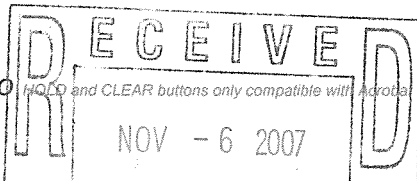




Minnesota State University, Mankato  
Curriculum Proposal



PDF and CLEAR buttons only compatible with Acrobat 4 and 5

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: Education  Undergraduate  
 Department: Ed. Studies: Elementary and Early Childhood  Graduate  
 Program: Elementary Education CIP # \_\_\_\_\_  
 Type of Change: COURSE PROPOSALS  
 Proposed: Change in Course—Other  
 Title Current: Service Learning: Society and the Environment  
 Title Proposed: Service Learning: Society and the Environment  
 24-Char. Abbrev: Service Learning

Proposed # 111  
 Effective Date of Change: \_\_\_\_\_  
 Academic Year 07-08  
 (For Office Use Only)

Course Designator and Number	Number of Credits
EEC 205	3
EEC 205	3

(if applicable)

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

Community-based field experience to increase understanding for elementary education teachers about today's complex environmental challenges. Students examine the interrelatedness of human society and the natural environment through a service learning experience at an area public school.

**Rationale or Justification for change:**

The current MSU Bulletin has no description for this course. The file copy of the 2001 course proposals does not include a description. The syllabus is attached. This proposal is the suggested description for the Bulletin. There are no other changes in title, credits, or programs related to this course.

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

**General Education Course:**

GE Category #	GE Category Name (Maximum of 3 Categories)
N/A	
N/A	
N/A	

- ? 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.

**Cultural Diversity Course:**

(Please check one.)

- Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
- Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

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

(Check all that apply):

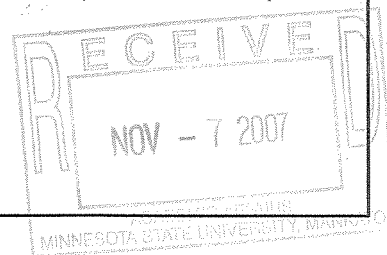
Instructional Type: Lecture  
 Grading Format:  Grade  P/N  
 Course will be offered:  
 Fall Semester  
 Spring Semester  
 Summer Session

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

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:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.





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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/pra/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/curformsprocess.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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Curriculum Proposal

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

**Department**

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

E. J. Sandell  
 Department Chair

Date

Comments:

**College Curriculum Committee**

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

Gary Reid  
 Committee Chair

11-8-07  
 Date

Comments:

**College Dean**

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

Robert L. ...  
 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]  
 UCAP Faculty Chair

12/10/07  
 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]  
 Assistant Vice President

12/20/07  
 Date

Comments:

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

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

[Signature]  
 Sr. Vice President / Vice Pres. Academic Affairs

12/20/07  
 Date

Comments:

# Minnesota State University, Mankato

College of Education

## EEC 205 Service Learning: Society and the Environment

(General Ed Category 10)

Spring 2007

Professor: Cheryl Kalakian, Phone: 389- 1215  
e-mail [cheryl.kalakian@msus.edu](mailto:cheryl.kalakian@msus.edu)

Office: Armstrong Hall 117

Hours: By appointment through the Academic Advising Office (389-1215). Open Advising on Fridays – consult Advising Office.

**Text:** All necessary materials will be provided in class or on-line.

**Travel:** The Project will require travel to Franklin Elementary School during designated weeks.

### **Course Goal**

To increase students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles and psychosocial cultural systems is the foundation for integrative and critical thinking about environmental issues.

**Course Outcomes:** Students will be able to:

- (a) explain the basic structure and function of various ecosystems and of human adaptive strategies within those systems;
- (b) discern and analyze patterns and interrelationships of the bio-physical and psycho-social cultural systems;
- (c) critically discern and analyze individual, social, and ecological dimensions of health; (Franklin Project)
- (d) describe the basic institutional arrangements (social, legal, political, economic, health, ethical, religious) that are evolving to deal with environmental and natural resource challenges; (Franklin Project)
- (e) evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems and institutions; (Franklin Project)

- (f) propose and assess alternative solutions to environmental problems; (Franklin Project)
- (g) articulate and defend the actions they would take on various environmental issues. (Franklin Project)

### Disability Accommodations

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a qualified disability, please contact the instructor as early in the semester as possible to discuss the necessary accommodations and /or contact the Disabilities Services Office as (507) 389- 2825.

### Course Expectations

Regular attendance and participation is required. Due to the nature of the course, participation in discussions and activities on campus and all field experiences (school – institutional settings, environmental and natural resource issues) is crucial to understanding course concepts. Please notify the instructor in case of illness or emergency. Absentees are responsible for any in-class announcements, assignments, or syllabus changes.

Professional, responsible behavior is important at all times, but especially when in the public schools. You are representing MSU.

Assigned readings should be completed prior to class discussion of that particular topic.

