



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**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):		Proposal #	<b>131</b>
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Speech Communication	<input type="checkbox"/>	Graduate	Academic Year	<b>05-06</b>
Program:	Speech/English B.S. Teaching	CIP # _____		(For Office Use Only)	
Type of Change	PROGRAM PROPOSALS			Course Designator	Number of
Proposed:	Change in Requirements-Course(s) Deleted			and Number	Credits
Title Current:	_____				
Title Proposed:	_____				
24-Char. Abbrev:	_____				
				(if applicable)	

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

*Rationale or Justification for change:*

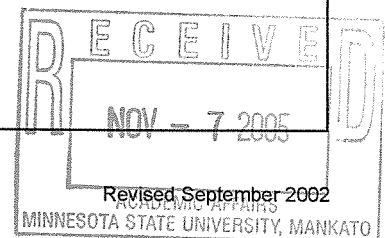
English is dropping ENG <sup>361</sup> Teaching English in the High School due to changes in state licensing. The change in the English curriculum mandates a change in the Speech/English BS Teaching major. Overall program credits do not change. See concurrent program proposals.

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

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b>	
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)	
N/A	_____	<input type="checkbox"/>	<b>Core</b> (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"/>	<b>Related</b> (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	_____		
<p>? 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.</p>			
<p>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.</p>			

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

(Check all that apply):		Instructional Type:	Lecture	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.) _____				
<p><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.)</p>					
<p>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.</p>					





## 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](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:
  - ? 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 removal 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.



Minnesota State University, Mankato  
Curriculum Proposal

\*\*\*Signature Page\*\*\*

**Department**

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

*[Signature]* 10/27/05  
Department Chair Date

Comments:

**College Curriculum Committee**

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

*[Signature]* 11/2/05  
Committee Chair Date

Comments:

**College Dean**

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

*[Signature]* 11/07/05  
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 \_\_\_\_\_)

*[Signature]* 2/4/06  
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 \_\_\_\_\_)

*[Signature]* 2/23/06  
Assistant Vice President Date

Comments:

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

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

*[Signature]* 2/23/06  
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

**Additional Required Information:**

- a. Student learning outcomes for the program. **See English Program Proposal**
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal. **See English Program Proposal**
- c. Program Assessment Plan. **See Attached**
- e. A list of resources required to offer and support this program. **No new resources required.**
- f. A description of how offering this program will affect department staffing. **Decision will not affect department staffing.**
- g. A list of additional library holdings required for this program. **None required**

Please include rationale for any proposed changes in number of program credits: **No change in number of credits for the program.**

**Bachelor of Science: Teacher Licensure 60 credits**  
Speech Communication/English: Speech Communication Concentration

*Current*

**Required Courses in Speech Communication: 36 credits**

**Required: 27 credits**

- \_\_\_ 101 Interpersonal Communication - 3
- \_\_\_ 201 Small Group Communication- 3
- \_\_\_ 203 Intercultural Communication - 3
- \_\_\_ 310 Performance of Literature - 3
- \_\_\_ 315 Effective Listening - 3
- \_\_\_ 321 Argumentation and Debate - 3
- \_\_\_ 404 Teaching of Speech Communication - 3
- \_\_\_ 430 Directing Forensic Activities - 3

