WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course _EFRT 400_

Department Recommendation X Approved _____ Disapproved

JWReineke   _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:	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 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, Ausebel)
        - 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, 12th Ed. Boston: Pearson.

Slavin, R. (2012) Educational psychology: Theory and practice, 10th 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.	• Graphic representation (concept map or multimedia presentation) showing major theoretical ideas and relationships among theories. • Digital ethnography that examines the socio-cultural context and its influence on students' participation in school and learning. • Case study of learning that documents one B-12 student's stage of development, motivational set, personal theories of intelligence and goals.
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.	• Quizzes and Exams • Reflective field experience journals • Graphic representation (concept map) showing major theoretical ideas and relationship among theories.
c. identify problems and frame research questions relating to humans and their experience;	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. Through reflective journals, students are required to compare the theoretical teachings to their own experience and become "theorists" themselves.	• Reflective journals • Graphic representation (concept map or multimedia presentation) showing major theoretical ideas and relationships among theories.
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	• Reflective journals.

	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.	• Reflective journals • Digital ethnography that examines the socio-cultural context and its influence on students' participation in school and learning. • Case study of learning that documents one B-12 student's stage of development, motivational set, personal theories of intelligence and goals.
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.	• Graphic representation (concept map or multimedia presentation) showing major theoretical ideas and relationships among theories.
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 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.	• Digital ethnography that examines the socio-cultural context and its influence on students' participation in school and learning.