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: Introduction to Community-Based Learning
24-Char. Abbrev: Intro to CBL

Course Designator and Number
CBL 200

Credits
3

(For Office Use Only)

Proposal # 124
Effective Date of Change: 05-06
Academic Year 05-06

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

This course seeks to provide students with a foundation from which to approach and reflect upon various forms of civic engagement through readings and discussions about the complexities and tensions of community-based learning, along with participation in a semester-long academic service learning project.

Rationale or Justification for change:

This course is designed to be the introduction (and required) course for a new proposed minor (see additional proposal) in Community-Based Learning. The introductory course will provide students with the basic skills and background needed to complete additional coursework in other academic departments and programs. 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:

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Performance and Participation</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

1 For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
2 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. — See Attached
b. Course's student learning outcomes associated with each GE competency or CD designation. — See Attached
c. List of strategies to be used to assess student achievement of each GE competency or CD designation. — See Attached

***For New Courses***

(Check all that apply): Instructional Type: Seminar

- Course is an elective.
- Course is required for program
- Pre- or Co-requisites:
- Other courses are being changed or eliminated. (Explain.)

Course will be offered:

- Fall Semester
- Spring Semester
- Summer Session

1 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. — See Attached
b. Course's student learning outcomes. — See Attached
c. A list of resources required to offer and support this course. — See Attached
d. A description of how teaching this course will affect department staffing. — See Attached
e. If 400/500 level course, an explanation of added expectations of graduate students. — See Attached
Minnesota State University, Mankato

Curriculum Proposal

***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_SampSLOAssessPlan.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:
   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.

Revised September 2002
### Signature Page

**Department/Program**

- **Recommended**
- **Not Recommended**

Comments:

- **College Curriculum Committee**
  - **Recommended**
  - **Not Recommended**

Comments:

- **College Dean**
  - **Recommended**
  - **Not Recommended**

Comments:

- **General Education Subcommittee**
  - **Recommended**
  - **Not Recommended**

Comments:

- **Undergraduate Curriculum and Academic Policy Committee**
  - **Recommended**
  - **Not Recommended**

Comments:

- **Faculty Association Graduate Committee**
  - **Recommended**
  - **Not Recommended**

Comments:

- **Graduate Dean**
  - **Recommended**
  - **Not Recommended**

Comments:

- **Academic Affairs Council**
  - **Recommended**
  - **Not Recommended**

Comments:

- **Senior Vice President and Vice President for Academic Affairs**
  - **Approved**
  - **Not Approved**

Comments:

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**Department Chair**

**Program Director**

**Committee Chair**

**Dean**

**General Education Subcommittee Chair**

**UCAP Faculty Chair**

**Faculty Association Graduate Chair**

**Graduate Dean**

**Assistant Vice President**

**Sr. Vice President / Vice Pres Academic Affairs**

**Date**

**Comments**
New Course: Introduction to Community Learning (CBL 100)

A. Syllabus or course outline (see Appendix A)
B. Course Student Learning Outcomes
   a. General Education Category II
C. Assessment strategies

<table>
<thead>
<tr>
<th>Gen Ed SLO</th>
<th>Course Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate effectively in a variety of artistic, education, political, recreational, health and public service, or social service settings</td>
<td>• Better understanding of the Greater Mankato community—its civic agencies, its uniqueness, and its leaders. • Explore a community issue through a combination of personal experience, connections with local experts, and academic research</td>
<td>• Interview with a community leader. • Academic service-learning, including participation in and written and oral reflection on the activity.</td>
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</tbody>
</table>

Summary: Students will participate in public service and social service through involvement with a community partner. The assessment will involve reflection on the participation and service.

• Interact with others of another indigenous culture in its indigenous setting through a structured experience
• A critical perspective on civic engagement taking into account the complexities and tensions of community service
• The ability to reflect upon community service and diversity in a manner challenging initial assumptions about self and other

• Academic service-learning, including participation in and written and oral reflection on the activity
• Social Issue Paper
• Weekly writing assignments

Summary: Students will work in a structured setting in the academic service-learning project, involved primarily with community groups that serve people and groups from cultures that are different from the students’ primary experiences.

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. A better understanding of the Greater Mankato community—its civic agencies, its uniqueness, and its leaders
      ii. A critical perspective on civic engagement taking into account the complexities and tensions of community service (e.g., the difference between charity and justice)
      iii. The ability to explore a community issue through a combination of personal experience, connections with local experts, and academic research
      iv. The ability to reflect upon community service and diversity in a manner challenging initial assumptions about self and other
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
Community-Based Learning 200
Introduction to Community-Based Learning

This course is the introductory course to the minor in Community-Based Learning.