**Choose either:**

- \_\_\_ 333 Advanced Public Speaking - 3
- \_\_\_ 220 Forensics

**Electives: 9 credits**

- \_\_\_ 190 Introduction to Comm Studies -3
- \_\_\_ 202 Nonverbal Communication - 3
- \_\_\_ 212 Comm for Business & Professions-3
- \_\_\_ 220 Forensics (may apply up to 3 credits)
- \_\_\_ 240 Special Topics (1-3)\*\*
- \_\_\_ 300 Ethics and Free Speech-3
- \_\_\_ 325 Interviewing-3
- \_\_\_ 333 Advanced Public Speaking-3
- \_\_\_ 385 Comm Theory and Research-3
- \_\_\_ 400 American Public Address-3
- \_\_\_ 401 Rhetoric of Western Thought-3
- \_\_\_ 403 Gender and Communication-3
- \_\_\_ 410 Group Performance of Lit-3
- \_\_\_ 412 Organizational Communication-3
- \_\_\_ 413 Advanced Intercultural Communication-3
- \_\_\_ 440 Special Topics (1-3) \*\*
- \_\_\_ 445 Conflict Management-3
- \_\_\_ 490 Workshop\*\* (may apply 3 credits)
- \_\_\_ 497 Teaching Internship (may apply 3 credits)
- \_\_\_ 498 Internship (may apply 3 credits)
- \_\_\_ 499 Individual Study (may apply 3 credits)

**Required Courses in English: 24 credits**

**Required: 24 credits**

- \_\_\_ 275 Intro to Literary Studies 4
- \_\_\_ 285 Practical Grammar 2
- \_\_\_ 361 Teaching English in the High School 2
- \_\_\_ 362 Teaching Lang., Comp., and Reading 4
- \_\_\_ 381 Intro to Linguistics 4

Choose either:

- \_\_\_ 463 Adolescent Literature 2
- \_\_\_ 464 Teaching Literature in the Middle School 3

Choose either:

- \_\_\_ 405 Shakespeare: Comedies and Histories 2
- \_\_\_ 406 Shakespeare: Tragedies 2

Choose one from:

- \_\_\_ 320, 321, 327, 328 (British/American Lit) 4

**Required General Education Courses**

- \_\_\_ 102 Public Speaking 3
- \_\_\_ MC 110 Introduction to Mass Communication 3
- \_\_\_ English Elective 4

\*\*Course number may be repeated for different course titles.  
Speech 100 may not be counted in meeting requirements for a Speech Communication major or minor.

*Proposed*

**Required Courses in Speech Communication: 36 credits**

**Required: 27 credits**

- \_\_\_ 101 Interpersonal Communication - 3
- \_\_\_ 201 Small Group Communication- 3
- \_\_\_ 203 Intercultural Communication - 3
- \_\_\_ 310 Performance of Literature - 3
- \_\_\_ 315 Effective Listening - 3
- \_\_\_ 321 Argumentation and Debate - 3
- \_\_\_ 404 Teaching of Speech Communication - 3
- \_\_\_ 430 Directing Forensic Activities - 3

**Choose either:**

- \_\_\_ 333 Advanced Public Speaking - 3
- \_\_\_ 220 Forensics

**Electives: 9 credits**

- \_\_\_ 190 Introduction to Comm Studies -3
- \_\_\_ 202 Nonverbal Communication - 3
- \_\_\_ 212 Comm for Business & Professions-3
- \_\_\_ 220 Forensics (may apply up to 3 credits)
- \_\_\_ 240 Special Topics (1-3)\*\*
- \_\_\_ 300 Ethics and Free Speech-3
- \_\_\_ 325 Interviewing-3
- \_\_\_ 333 Advanced Public Speaking-3
- \_\_\_ 385 Comm Theory and Research-3
- \_\_\_ 400 American Public Address-3
- \_\_\_ 401 Rhetoric of Western Thought-3
- \_\_\_ 403 Gender and Communication-3
- \_\_\_ 410 Group Performance of Lit-3
- \_\_\_ 412 Organizational Communication-3
- \_\_\_ 413 Advanced Intercultural Communication-3
- \_\_\_ 440 Special Topics (1-3) \*\*
- \_\_\_ 445 Conflict Management-3
- \_\_\_ 490 Workshop\*\* (may apply 3 credits)
- \_\_\_ 497 Teaching Internship (may apply 3 credits)
- \_\_\_ 498 Internship (may apply 3 credits)
- \_\_\_ 499 Individual Study (may apply 3 credits)

**Required Courses in English: 24 credits**

**Required: 24 credits**

- \_\_\_ 275 Intro to Literary Studies 4
- \_\_\_ 285 Practical Grammar 2
- \_\_\_ ~~361 Teaching English in the High School 2~~
- \_\_\_ 362 Teaching Lang., Comp., and Reading 4 (moved from 3 to 4)
- \_\_\_ **465 World Literature for Children and Young Adults 1**
- \_\_\_ 381 Intro to Linguistics 4

