



# 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.

College: <u>N/A</u>		(Check all that apply):		Proposal # <u>124</u>
Department: <u>N/A</u>		<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change:
Program: <u>Community-Based Learning</u>		<input type="checkbox"/> Graduate		Academic Year <u>05-06</u>
Type of Change: <u>COURSE PROPOSALS</u>		CIP # _____		(For Office Use Only)
Proposed: <u>New Course</u>				Course Designator    Number of and Number            Credits
Title Current: _____				
Title Proposed: <u>Introduction to Community-Based Learning</u>				
24-Char. Abbrev: <u>Intro to CBL</u>				

CBL 200	3
(if applicable)	

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. This 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\*\*\*

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b> (Please check one.) <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.) <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.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
<u>11</u>	<u>Performance and Participation</u>	
<u>N/A</u>	<u>N/A</u>	

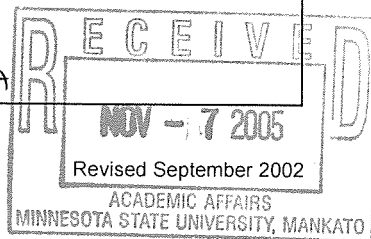
*?* For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
*?* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:  
a. Syllabus or course outline. — *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 students' achievement of each GE competency or CD designation. — *See attached*

### \*\*\*For New Courses\*\*\*

(Check all that apply):	Instructional Type: <u>Seminar</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input checked="" type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program	<u>Minor in Community-Based Learning</u>	<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.) _____		
<input type="checkbox"/> 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. — *a. Attached*  
b. Course's student learning outcomes. — *attached*  
c. A list of resources required to offer and support this course. — *a. Attached*  
d. A description of how teaching this course will affect department staffing. — *attached*  
e. If 400/500 level course, an explanation of added expectations of graduate students. — *NA*





Minnesota State University, Mankato  
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**\*\*\*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](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/currfirmsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
  - γ 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.
  - γ 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.
  - γ Change in program name.
  - γ Change in program CIP #.
  - γ Change in TOTAL program credits.
  - γ Change in degree award. For example, changing a B.A. to B.S.
  - γ 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 11)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 11/2/05  
Department Chair Date  
*Program Director*

Comments:

**College Curriculum Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

N/A  
Committee Chair Date

Comments:

**College Dean**

Recommended (Category/ies 11)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 11/7/05  
Dean Date

Comments:

**General Education Subcommittee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

UCAP Faculty Chair Date

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

Recommended  
 Not Recommended

Graduate Dean Date

Comments:

**Academic Affairs Council**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Assistant Vice President Date

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

Sr. Vice President / Vice Pres Academic Affairs Date

Comments:

\_Based Learning (CBL 200)

New Course: Introduction to Community

- A. Syllabus or course outline (see Appendix A)
- B. Course Student Learning Outcomes
  - a. General Education Category 11
- C. Assessment strategies

Gen Ed SLO	Course Outcomes	Assessment
<ul style="list-style-type: none"> <li>• Participate effectively in a variety of artistic, education, political, recreational, health and <b>public service, or social service settings</b></li> </ul>	<ul style="list-style-type: none"> <li>• Better understanding of the Greater Mankato community - its civic agencies, its uniqueness, and its leaders</li> <li>• Explore a community issue through a combination of personal experience, connections with local experts, and academic research</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with a community leader</li> <li>• Academic service-learning, including participation in and written and oral reflection on the activity</li> </ul>
<p>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.</p>		
<ul style="list-style-type: none"> <li>• Interact with others of another culture in its indigenous setting through a structured experience</li> </ul>	<ul style="list-style-type: none"> <li>• A critical perspective on civic engagement taking into account the complexities and tensions of community service</li> <li>• The ability to reflect upon community service and diversity in a manner challenging initial assumptions about self and other</li> </ul>	<ul style="list-style-type: none"> <li>• Academic service-learning, including participation in and written and oral reflection on the activity</li> <li>• Social Issue Paper</li> <li>• Weekly writing assignments</li> </ul>
<p>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.</p>		

- 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

Appendix A  
**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

- Adams, M., Blumenfeld, R., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (Eds.). (2000). *Readings for diversity and social justice*. New York: Routledge.
- Coles, R. (1993). *The call of service: A witness to idealism*. New York: Houghton Mifflin.
- Loeb, P. (1999). *Soul of a citizen. Living with conviction in a cynical time*. New York: St. Martin's Griffin.

## **Course texts, cont.**

### Selected articles/reports

Hilfiker, D. (2000, September/October). The Limits of Charity. *The Other Side*, 10-13.

Long, S. (2002). The New Student Politics. Report published by the National Campus Compact.

McTighe-Musil, C. (2003). Educating for Citizenship. *Peer Review*, 5(3), 4-8.

### 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:**

Interview with community leader	10%
Academic service-learning	40%
Social issue paper	30%
Weekly writings	20%

## **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 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.