standardized Tests
    i.   Measurement

3   High Quality Classroom Assessment
    a.   Designing
        i.   Validity
            1.   Construct
            2.   Content
            3.   Criterion-Related
        ii.   Reliability
            1.   Measurement Error
            2.   Standard Error
            3.   Confidence Interval
        iii.   Fairness & Equivalence
        iv.   Practicality
        v.   Item Difficulty Index
        vi.   Item Discrimination Index
        vii.   Inter-rater Reliability
    b.   Clear and Appropriate Learning Targets
    c.   Formative
        i.   Assessing Nonverbal behavior
        ii.   Beginning of Year Observations
        iii.   Sources of error in informal observations
        iv.   Informal oral questioning
        v.   Feedback and Instructional Adjustments
        vi.   Classroom Response Systems
        vii.   Bench-Mark Assessments
        viii.   Teacher Expectations
    d.   Summative Assessment

   i. Planning and Summative Assessment
    1. Selected Response
    2. Constructed Response
    3. Alternate Choice
    4. Matching
    5. Multiple Choice
    6. Essay
   ii. Representative Sampling
   iii. Putting Summative Assessments Together
  e. Performance/Authentic
   i. Presentations
   ii. Exhibition
   iii. Portfolios
   iv. Projects
   v. Checklists
   vi. Rating Scales
   vii. Rubrics
  f. Standardized Tests
   i. Broad Categories
    1. Achievement
    2. Aptitude
    3. Interest Inventories
    4. Personality
   ii. Criterion-Referenced
   iii. Norm-Referenced
  g. Measurement
   i. Central Tendency
   ii. Variability
   iii. Standard Deviation
   iv. Normal Distribution
   v. Raw Scores
   vi. Percentile Scores
   vii. Grade-Equivalent Scores
   viii. Standard Scores
   ix. Stanines
   x. Normal Curve Equivalents
  h. Diagnosis, Grading, Instruction
   i. Grading Criteria
    1. Absolute
    2. Relative
    3. Performance
    4. Mastery
   ii. Assigning Letter Grades
   iii. Assigning Report Grade
   iv. Work Sample Methodology
  i. Assessment Development Cycle
  j. Communicating Assessment Results
   i. Conferences
4 Critical Analysis
  a. Negative Outcomes/Test Score Pollution
  b. Test Fairness and Test Bias
  c. Evidence analysis to advance claims
   i. Predictive
  d. Critical Analysis application
  e. Evaluate alternative within systematic framework
5 Policies
  a. Benchmark Assessments
  b. Data-Driven Reform
  c. Value-Added Assessment Systems
  d. Testing Accommodations

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

	Learning opportunities	How these ideas are assessed
a. Evaluate the validity and reliability of information;	Students read, study, and discuss academic articles and book chapters to understand the role of validity and	Exams and quizzes

		reliability in creating classroom assessments and interpreting results of commercially produced standardized assessments.	
b.	Analyze modes of thought, expressive works, arguments, explanations, or theories;	Students read and discuss articles and book chapters on quantitative methods and psychometrics and how they can be used to formulate and support arguments that can lead to instructional, policy and political decisions. The students also read and analyze arguments presented in the past to determine their rhetorical and practical value.	Reflective journals
c.	Recognize possible inadequacies or biases in the evidence given to support arguments or conclusions; and	Students analyze arguments presented by authors in articles and book chapters, and popular press articles to support instructional practices or to inform contemporary educational policy and curricular decisions.	Reflective journals Data-driven decision making project
d.	Advance and support claims.	Students analyze data sets to identify patterns, posit assertions and provide empirical support for their assertions.	Data-driven decision making project Class presentations

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.