Course description and objectives:

This is a course about community involvement and service. The course seeks to provide students with a foundation from which to approach and reflect upon various forms of civic engagement. This foundation will develop from readings and discussions about the complexities and tensions of community service, as well as participation in a semester-long academic service-learning project with Mankato’s Partners for Affordable Housing. In addition to the service project, students will gain detailed exposure to the City of Mankato through discussions led by city leaders and participation in city events such as City Council meetings, community discussions, and reading the *Mankato Free Press*. Both the City of Mankato and Partners for Affordable Housing are formal partners in the Community-Based Learning minor and will play a significant role in this course.

Upon completion of the course, students will have gained:

- A better understanding of the Greater Mankato community—its civic agencies, its uniqueness, and its leaders
- A critical perspective on civic engagement taking into account the complexities and tensions of community service (e.g., the difference between charity and justice)
- The ability to explore a community issue through a combination of personal experience, connections with local experts, and academic research
- The ability to reflect upon community service and diversity in a manner challenging initial assumptions about self and other

Partial list of texts:

Books


Course texts, cont.

Selected articles/reports


DVD

*Education for what? Learning social responsibility.* Produced by the National Campus Compact

Newspaper

Students are asked to subscribe to the *Mankato Free Press*

Evaluation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview with community leader</td>
<td>10%</td>
</tr>
<tr>
<td>Academic service-learning</td>
<td>40%</td>
</tr>
<tr>
<td>Social issue paper</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly writings</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course Activities/Projects:

- **Interview with community leader** (students will work in pairs and conduct an interview with an individual active in the Greater Mankato community. A list of possible interviewees will be provided to students; potential interviewees will include City Council members, directors of local non-profits, teachers involving their students in community work, etc.). While likely to deal with all learning objectives in the course, the project connects directly to the first learning objective: **A better understanding of the Greater Mankato community—its civic agencies, its uniqueness, and its leaders.** Students will transcribe the interviews and write individual papers about what they gained from the conversation.

- **Academic Service-Learning** (students will work with Partners for Affordable housing. Specific tasks will include tutoring elementary students, working at the Welcome Inn Shelter, and helping Partners for Affordable Housing coordinate a community gathering designed to bring together individuals from a variety of
cultures and social classes). While likely dealing with all learning objectives of the course, this project relates most specifically to the second learning objective:

**A critical perspective on civic engagement taking into account the complexities and tensions of community service (e.g., the difference between charity and justice).** As is always the case with academic service-learning, students will be graded on their reflection, not their service. Reflection activities will include, among other things, critical incident journals and a speech about their experience.

- **Social Issue Paper** (students will write an 8-10 page paper exploring an issue that emerges during their service-learning. Students may, for example, wish to research affordable housing in Minnesota or conduct an examination of successful programs for helping impoverished individuals get jobs. It is not assumed students will be experts on this issue, but it is assumed they will learn the critical civic skill of using a variety of discourses (personal, scholarly, media, etc.) to help them make sense of a social issue or problem). This activity relates specifically to learning objective three: **The ability to explore a community issue through a combination of personal experience, connections with local experts, and academic research**

- **Weekly Writing Assignments** (each week students will be asked to reflect upon a question relating in some way to civic engagement and citizenship. Students will write approximately 250 word essays responding to the questions. Responses will be posted on D2L and it is expected students will read several writings from other individuals in the class.) This activity relates directly to the fourth learning objective in the course: **The ability to reflect upon community service and diversity in a manner challenging initial assumptions about self and other**

**Tentative Course Schedule:**

Weeks one-three:  
--Intro to the course and to the minor…  
--Explore definitions of civic engagement  
--Get to know one another as students and citizens  
--Explore definitions of service-learning (distinguish between service-learning and volunteering)  
--Meet community leaders through class panel discussion  
--Tour Greater Mankato  
--Conduct interview with local leader  
--Read *The Call of Service*
Schedule, Cont.

Weeks four-six:  --Begin service-learning project (week three)
                 --Explore poverty in Mankato through lectures and
                   discussions led by staff of Partners for Affordable Housing
                 --Read articles relating to differences between charity and
                   justice as well as reading selected by Partners for
                   Affordable Housing
                 --Begin sharing reflections on the service project

Weeks seven-eight:  --Discuss book *The Soul of a Citizen* and its connection to
                   service project
                   --Begin exploring diversity as it relates to service work

Weeks nine-ten:  --In class discussion and work on Social Issues paper
                  (learning how to do this type of research, work with
                   librarian, etc.)

Weeks eleven-twelve:  --Debrief with Partners for Affordable Housing
                     --Complete service projects

Weeks thirteen-fourteen:  --Give reflection speeches on service experience
                       --Present Social Issue Papers

Week fifteen:  --Final assessment of course, service experiences, etc.