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.

**Proposed** 348

| College: | Education  
| Department: | Undergraduate  
| Program: | Graduate  
| Type of Change: | COURSE PROPOSALS  
| Proposed: | Initial Licensure  
| Title Current: |  
| Title Proposed: | Application into Professional Education  

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

All students working toward initial licensure must be admitted into Professional Education. Students applying for Professional Education must take ED 200 and complete the application process. Once completed applications will be forwarded for departmental review and recommendation for admission.

Rationale or Justification for change:

ED 200 will ensure that all candidates applying for Professional Education will be consistent and offer timely evaluation of their application. Currently, the application process may be offered in conjunction with courses, stand alone or write-labs, or off-campus. As a result, approximately 30-50 students do not complete the application process and often are delayed entry into the course work and programs. There is precedence of offering of an ED course outside of a department (see attachment).

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

#### General Education Course:

<table>
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<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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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***

<table>
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<td>Course is an elective.</td>
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<td>Course is required for program</td>
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<td>Pre- or Co-requisites:</td>
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☐ 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.

1 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/pr/a/forms/](http://www.mnsu.edu/acadaf/pr/a/forms/)

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/Curriculum/crrformsprocess.html](http://www.mnsu.edu/acadaf/Curriculum/crrformsprocess.html)

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.

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Revised September 2002
## Minnesota State University, Mankato
### Curriculum Proposal

#### Signature Page

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Comments:  

**College Curriculum Committee**

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Comments:  

**College Dean**

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Comments:  

**General Education Subcommittee**

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Comments:  

**Undergraduate Curriculum and Academic Policy Committee**

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Comments:  

**Faculty Association Graduate Committee**

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Comments:  

**Graduate Dean**

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Comments:  

**Academic Affairs Council**

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Comments:  

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

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Comments:

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Department Chair:  
Date:  

Committee Chair:  
Date:  

Dean:  
Date:  

Faculty Association Graduate Chair:  
Date:  

UCAP Faculty Chair:  
Date:  

Assistant Vice President:  
Date:  

Sr. Vice President / Vice Pres. Academic Affairs:  
Date:  

Revised September 2002
Our department reviewed the curriculum proposal for ED 200: Professional Education, and voted to support this proposal.

Signed: Elizabeth J. Sandell  Date: 2/6/7  Recommend ☐ Do not recommend
Chair Elementary & Early Childhood

Signed: Sandra D. Mullins  Date: 2/6/7  ☒ Recommend ☐ Do not recommend
Chair K-12 and Secondary Programs

Signed: [Signature]  Date: 2/6/7  ☐ Recommend ☐ Do not recommend
Chair Special Education
A. Syllabus or course outline

Minnesota State University, Mankato
College of Education
ED 200: Professional Education
Credits 0

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<tr>
<td>Office:</td>
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<tr>
<td>Phone:</td>
<td>507-389-1215 (Advising Office)</td>
</tr>
<tr>
<td>Time and Location:</td>
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</tr>
<tr>
<td>Email:</td>
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Course Description

All students working toward a teaching degree must be admitted to Professional Education. Application to Professional Education consists of four steps; Application to Professional Education; Provide Praxis I Test Evidence; attending ED 200; and departmental review. Successful applications receive a departmental recommendation for admission. The Academic Advising Office enters permissions for designated Professional Education coursework.

Services for Identified Students with Disabilities

Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the Office of Disability Services, located in 0132 Memorial Library (507-389-2825, TDD 711) and then contact the instructor as soon as possible thereafter.

Materials you will need: writing prompts (provided), Diagnostic Skills Test (provided), extra pens and pencils, timer, computer for each student and a printer for them to print their essays from. The Writing Prompts and Diagnostic Skills Test will be completed on-line through Desire to Learn.

Course Calendar

Before they take the test and write their essays, it would be good to state the purpose of the Writing Lab, which is to assess their written communication skills. It may be good to remind them of how important these skills are for a teacher (writing notes for parents, letters to other teachers or the superintendent, etc.). The students also need to know that the results of the test and essay will not keep them from being admitted to Professional Education, but may be used to refer them for writing assistance. They want to make their best effort at this, being attentive to grammar, sentence structure, essay structure, ideas, vocabulary, capitalization, voice, etc.

Instructions

Paper Application

The paper application for admission to Professional Education is available online at http://ed.mnsu.edu/advising/admission/onlneece.html. They need to read the requirements for completing the application (submitting transcripts, PPST evidence, etc.), which is all explained online.
Praxis I (PPST)

Education students are required to take the Praxis I exam for teacher licensure. Copies of the Registration Bulletin are available in 117 Armstrong Hall. A sample registration form is also available for students to look at if assistance in completing the form is needed http://www.ets.org/praxis/. Candidates will need to provide evidence of the Praxis I test, if the Academic Advising Office has not received your Praxis I test scores.