Choose either:

- \_\_\_ 463 Adolescent Literature 2
- \_\_\_ 464 Teaching Literature in the Middle School 3

Choose either:

- \_\_\_ 405 Shakespeare: Comedies and Histories 2
- \_\_\_ 406 Shakespeare: Tragedies 2

Choose one from:

- \_\_\_ 320, 321, 327, 328 (British/American Lit) 4

**Required General Education Courses**

- \_\_\_ 102 Public Speaking 3
- \_\_\_ MC 110 Introduction to Mass Communication 3
- \_\_\_ English Elective 4

\*\*Course number may be repeated for different course titles.  
Speech 100 may not be counted in meeting requirements for a Speech Communication major or minor.

Program: **Bachelor of Science-Teaching**  
**Speech Communication**  
 November, 2005

<b>Student Learning Outcome Students will:</b>	<b>University Goal</b>	<b>College Goal</b>	<b>Method of Assessment</b>	<b>Assessment Date</b>	<b>Standard of Mastery</b>	<b>Persons (Courses) Responsible</b>
LO 1 - be able to organize communication content needed to teach public communication.	MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression; A&H 4: engage in meaningful practice	404 portfolio 430 portfolio Content area courses	2004-5 2008-9	See rubric below	Department faculty; Methods faculty
LO 2 - demonstrate sufficient pedagogical and professional skills to succeed as a teacher of public communication	MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning	A&H 1: offer quality undergraduate and graduate programs; A&H 2: acquire disciplined habits of critical thinking and creative expression;	Clinical reflections 404 Micro-reflection Choice project 404 Philosophy of speech ed	2005-6 2009-10	See rubric below	Methods faculty

		A&H 4: engage in meaningful practice				Methods faculty
<p><u>LO 3</u> - be able to assess student learning in the area of public communication.</p>	<p>MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning</p>	<p>A&amp;H 1: offer quality undergraduate and graduate programs; A&amp;H 2: acquire disciplined habits of critical thinking and creative expression; A&amp;H 4: engage in meaningful practice</p>	<p>Micro t Micro C CATS Learning activities Rubrics</p>	<p>2006-7</p>	<p>See rubric below</p>	
<p><u>LO 4</u> - be able to administer extracurricular speech, debate and theater programs.</p>	<p>MSU 1: engaged and inclusive learning community;; MSU 2: prepared for careers and for life-long learning</p>	<p>A&amp;H 1: offer quality undergraduate and graduate programs; A&amp;H 2: acquire disciplined habits of critical thinking and creative expression; A&amp;H 4: engage in meaningful practice</p>	<p>Philosophy of coaching Micro C 430 Portfolio events430 Ethical reflection Portfolio topics</p>	<p>2007-8</p>	<p>See rubric below</p>	<p>Department faculty; Methods faculty</p>

\*NCATE, MNBOT, ISTE and NCA K-12 standards are embedded in the broader learning outcome statements. Specific learning outcomes will indicate which broader standards are embedded in the outcomes. These standards are available by linking to the following websites:

- **NCATE 2000:** <http://krypton.mankato.msus.edu/~gorgias/NCATE2000standards.pdf>
- **MNBOT: Communication Arts and Literature:** [http://cfl.state.mn.us/teachbrd/8710\\_4250.html](http://cfl.state.mn.us/teachbrd/8710_4250.html)
- **ISTE:** <http://enets.iste.org/index3.html>
- **NCA K-12:** [http://www.natcom.org/InstrResour/TeacherEd/DRAFT\\_.HTM](http://www.natcom.org/InstrResour/TeacherEd/DRAFT_.HTM)

**Learning Outcome 1: Students demonstrate content knowledge sufficient to teach public communication.**

Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards A: 3-15; B: 3-5; C: 3-7; ISTE Category 1; NCA K-12: Standard 3

