Curriculum Proposal

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

Rationale or Justification for change:

Need to do a redesign of the program to better serve the students. Anticipate beginning a new Honors Program in Fall 2009.

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

<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***

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<tr>
<th>Instructional Type: Lecture</th>
<th>Course will be offered:</th>
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<tr>
<td>Grading Format: □ Grade □ P/N</td>
<td>□ Fall Semester</td>
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<tr>
<td>Pre- or Co-requisites:</td>
<td>□ Spring Semester</td>
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<tr>
<td>□ 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.)</td>
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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.

Revised September 2002
### Signature Page ###

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HIST 481 (4) U.S. Civil Rights Since 1945
This course will examine the Civil Rights Movement, broadly defined, from 1945 to the present, but focusing on the period from 1945 to 1970. We will also explore the way in which African Americans and their white supporters mobilized for equality in the face of massive white resistance and seeming federal indifference.
Variable
CD-Core

HIST 483 (4) American Social and Cultural History
Topics in intellectual history or popular and traditional culture. Variable

HIST 484 (4) American Labor History
An examination of the history of labor and the emergence of social welfare within the context of the modernization of western society and the diversity of the United States. Variable
CD-Related

HIST 485 (4) History of American Immigration and Ethnicity
A historical study of the immigration and ethnic experience in America. Includes an examination of political, social, and economic changes that resulted in population movements to the U.S. and the development of immigration laws in response to the arrival of "outsiders." Attention is given to the rise of anti-immigrant movements at various times in American history. Variable
CD-Related

HIST 486 (4) American Environmental History
This course will examine the interaction between humans and the American environment From pre-Columbus to the present. Variable

HIST 487 (4) United States Women's History
This course is designed to provide a survey and analysis of the historical experiences of women in the United States from earliest settlement by indigenous peoples to the present in order to aid students in understanding the contemporary situation of women in American society. Variable
CD-Core

HIST 490 (1-4) Workshops
Specific titles to be announced in departmental course descriptions. P/N only. Variable

HIST 495 (4) Senior Seminar
This seminar course will include a discussion of the history of the discipline of history, an introduction to research methodologies, and the nature of historical writing. Each student will write a research paper as part of the course. Required for history majors. Fall, Spring

HIST 497 (1-12) Internship
Practical work experience in an historical agency. P/N only. Variable

HIST 499 (1-3) Individual Study
Advanced independent study and research. P/N only. Fall, Spring

Honors

Honors Program Advisor
Kellian Clink ML3072 389-5152
Web site: www.mnsu.edu/honors

Outstanding faculty members are chosen from all disciplines to teach Honors Courses.

Philosophy Statement. The Honors Program is designed for undergraduate students who desire an enhanced undergraduate experience. Students in the Honors Program will be offered a variety of educational activities that build upon but are different from the traditional undergraduate program. The Honors Program attempts to provide students with seminars, interdisciplinary offerings, community based activities, and other innovations. The Honors Program is designed for students who want to pursue active learning and is dedicated upon students who are motivated, academically curious, and who want to achieve a high level of excellence during their undergraduate careers. It is for students who are self starters and who need the freedom to pursue their unique interests.

Admission to Minor. Students may be admitted to the Honors Program at any time during their college career. An application, which may be found by visiting the Honors Program Web site, must be submitted to the Honors Program Office for consideration. Students admitted to the Honors Program typically do so under one of the following three criteria:

1. The student graduated in the top 10% of her or her high school class or has a composite ACT score of 28.
2. The student graduated in the top 25% of her or her high school class and has a composite ACT score of 24. In addition the student will petition the Honors Program with his or her potential for success in the Program based on Learning Outcomes.
3. The student has completed 2 semesters of college level work with a minimum GPA of 3.2. In addition the student will petition the Honors Program with his or her potential for success in the Program based on Learning Outcomes.

HONORS PROGRAM MINOR

Required Total: 18-24 credits

9 credits of the following:
HONR 201 / HONR 401 Honors Seminar (1-3)

6 credits of the following:
HONR 250 / HONR 450 Honors Service-Learning (1-6)
HONR 255 / HONR 455 Honors Practicum (1-6)

And the following:
HONR 475 Honors Portfolio (1)
HONR 495 Honors Senior Capstone Project (2-4)

Policies/Information

GPA Policy. Students in the Honors Program are expected to maintain a minimum cumulative GPA of 3.0 after freshman year, 3.4 after sophomore year, 3.2 after junior year, and to achieve a minimum GPA of 3.3 upon graduation.

Graduation Policy. In addition to the required minimum GPA, students graduating with the Honors Program minor are required to meet the four Learning Outcomes: Civic Engagement, Critical & Creative Thinking, Lifelong Learning, and Self & Others. For more information about the Learning Outcomes, please contact the Honors Program Office.

P/N Grading Policy. A student in the Honors Program may take a maximum of 6 HONR credits as P/N.

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HONORS COURSE DESCRIPTIONS

HONORS 291 (1-3) Honors Seminar
Seminars are offered by University faculty from a wide variety of disciplines. In addition, interdisciplinary seminars will be offered. See Honors Program Office or Office of the Registrar for specifics for each semester.

