



Curriculum Proposal

Dead this Academic Year

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	122
College:	N/A	<input type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	N/A	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	Community-Based Learning		CIP #	(For Office Use Only)	
Type of Change	PROGRAM PROPOSALS			Course Designator and Number	Number of Credits
Proposed:	New Minor				
Title Current:					
Title Proposed:	Community-Based Learning				
24-Char. Abbrev:	Capstone in CBL				(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

The minor in Community-Based Learning invites students to become more civically engaged learners and citizens. Through academic service-learning and other teaching methods, courses in the minor encourage community involvement and reflection. Students electing to pursue a minor in Community-Based Learning will compliment their major with a better understanding of the complexities of community and service as well as a unique set of skills and attitudes that emerge from the combination of theory and practice at the center of this minor. In addition, students will become involved with community service work that will viewed positively by future employers and help students imagine new career paths.

Rationale or Justification for change:

The minor in Community-Based Learning allows students to develop a coherent program that brings together community service, reflection and academic learning. Individual courses are available, and some academic programs offer some areas of emphasis, but this proposed minor will allow students to develop their abilities and interests in a more coherent program than is currently available, as well as offering this opportunity to students who may not have this available in their current major. Programs that offer community-based learning opportunities have been working on the development of this minor to insure that there is no conflict.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
N/A		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

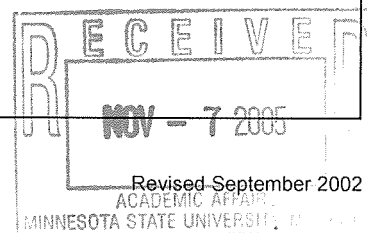
Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses

(Check all that apply):	Instructional Type: <input type="text" value="Seminar"/>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes.
 c. A list of resources required to offer and support this course.
 d. A description of how teaching this course will affect department staffing.
 e. If 400/500 level course, an explanation of added expectations of graduate students.





Minnesota State University, Mankato
Curriculum Proposal

*****For Program Proposals*****

Attach paper copies of the following:

- a. Student learning outcomes for the program. - *attach*
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal. - *NA*
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site: - *attach*
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for *attach*
Redesigned programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing. - *offer in CBL-CE*
- g. A list of additional library holdings required for this program. - *none*

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Curriculum Proposal

Signature Page

Department Program

Recommended (Category/ies _____)

Not Recommended (Category/ies _____)

Comments:

11/7/05

Department Chair

Date

Program Director

College Curriculum Committee

Recommended (Category/ies _____)

Not Recommended (Category/ies _____)

Comments:

Committee Chair

Date

~~Administration~~
College Dean

Recommended (Category/ies _____)

Not Recommended (Category/ies _____)

Comments:

11/7/05

Dean

Date

General Education Subcommittee

Recommended (Category/ies _____)

Not Recommended (Category/ies _____)

Comments:

General Education Subcommittee Chair

Date

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)

Not Recommended (Category/ies _____)

Comments:

UCAP Faculty Chair

Date

Faculty Association Graduate Committee

Recommended

Not Recommended

Comments:

Faculty Association Graduate Chair

Date

Graduate Dean

Recommended

Not Recommended

Comments:

Graduate Dean

Date

Academic Affairs Council

Recommended (Category/ies _____)

Not Recommended (Category/ies _____)

Comments:

Assistant Vice President

Date

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)

Not Approved (Category/ies _____)

Comments:

Sr. Vice President / Vice Pres. Academic Affairs

Date

*Minor in Community-Based Learning at
Minnesota State, Mankato
(18-22 credits)*

The minor in Community-Based Learning invites students to become more civically engaged learners and citizens. Through academic service-learning and other teaching methods, courses in the minor encourage community involvement and reflection. Students electing to pursue a minor in Community-Based Learning will compliment their major with a better understanding of the complexities of *community* and *service* as well as a unique set of skills and attitudes that emerge from the combination of theory and practice at the center of this minor. In addition, students will become involved with community service work that will be viewed positively by future employers and help students imagine new career paths.