Writing Lab (ED 200)

Time: 3 hours

a. Diagnostic Skills Test (45 minutes)

1. Each student will log into D2L and access the 50-question test and they have 45 minutes to complete it. Each student will need to know their user id and password for D2L.

2. Each test will be timed (through D2L) and therefore the ending time may vary per student depending when they access the test. During the test, I would suggest announcing to them how much time they have left before the test ends (perhaps 20 minutes and 5 minutes before the end), just so that they know how much time they have left.

3. If some students finish early, they can review their tests as needed until the 45 minutes are up.

b. Essay (45 Minutes)

1. Have students log onto their computers and go to the program WordPad. This is a very basic program that most every computer has. On the computers here, we go to the “Start” in the lower right corner of the screen, select “All Programs”, then select “Accessories”, and WordPad should be in the list. Before you meet with your students, you may want to locate the program yourself so you’re sure, Normandale has it on its computers. WordPad is ideal since it has neither grammar nor spell check.

2. Tell students that they have 30 minutes to complete the essay (and again, announce how much time they have left 15 minutes and 5 minutes before the end so they can conclude their essay). Essays should have structure: Introduction, Body, and Conclusion.

3. Pass out a writing prompt sheet and scrap paper to each student. They have 5 minutes to read the two prompts and to choose one. They can use the scrap to outline their ideas.

4. Begin the 30 minute timer. Students compose their essays in WordPad. Remind them to type their name and tech ID number at the top of their essay. Essays should not exceed two typed pages.

5. When the 30 minutes are up, students have 10 minutes to proofread and revise their essays. Have the students print and staple their essays.
Online Survey (30 minutes)

They will not be able to complete the online survey until I have their tech ID numbers and names entered into the system. They cannot complete the survey until I have their tech IDs, so please send a list of their ID numbers as soon as possible.

Criterion Training (45 minutes)

The Criterion℠ Online Writing Evaluation service is a self-paced instructional writing practice tool that offers almost immediate feedback on essay-writing performance for students at grade 4 through adult levels. In less than 20 seconds after submitting their essay, students and their instructors receive a holistic score and annotated diagnostic feedback.

Teachers and students just need an internet connection to access the service; the Criterion service is PC and Mac compatible. ETS offers per-student subscriptions for this web-based service to schools and school districts, academic institutions, online learning and assessment providers, and related service networks.

Assessment

The assessment of student application (ED 200) into professional education will be completed within ED 200 and sent to departments for additional review and recommendation for admission.

With the use of Criterion, ETS provides a downloadable Criterion Sample Report Book(PDF). Faculty and the COE can evaluate, discuss, and track each student’s progress towards improved writing scores. In event students need to retake the Diagnostic Skills Test and/or the Essay additional tutoring and assistance with their writing will be provided through the Center of Academic Success and the use of the Criterion software.

The Criterion service gives teachers a tool to enhance writing instruction and provides students unlimited opportunities to improve their writing skills by submitting essays. Because the Criterion service is offered online, teachers and students can access it from school, home, or anywhere with an internet connection.

Students practice their writing and can make unlimited essay revisions in a non-threatening environment that encourages discussion with their teachers about the writing process; students can also receive comments via a private message board. Students can easily access numerous features, including an annotated version of their essay with both a holistic score and detailed diagnostic feedback in trait areas of Grammar, Usage, Mechanics, Style, and Organization & Development. A context-sensitive Writer’s Handbook is embedded for reference.

Department Review

The department will recommend for admission only those applicants who submit a complete application packet. A complete application packet contains four documents:

1. A hardcopy of the downloaded Application to Professional Education
2. An unofficial copy of your college transcript (transfer students include a Transfer Credit Evaluation form or DARS form)
3. Evidence of the Praxis I test, if the Academic Advising Office has not received your Praxis I test scores already
4. Evidence and results of the Essay, and Diagnostic Skills Test
Communication of Concern

A process is in place for faculty and K-12 practitioners to report concerns about student academic proficiencies and professional behaviors. Student assistance plans may be developed in response to these concerns.

Variance

The purpose of the variance process is to allow students who are in extraordinary circumstances to appeal one or more performance expectations or policies. As part of the process the student provides a rationale of why the expectations should be modified in his/her case. The variance process is not meant to replace the role of the department chairperson in approving substitutions and waivers.

The variance process requires students to complete the form, including a written explanation that is attached. A current transcript should also be included.

Variance requests are to be turned into the department office if the issue is a department concern. Otherwise, the request is to be turned into AH 118.

