Minnesota State University, Mankato

Curriculum Proposal

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):
- College: N/A
- Undergraduate
- Department: N/A
- Graduate
- Program: Community-Based Learning
- CIP #

Type of Change: COURSE PROPOSALS

Proposed:
- New Course

Title Current:

Title Proposed:
- Capstone Course in Community-Based Learning

24-Char. Abbrev: Capstone in CBL

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

This course invites students to both reflect back on their educational experiences in community-based learning and look forward to a lifetime of community service and civic engagement.

Rationale or Justification for change:

This course is designed to be the capstone (and required) course for a new proposed minor in Community-Based Learning (see separate proposal). This capstone course will allow and require students to complete a series of projects, including an electronic portfolio, that ties together all that has been learned in the minor. This course is necessary as much of the minor is taught in other programs, so this capstone provides necessary coherence to the minor. The course will be taught by the Director of the Center for Community-Based Learning and Civic Engagement as part of the load for that position.

***For General Education or Cultural Diversity Courses Only***

General Education Course:

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- 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***

(Proposals # 123)

Effective Date of Change: 05-06

(For Office Use Only)

Course Designator and Number

Number of Credits

CBL 400 3

If applicable

Cultural Diversity Course:

(Please check one.)

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)

- 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.)

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.

Received Nov 7, 2005

MINNESOTA STATE UNIVERSITY, MANKATO

Revised September 2002
### ***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:

   [http://www.mnsu.edu/acadaf/words/PRA_SampSLQAssessPlan.doc](http://www.mnsu.edu/acadaf/words/PRA_SampSLQAssessPlan.doc)

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for 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.

g. A list of additional library holdings required for this program.

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:


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.
**Signature Page**

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New Course: Capstone Course in Community-Based Learning (CBL 400)

A. Syllabus or course outline (see Appendix A)

B. Course’s student learning outcomes:
   a. Upon completion of the course, students will have gained:
      i. Ability to articulate for yourself and others what you learned from
         your coursework in the minor
      ii. The opportunity to use a research or documentation tool to help
          make sense of some dimension of the Greater Mankato community
      iii. A clear understanding of civic engagement and the role it can play
           in your life after graduation

C. A list of resources required to offer and support this course:
   a. Course will be taught as part of load for the Director of Community-Based
      Learning and Civic Engagement
   b. Start-up resources will be provided in part from a grant from the
      Minnesota Campus Compact
   c. Some course materials will also be provided by the National Campus
      Compact.

D. Course will be taught as part of the load for the Director of Community-Based
   Learning and Civic Engagement

E. Not a 4/500
Appendix A – Course Outline
Community-Based Learning 400
Capstone Course in Community-Based Learning

This is the final course taken by students pursuing a minor in Community-Based Learning.

Course description and objectives
This course invites students to both reflect back on their educational experiences in community-based learning and look forward to a lifetime of community service and civic engagement. There are three parts of this course: 1) The completion of an electronic portfolio tying together all you have learned in this minor, 2) An academic service-learning project meeting the needs of the City of Mankato, and 3) A series of reflections and readings focusing on where you will go from here—as a student and as a citizen.

Specific learning objectives of the course include:

- Articulating for yourself and others what you learned from your coursework in the minor
- The opportunity to use a research or documentation tool to help make sense of some dimension of the Greater Mankato community
- A clear understanding of civic engagement and the role it can play in your life after graduation

Partial list of readings:


A book or series of articles connecting directly to the topic being explored at the request of the City of Mankato (for example, if the City asks us to investigate intergenerational interaction, we will read some kind of work focusing on this topic)

Evaluation:

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<tr>
<td>Book review</td>
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<td>Civic engagement: speech</td>
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Course projects/activities:

- **Electronic Portfolio:** The portfolio will involve describing learning activities completed, evaluating the impact of those activities on self and other, and exploring the way in which coursework taken for the minor coheres into overall experience meeting the broad learning objectives of the minor.

- **Project with the City of Mankato:** The city of Mankato is a formal community partner in the minor. Each time the capstone course is taught the city will present our class with a topic or question they would like to explore. Topics might include intergenerational interaction or increasing cultural diversity within Mankato. Using a research or documentation tool learned earlier in the minor (e.g., ethnography or creative non-fiction writing), students will complete a project examining some dimension of the topic selected by the community. At the end of the semester, students will present their work in a public forum held at the Intergovernmental Center. This public forum is tentatively titled “Community Voices” and will involve students both sharing the voices they captured through research and creative activity (for example, sharing an audio documentary made about the topic) and students encouraging community involvement at the public forum featuring students, community leaders, and citizens.

- **Book Review:** Students will select a book focusing on an individual, group, or topic connecting to an interest they have within the realm of civic engagement. The book may be a biography of a political leader or an exploration of a political group or social movement. Books may also be “quality” works exploring contemporary social or cultural conflicts. Students will select the book in consultation with the professor. Upon completing the book, students will review both the content of the book and the way it connects to their lives as civically engaged citizens.

- **Civic Engagement Speech:** In an attempt to further reflect on the overall experience of the minor, students will give an 8-10 minute speech discussing their activities within the minor, their learning, and their future plans.

**Tentative Course Schedule:**

Weeks one-three:

--Intro to course  
--Discuss skills learned in tool courses  
--Introduction to issue/question presented by City of Mankato  
--Reading material relating to issue presented by city (for example, articles or a book focusing on a topic such as intergenerational interaction; the reading will depend upon the issue selected by the city)
Weeks four-six: --Work on project for City of Mankato (meet individually with instructor, conceptualize and begin project)
--Select book for book review

Weeks seven-nine: --Continue working on project for city
--Discuss readings from *The Impossible Will Take a Little While*
--Begin working on electronic portfolio

Weeks ten-twelve: --Complete project for city
--Complete book review
--Present civic engagement speech

Weeks thirteen-fifteen --Present work to the City of Mankato and local citizens
--Discuss *We're Not All Saints*
--Complete and discuss electronic portfolio