<p><b>3</b> Student activities and/or assignments demonstrate superior knowledge of communication theories, principles and processes as evidenced by routine correct use of communication content knowledge as well as reflection on the strengths and weaknesses of that knowledge, and its appropriateness to particular audiences.</p>
<p><b>2</b> Student activities and/or assignments demonstrate acceptable knowledge of communication theories, principles and processes as evidenced by routine correct use of communication content knowledge.</p>
<p><b>1</b> Student activities and/or assignments demonstrate minimal knowledge of communication theories, principles and processes as evidenced by routinely missing or incorrectly using communication content knowledge.</p>

**Level of Mastery:** 90% of assessed population meets or exceeds level 2; 25% of assessed population meets level 3.

**Learning Outcome 2: Students demonstrate pedagogical and professional skills sufficient to teach public communication.**

Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards A: 3-6; 8-13; 15; ISTE Categories 1, 2, 3, and 5; NCA K-12: Standards 4.11 and 4.12

<p><b>1</b> Student activities and/or assignments demonstrate minimal pedagogical and professional skills as evidenced by poorly planned and supported teaching activities, insufficient knowledge of content involved in the teaching activities, lack of or misapplication of assessment and evaluation techniques, and lack of or misapplication of teaching methods.</p>
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<p><b>2</b> Student activities and/or assignments demonstrate acceptable pedagogical and professional skills as evidenced by adequately planned and supported teaching activities, sufficient knowledge of content involved in the teaching activities, correct application of assessment and evaluation techniques, and use of acceptable teaching methods.</p>
<p><b>3</b> Student activities and/or assignments demonstrate superior pedagogical and professional skills as evidenced by well planned and supported teaching activities, superior knowledge of content involved in the teaching activities, correct and continuous application of assessment and evaluation techniques, and use of teaching methods suitable to a variety of learning styles.</p>

**Level of Mastery:** 90% of assessed population meets or exceeds level 2; 25% of assessed population meets level 3.

**Learning Outcome 3: Students demonstrate sufficient knowledge and skills to assess student learning in the area of public communication.**  
 Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards C: 3; ISTE Category 4; NCA K-12: Standards 4.15

<p><b>1</b> Student unit plans and learning activities contain minimally acceptable assessment and evaluation tools as evidenced by poorly constructed rubrics and/or poorly created objective and essay questions and other assessment and evaluation tools.</p>
<p><b>2</b> Student unit plans and learning activities contain acceptable assessment and evaluation tools as evidenced by well constructed rubrics and successfully created objective and essay questions and other assessment and evaluation tools.</p>

**Level of Mastery:** 100% of assessed population meets or exceeds level 1; 80% of assessed population meets level 2.

**Learning Outcome 4: Students demonstrate the knowledge and skills to administer extracurricular speech, debate and theater programs.**  
 Embedded Outcomes: NCATE 2000 Candidate Performance Standard 1; MNBOT Communication Arts and Literature Standards A: 16; B: 6; C: 4-7; ISTE Categories 1 and 5; NCA K-12: Standards 3.17, 3.22, 3.23

<p><b>1</b> Student activities and assignments demonstrate minimal ability to administer extracurricular speech activities as evidenced by a lack of or misapplication of knowledge concerning these activities, limited ability to develop and administer a speech program and run a tournament, and limited ability to direct large-group speech activities.</p>
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2	Student activities and assignments demonstrate acceptable ability to administer extracurricular speech activities as evidenced by sufficient knowledge concerning these activities, acceptable ability to develop and administer a speech program and run a tournament, and acceptable ability to direct large-group speech activities.
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**Level of Mastery:** 100% of assessed population meets or exceeds level 1; 80% of assessed population meets level 2.



To: Academic Affairs

From: John Banschbach, Chair  
Department of English

A handwritten signature in cursive script that reads "John Banschbach".

Subject: Speech Department Proposal for Change of Speech/English Teaching Program

November 4, 2005

The English Department approves of the changes proposed by the Speech Department for the BS Speech/English, Teaching program.