The Professional Education Review Board will consider the case and inform the student of the decision. A request does not guarantee the student will be granted the variance.

*Hardcopy versions are available for in the College of Education Dean's Office, Armstrong Hall 118 for those applicants who do not have access to Adobe.

B. Course's student learning outcomes

1. Complete application for professional education
2. Complete Diagnostic Skills Test
3. Complete the Written Essay
4. Complete the Technology Survey
5. Determine candidates readiness for professional education and if remediation is necessary
6. Assist candidates in areas of concern

C. Resources

Criterion Software: Candidates will be required to purchase a a Criterion Registration Card. A request will be submitted to the University Book Store to supply a Criterion Registration Card for candidates. The suggested retail price for a Criterion Registration Card is $12.95; maximum retail price is $15. The Criterion Registration Card is not a consumer product. It may only be sold to and activated by individuals whose instructor requires the use of the Criterion service in their course. At the option of the institution, a student may use a single registration card to enroll in multiple classes that require use of the Criterion service.

D. Staffing

Graduate Assistance to assistance in the implementation, assessment, and follow up of the application process into professional education. Currently this is supported by the College of Education

E. N/A
Rational

Issue: The amount of time needed to assess the DST and essay, and providing consistent implementation and timely feedback. Currently the DST is offered in conjunction with the essay in writing labs or separately from the essay within courses in the EEC and KSP departments. This has created some confusion among faculty and students as to the process, resulting in 70 plus candidates missing the DST workshops and needing assistance plans in order to remove the registration block on their course work.

Suggestions:

1. Develop a zero credit Education course that all candidates applying for Professional Education will register and take both the DST, essay, technology survey, and compete the application process.
   a. the course could be designed on D2L
      - The course could include the DST, essay, and technology survey;
      - Grading of the DST will be completed through the quiz or test function of D2L and reduce the time needed for assessing the DST;
      - Essay’s will be submitted through D2L in the drop box; and
      - Technology survey could be a link to the existing survey.
   b. the course could be scheduled and offered during final week
      - This could be offered the candidates prior to the semester of taking EEC 222, Block one in KSP 210/220, and pre-block for the DCD program;
      - This would allow assessing of candidates prior to starting professional block of courses; and
      - This would allow consistent time and process.

Rational:
The amount of time needed to assess the DST and essay, and providing consistent implementation and timely feedback would be improved. All candidates would receive the same information and opportunities. This process could also work for cohort at Normandale and Burnsville, since all of the necessary material will be online.

This process will also provide a complete list of candidates applying for professional education and documentation as to when and where they apply.

Cost:
There would be no cost incurred, but approval would need from chairs, departments and put through the curriculum process. Candidates and faculty would need to be informed and an implementation period designed.

Issue: Some candidates do not possess the technical skills necessary to pass the essay and/or DST. In most cases but not all this involves second language candidates. They receive 6 1/2 hour sessions of one and one instruction prior to retaking the essay. For some this is not enough.

Suggestions:

1. Professional Concerns
   a. Encourage faculty to submit professional concerns on candidates
   b. Coordinator of Professional Education will meet and discuss with them their options.

2. Contact Amy Mukamuri (Center of Academic Success 389-1791) who may offer course work for student needing additional assistance in their writing and grammar.
   a. Candidates could be referred to the Center of Academic Success and assistance plans developed for candidates needing additional assistance. We could only recommend the taking of the courses and outline the process if they determine not to.
Rational: For candidates that do not process the technical skills necessary to pass the essay and/or DST, additional training/assistance would be provided. This would create system of referral, remediation and documentation.

Cost: The cost would be incurred by the candidates needed the additional support; if additional courses are needed. The process would need to be designed and faculty and candidates would need to be informed. Approval would be needed from chairs, departments and may need to go through the curriculum process.

Issue: The amount of time needed to assess essay, and providing consist implementation and timely feedback. Currently one graduate assistant reviews and assesses over 200 essays per semester. This has created some delay in providing the results to candidates and delaying their referral and remediation.

Suggestion:

1. Organize a group of K-12 readers to assess the essays.
   a. All readers could/should complete training (6+ Traits) prior to assessing essays;
      • We could organizes this through CSUP for CEUs
      • This process would provide consist and timely feedback
   b. This could be organized on a Saturday and limited to 5 ½ hours.

Rational: The amount of time needed to assess essay, and providing consist implementation and timely feedback would improve. In addition K-12 educators would be involved in the process which in turn could strengthen our partnerships and feedback.

Cost: It is estimated that $2500.00 per year may be needed for the training and implementation. Teachers would receive a $100.00 stipend for 5 ½ hours (training and assessing essays) work on a Saturday. It is hoped that 10 educators could review 200 to 210 essays per semester. In cases where some essays need multiple reviewers we would have the structure to provide this.