Assignments must be word processed or typewritten. All assignments must be double spaced using 12 point Times New Roman or Ariel fonts. College level work is expected, including fluent speaking and writing skills. Class assignments must be completed prior to class time on the due date. Late assignments will not necessarily be accepted without prior approval.

If you are experiencing technical or personal difficulties in completing an assignment, it is your responsibility to contact the instructor for clarification prior to the assignment's due date. Use e-mail or written messages to confirm discussion with the instructor and any approved changes and/or modifications. Overdue or incomplete work will not receive full credit.

Take responsibility to contact the instructor with questions, concerns, suggestions, or problems. Use e-mail, make an appointment, or call to clarify any questions you may have.

Students who display unprofessional behaviors, academic or communications problems, excessive or unexcused absences (or other behaviors which might impede his or her progress toward a profession in teaching ) may receive a formal *communication of concern*.

## Schedule

(The following schedule is subject to change depending on outside partnership organizations )

Date	In Class	Expectations/Assignments for the next class mtg.
Tuesday, January 16	Review Syllabus	-DARS Audit -grade report (Fall 06) -Spring 07 class schedule
Thursday, January 18	<b>DARS AUDIT / GRADE REPORTS/ Spring 07 Class schedules</b>  Discuss environment/impact on learning assignment and reports	-environment/impact on learning assignment (1 article) (5 minute report)  Discussion and Reporting
Tuesday, January 23	Discussion & reporting/ environmental issues in schools/Impact on Learning	Prepare for Franklin Project Tour (transp. arrangements)
Thursday, January 25	Review Syllabus Assignments & Design Project Specifications  Project Design 2005 & 2006 Presentations	Prepare for Franklin Project Tour
Tuesday, January 30	Franklin School Project Tour  Meet at Franklin w School Principal	Review Tour Notes
Thursday, February 1	Franklin School Project – review tour notes – assign proposal teams – review proposal guidelines and timelines – set team mtg. dates and times for Feb. 5 thru Mar. 8	Work on Proposals/Set Team Board Meeting Dates
Monday, February 5 through  Thursday, March 8	Field experience at Monroe Elementary  Chain Links School Tutoring  Team Meetings in AH 117 Conference Rm. – project design planning meetings	Teams will meet in Board Rm. Conference (AH Conference Rm. 117) Team Conference Dates will be established (each team will meet a minimum of 3 dates for a 3 hr. duration)
March 12 - 16	Spring Break	

Tuesday, March 20	Proposal Completion Lab ML 111	Final Proposal Adjustments
Thursday, March 22	Proposal Completion Lab ML 111	Prepare & Practice Presentation of Proposals  Draft Proposals Due
Tuesday, March 27	Proposal Presentation/Class Presentations ML 111	Revisions on Proposals  Final Proposals Due Date (to be delivered to Franklin School Selection Committee for review)
Thursday, March, 29	Proposal Presentation -each team will present proposals to school committee (20 minutes per team) ML 111	Wait for Selection
Tuesday, April 3	Selection Committee Review of all Proposals  Project Selection Announcement	CELEBRATE
Thursday, April 5	Transition to Selected Proposal  Establish Action Plan  Implement Action Plan  Establish Work Group Assignments and Dates	Shopping Begins
Tuesday, April 10	Work on Action Plan – ML 111	On-site specific measurements
Thursday, April 12	Work on Action Plan – ML 111	Tools & Transportation for on site confirmed
Tuesday, April 17	Work on Action Plan -10 a.m. – 1:15 p.m. (resources/commercial)  Ground breaking on site	Materials & Supplies

Thursday, April 19	Work on Action Plan (on site) 10a.m. – 1:15 p.m.	
Tuesday, April 26	Work on Action Plan (on site) 10 a.m. -1:00 p.m.	
Thursday, April 28th	Final Work Day – Project Completion (9:00 – 1:00 p.m.)	
Tuesday, May 1	Project Presentation and Celebration at School Site TBA	
Thursday, May 3	Project make up date if needed TBA  Lake Washington Brunch	

### Assignments – Spring 2006

**Attendance and Participation:** Students are expected to attend and actively participate in a professional manner in all activities, and clinical (project) experiences. 20 specific dates January 16 – May 3, (20 pts.)

**Franklin School Project Tour - January 30 (10 pts.)**

**February 5 through March 8 - follow extensive clinical field experiences and assignments – EEC 200 syllabus**

**February 5 through March 8 – Franklin School Proposals (3 meetings per team w instructor TBA by teams) 15 pts. per mtg. (45 pts.)**

**March 20 & 22 - Proposal Completion Labs – 10 pts. x 2 labs (20 pts.)**

**March 27 – Proposal Presentations to Class (25 pts. per person)**

**March 29 – Written Proposal – (50 pts.) & School Committee Presentation – (50 pts.) (total – 100 pts. per person)**

**April 3 through May 1 – Project Involvement & Participation - (100 pts.)**

**Total Possible Points – 320    A = 288+    B = 230+    C = 200+    D = 190+**