More specifically, pursuing a minor in Community-Based Learning allows students to...

- Become actively engaged in the Greater Mankato community (and beyond) through participation in academic service-learning projects
- Reflect upon the role community involvement can play in their personal and professional lives
- Define what it means to be a civically engaged citizen
- Document various dimensions of community through creative writing, speaking, research, and media arts
- Search for and act upon an understanding of social justice

Structure of Minor

- Introduction to Community-Based Learning (3 credits)
- Capstone in Community-Based Learning (3 credits)

The above courses will be taught by a yet to be named faculty member; this individual will receive a half-time release to direct the minor in Community-Based Learning. It is hoped the courses will be housed in MSU's new Center for Community-Based Learning and Civic Engagement (based in Academic Affairs). In the intro course students work with Partners for Affordable Housing (one of our formal partners in the minor) and in the capstone course students work with the City of Mankato (the other formal community partner affiliated with the minor)

In addition to the two courses above, students will take one course from each of the four categories described below. This list is tentative, with new courses to be added as the minor develops (and following approval from UCAP for any added courses). **The Department of Sociology and Corrections indicated it cannot support this minor; if, however, the minor is approved despite its reservations, the department would like its courses included. The Department of Ethnic Studies expressed initial concern over the minor, but I was unable to discuss the issue further in time to meet the UCAP deadline; consequently I am not certain whether Ethnic Studies would like to be part of the minor. All other courses listed below have been approved (and in some cases recommended) by departmental chairs.**

Social Organization (3-4 credits)

Taking a course in *Social Organization* should help a student...

- Understand the role social and material forces play in shaping communities. *Social and material forces* include, structural inequalities (e.g., racism, sexism, class stratification), local government, geography, industry, technology, etc. Less public dimensions of social organization such as family, domestic labor, and housing may also be explored in this category of courses.

Possible courses:

--ANTH 101	Introduction to Anthropology
--ANTH 230	People: An Anthropological Perspective
--ETHN 100	American Racial Minorities
--ETHN 101	Introduction to Multicultural and Ethnic Studies
--HIST 155	History of Family in America
--HIST 484	History of American Immigration and Ethnicity
--POL 371	State and Local Government
--POL 435	Capitalism, Nationalism, Democracy
--SOC 101	Introduction to Sociology
--SOC 463	Social Stratification
--SOC 482	Social Change
--URBS 100	Introduction to the City
--URBS 431	Urban Design Principles
--URBS 433	Urban Development
--WOST 110	Introduction to Women's Studies

Social Action (3-4 credits)

Taking a course in *Social Action* provides students...

- The opportunity to participate in an academic service-learning project meeting real needs as identified by the community. Courses in this category should help students understand the role both individual and collective action play in the solving of community problems.

Possible Courses:

--ANTH 280	Engaged Anthropology: Service-Learning
--ANTH 437	Applied Anthropology
--ETHN 401	Applied Cultural Research
--POL 321/22	Democracy and Citizenship (Public Achievement)
--SOWK 214	Community Social Service Projects
--URBS 485	Community Based Problem Solving
--WOST 430	Feminist Research and Action

Engaged and Ethical Citizenship (3-4 credits)

Taking a course in *Engaged and Ethical Citizenship* invites students to...

- Reflect upon the theory and practice of citizenship, ethics, and social justice. Courses in this category will encourage this reflection through philosophical questioning and/or an examination of contemporary and historical examples of engaged citizenship.

Possible Courses:

--CORR 250	Social Justice in School and Community
--CORR 255	Juvenile Delinquency
--ENG 213W	Perspectives: Ethics in Literature, Film, and Human Diversity
--HIST 484	American Labor History
--PHIL 120	Introduction to Ethics
--PHIL 240	Law, Justice, and Society
--PHIL 322	Ethical Theory
--POL 313	Contemporary Political Philosophy
--POL 426	Racial and Ethnic Politics
--SOC 425	Social Movements
--SPEE 300	Ethics and Free Speech
--SPEE 400	American Public Address
--URBS 230W	Community Leadership
--WOST 220	Global Perspectives on Women and Change

Research and Documentation Tools (3-4 credits)

Taking a course in *Research and Documentation Tools* will...