Suggestion:

2. Purchase and implement CriterionSM Online Writing Evaluation service is a self-paced instructional writing practice tool that offers almost immediate feedback on essay-writing performance for students at grade 4 through adult levels. In less than 20 seconds after submitting their essay, students and their instructors receive a holistic score and annotated diagnostic feedback.

Rational: The Criterion service gives teachers a tool to enhance writing instruction and provides students unlimited opportunities to improve their writing skills by submitting essays. Because the Criterion service is offered online, teachers and students can access it from school, home, or anywhere with an internet connection.

Cost:

It is estimated that $2500.00 per year may be needed for the training and implementation. Teachers would receive a $100.00 stipend for 5 ½ hours (training and assessing essays) work on a Saturday. It is hoped that 10 educators could review 200 to 210 essays per semester. In cases where some essays need multiple reviewers we would have the structure to provide this.
## Bookstore Order Form

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1. Minimum order is 50 *Criterion* Registration Cards.
2. P.O. or credit card required.
3. Suggested retail price for a *Criterion* Registration Card is $12.95; maximum retail price is $15.
4. Freight is via ground transportation selected by ETS; shipping charges will be added to invoice.
5. Net 30 days. Outstanding balances may be subject to finance charges.
6. Returns accepted for credit or refund up to one year from date of order. *Criterion* Registration Cards must be resalable and in original form. Cards that are damaged or where the shrink-wrap has been broken are not returnable.
7. ETS is not responsible for, nor does it refund, lost, stolen, misused or damaged *Criterion* Registration Cards. Cards that show signs of tampering will not be accepted for refund. All *Criterion* Registration Card sales are final and non-refundable once the shrink-wrapped card has been opened, regardless of who actually registers for the *Criterion* service, and whether the use of the registration card to register for the *Criterion* service is made with the purchaser’s consent or knowledge.
8. The *Criterion* Registration Card is not a consumer product. It may only be sold to and activated by individuals whose instructor requires the use of the *Criterion* service in their course.
9. At the option of the institution, a student may use a single registration card to enroll in multiple classes that require use of the *Criterion* service.

Rosedale Road MS49-N Princeton, NJ 08541 Toll Free: 800-745-0289 Fax: 866-402-5211

November 1, 2006 All prices USD.

### Student Subscription (unlimited use)

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<td>3,501 or more</td>
<td>$6.95</td>
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1. Community Service (Persuasive)
Some people have suggested that everyone between the ages of 18 and 21 should be required to perform one year of community or government service, such as in the Peace Corps, Environmental Conservancy Corps, a hospital, the military, a rural or inner-city school, or other community outreach projects. Should government or community service be required of 18- to 21-year-olds? Support your point of view with reasons from your own experiences, observations or reading.

2. Grades (Persuasive)
Some people argue that having grades in our school systems puts too much emphasis on competition among students and not enough emphasis on learning for its own sake. Others argue that without a precise grading system, students would not work as hard to excel in their studies because they would not have a standard against which to measure their performance. Should letter grading systems be replaced with pass/fail grading systems? Support your point of view with specific reasons and/or examples from your own experiences, observations or reading.

3. Achievements vs. Talents (Persuasive)
"Parents, teachers and employers should reward achievements rather than talents."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.

4. Require Community Service (Persuasive)
Some high schools and colleges require their students to perform community service before graduation. Some critics of these policies worry that turning this service into a requirement will make students less likely to do volunteer community service after graduation. Should schools and colleges require students to perform community service? Support your views with specific reasons and examples from your own experiences, observations or reading.

5. Multimedia Teaching (Persuasive)
"In order to hold their students' interest, teachers should try to present material through video and multimedia presentations rather than through books and lectures."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.
6. Electives (Persuasive)
"Schools should offer electives such as music and art only to those students who have mastered core subjects such as reading, math, and science."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.

7. Bullying and E-Learning (Persuasive)
"Students who are bullied by their classmates should have the option to attend school via the Internet."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.

8. Teacher Salaries and Student Achievement (Persuasive)
"Teachers' salaries should be based on their students' level of achievement rather than on seniority or other factors."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.

9. An A for Effort (Persuasive)
"Although some people argue that grades should be based entirely on students' level of mastery, rewarding effort will teach students the importance of hard work."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.

10. Academic Achievement vs. Age (Persuasive)
"School children should be grouped according to their levels of academic achievement rather than by their ages."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.

11. E-mail and Writing Skills (Persuasive)
"Educators should encourage the current popularity of e-mail and instant messaging among teenagers because this trend is sure to improve their students' reading and writing skills."
Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experiences, observations or reading.