- Provide students with a research or creative *tool* that can be used to create a more sophisticated understanding of particular community. Tools cultivated in this category of courses range from scientific research methods to creative writing to media arts.

Possible Courses:

--ANTH 439	Qualitative research methods
--ANTH 480	Ethnographic Fieldwork
--ENG 242	Intro to creative writing
--ENG 342	Creative writing nonfiction
--ENG 471	Visual Technical Communication
--POL 471	Public Opinion and Polling Methods
--URBS 303	Urban Analysis
--SOC 480	Social Observation
--SPEE 325	Interviewing

Those desiring to learn more about how these minors are structured at other universities may wish to visit the Service-Learning Clearinghouse at...

http://www.servicelearning.org/resources/quick_guides/minors_certs_hc/

Bulletin Copy:

Community-Based Learning

Center for Community-Based Learning and Civic Engagement

David Engen, Director

The minor in Community-Based Learning invites students to become more civically engaged learners and citizens. Through academic service-learning and other teaching methods, courses in the minor encourage community involvement and reflection. Students electing to pursue a minor in Community-Based Learning will compliment their major with a better understanding of the complexities of *community* and *service* as well as a unique set of skills and attitudes that emerge from the combination of theory and practice at the center of this minor. In addition, students will become involved with community service work that will be viewed positively by future employers and help students imagine new career paths.

More specifically, pursuing a minor in Community-Based Learning allows students to...

- Become actively engaged in the Greater Mankato community (and beyond) through participation in academic service-learning projects
- Reflect upon the role community involvement can play in their personal and professional lives
- Define what it means to be a civically engaged citizen
- Document various dimensions of community through creative writing, speaking, research, and media arts
- Search for and act upon an understanding of social justice

Students may major or minor in any of the programs affiliated with this minor, but the courses applied to this minor will not be allowed to double-count toward another major or minor.

Students may not take the Capstone course until they have completed the introductory course and courses from the other categories. Co-enrollment in category courses and the capstone course may be allowed upon appeal to the program director.

Community-Based Learning Minor – 18-22 credits

Required for Minor (6 credits)

- CBL 200 Introduction to Community-Based Learning (3)
CBL 400 Capstone Course in Community-Based Learning (3)

Social Organizations Requirement (3-4 credits)

Choose one course from the following:

- ANTH 101 Introduction to Anthropology (3)
ANTH 230 People: An Anthropological Perspective (3)
ETHN 100 American Racial Minorities (3)
ETHN 101 Introduction to Multicultural and Ethnic Studies (3)
HIST 155 History of Family in America (3)
HIST 484 American Labor History (4)
HIST 485 History of American Immigration and Ethnicity (4)

POL 371	State and Local Government (3)
POL 435	Capitalism, Nationalism, Democracy (3)
SOC 101	Introduction to Sociology (3)
SOC 463	Social Stratification (3)
SOC 482	Social Change (3)
URBS 100	Introduction to the City (3)
URBS 431	Urban Design Principles (3)
URBS 433	Urban Development (3)
WOST 110	Introduction to Women's Studies (3)

Social Action Requirement (3-4 credits)

Choose one course from the following:

ANTH 280	Engaged Anthropology: Service-Learning (3)
ANTH 437	Applied Anthropology (3)
ETHN 401	Applied Cultural Research (3)
POL 321/22	Democracy and Citizenship/In-Service: Public Achievement (3)
SOWK 214	Community Social Service Projects (3)
URBS 485	Community Based Problem Solving (1-6)
WOST 430	Feminist Research and Action (3)

Engaged and Ethical Citizenship (3-4 credits)

Choose one course from the following:

CORR 250	Social Justice in School and Community (3)
CORR 255	Juvenile Delinquency (3)
ENG 213W	Perspectives: Ethics in Literature, Film, and Human Diversity (4)
HIST 484	American Labor History (4) (may not double-count under Social Organization)
PHIL 120W	Introduction to Ethics (3)
PHIL 240W	Law, Justice, and Society (3)
PHIL 322W	Ethical Theory (3)
POL 313	Contemporary Political Philosophy (3)
POL 486	Racial and Ethnic Politics (3)
SOC 425	Social Movements (3)
SPEE 300	Ethics and Free Speech (3)
SPEE 400	American Public Address (3)
URBS 230W	Community Leadership (3)
WOST 220	Global Perspectives on Women and Change (3)

Research and Documentation Tools (3-4 credits)

ANTH 439	Qualitative research methods (3)
ANTH 480	Ethnographic Fieldwork (3-6)
ENG 242W	Intro to creative writing (4)
ENG 342	Creative writing nonfiction (4)
ENG 471	Visual Technical Communication (4)
POL 423	Public Opinion and Polling Methods (3)
URBS 303	Urban Analysis (3)
SOC 480	Social Observation (3)
SPEE 325	Interviewing (3)

MSU Assessment Plan
Minor in Community-Based Learning

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/ Criterion of Achievement	What is Hoped to Be Learned?
1. Become actively engaged in the Greater Mankato Community (and beyond) through participation in academic service-learning projects.	Not applicable	The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.	Electronic Portfolio: Students will describe the service-learning projects completed in the introductory course, capstone course, and any other courses taken to meet the requirements of the minor.	All students in minor who take the mandatory capstone course; in short, all students who earn minor	During final semester of minor (in capstone)	Completion of at least two structured service-learning activities	That the minor is providing students with at least two structured service-learning activities.
2. Reflect upon the role community involvement can play in their personal and professional lives		The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and	Electronic Portfolio: An exploration of this issue in essay form will be included in the Electronic Portfolio in capstone course	All students who take mandatory capstone course	During final semester of minor	Demonstrates student has explored ways the minor has influenced thinking about personal responsibility to community and potential connections between career	Is the overall experience in the minor influencing the way students think about personal and professional responsibilities and opportunities relating to

	opportunities for cultural enrichment and continuous learning.				and community and community service	community and community service
3. Define what it means to be a civically engaged citizen	The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.	Civic Engagement Speech: A speech given in the capstone course in which students explore definitions of civic engagement and the ways these definitions connect to work completed in the minor and future goals	All students in mandatory capstone course	During final semester of minor	Speech demonstrates clear knowledge of what civic engagement entails, especially that it goes beyond volunteering into broader social and political commitments	Are students understanding that being civically engaged is not simply working at a homeless shelter, for example; civic engagement involves understanding root causes of social issues and acting on multiple levels to help alleviate social problems
4. Document various dimensions of community through creative writing, speaking, research, and media arts	The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and	Final project in capstone course: Students will complete a service-learning project with the City of Mankato in which they create some kind of research or creative effort exploring a topic	All students in mandatory capstone course	During final semester of minor	Project is of value to the city (feedback will be provided) and meets uses research of documentation tool in an appropriate manner	Are students creating a project that truly helps the city of Mankato learn more about the issue under examination; have students gained an ability to use a

		opportunities for cultural enrichment and continuous learning.	provided by the City of Mankato				research or documentation tool (e.g., ethnography) in a "real" setting
5. Search for and act upon an understanding of social justice		The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.	Electronic Portfolio: A section of the electronic portfolio will ask students to reflect on the way at least one formal definition of <i>social justice</i> connects to their work in the minor and their future plans as citizens and employees	All students in mandatory capstone course	Last semester of minor	Clear that students are capable of understanding at least one definition of social justice and understand the ways this concept can inform their community work	Can students at least grapple with what the term <i>social justice</i> might mean; can students tie their experiences in the minor to at least one theoretical writing about social justice