HONORS 250 (1-6) Honors Service Learning
One way to meet Honors Program requirements is through Service Learning. Students will develop meaningful Service Learning activities which will involve an action and reflection dynamic. May be taken as traditional course or individually in consultation with the Honors Program Director.

HONORS 255 (1-6) Honors Practicum
Honors students will be required to engage in significant learning experiences outside of the traditional classroom setting. A practicum typically begins with student interest that turns into an educational activity. Practicums will be individually determined in consultation with the Honors Program Director.

HONORS 400 (1.5) Honors Seminar
Seminars are offered by University faculty from a wide variety of disciplines. In addition, interdisciplinary seminars will be offered. Examples of seminars being offered for the 2005-2006 academic year include Lord of the Rings: Heroes, History, and Social Context in Irish Culture; American Reflection: History in Performance; Hollywood Goes to Washington; Swan's Way; Frank Lloyd Wright: Writing Home; and Computation and Linguistics. Because subject matter varies each semester, visit the Honors Program Web site at www.mnsu.edu/honors or contact the Office of the Registrar for course titles and descriptions.

HONORS 450 (1-6) Honors Service Learning
One way to meet Honors Program requirements is through Service Learning. Students will develop meaningful Service Learning activities which will involve an action and reflection dynamic. May be taken as traditional course or individually in consultation with the Honors Program Director.

HONORS 455 (1-6) Honors Practicum
Honors students will be required to engage in significant learning experiences outside of the traditional classroom setting. A practicum typically begins with student interest that turns into an educational activity. Practicums will be individually determined in consultation with the Honors Program Director.

HONORS 475 (1) Honors Portfolio
This required course allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.

HONORS 495 (2-4) Honors Senior Capstone Project
All Honors students complete a culminating experience which demonstrates considerable accomplishment. The Senior Capstone Project can be a research project, scholarly paper, creative activity, or other demonstration of excellence. Senior Capstone Projects can be done in coordination with the student’s major subject area, or can stand alone.

HONORS 499 (1-6) Individual Study
To be arranged with Honors Program Director.

Human Performance
College of Allied Health & Nursing
Department of Human Performance
1400 Highland Center • 507-389-6313
Web site: www.mnsu.edu/dept/colahm/HPh.html
Chair: Garold Rushing

Patrick Akauff, Rayla Allison, Jennifer Blue, Philip Bauer, Brenda Carlson, Michael Cunningham, Ken Ecker, Sherry Folsom-Mee, Chad Garbau, Kendra Gordon, Austin Hansen, Keni Kaino, Lisa Kannegieter, Joe Klanderman, Soon-hwan Lee, Theresa Mackey, Mathew Magers, Jim Makovsky, John Marston, Lori Meyer, Christine Miskec, Spence Nowinsky, Nathan Owens, Heidi Henschel Pellett, Bruce Pietz, Daniel Ragsdale, Mike Schott, Pat Sexton, Jeff Sims, Mary Visser, Joe Walsh

Physical education develops and maintains individuals for vocational and personal pursuits through physical activities. Students are taught conditioning activities and recreational skills for this purpose and for desirable mental attitudes and social behavior for university and post-university life. The professional programs listed are designed to prepare students for leadership in human performance/physical education and related fields.

Admission to Major is granted by the department. Minimum University admission requirements are:
- a minimum of 32 earned semester credit hours.
- a minimum cumulative GPA of 2.5 (*C*) or above.

Students are encouraged to consult with appropriate advisors for additional departmental requirements.

Policies: Candidates of the physical education teaching degree and DAPE minor in the department must have a cumulative grade point average of 2.5 or above or to be admitted to the Department of Human Performance and Professional Education. A grade of "C" or better is required in all courses in the major and minor. Candidates may not take any course in the major and minor from the department as independent studies.

Students planning to major in the College of Allied Health and Nursing have an advisor from their area of interest assigned to them. Questions and concerns pertaining to advising and the assignment of advisors can be answered by Mark Schuck, student relations coordinator, 1848 Highland Center, 507-389-5486.

PHYSICAL EDUCATION BS (Non-Teaching)
General or Exercise Science Option

Required for Major (Performance Core, 4 credits):
Choose four credits from the following courses:
HP 166 Team Games Skills (1)
HP 174 Individual Dual Activities (1)
HP 175 Fitness Activities (1)
HP 176 Lifetime Activities I (1)
HP 177 Lifetime Act II: Golf (1)
HP 178 Social, Folk and Square Dance Techniques (1)
HP 182 Aquatic Skills (1)

Required for Major (Theory Core, 20 credits):
HP 160 Introduction to Human Performance Studies (2)
HP 290 Psycho-Social Aspects of Sport (3)
HP 320 Foundations of Motor Learning (3)
HP 348 Structural Kinesiology and Biomechanics (3)
HP 403 Measure and Evaluation in Human Performance (3)
HP 405 Adapted Physical Activity (3)
HP 414 Physiology of Exercise (3) (BIOL 220*, BIOL 230*)
*Pre-requisites

Required for All Majors (Option): Choose one of the following options.

GENERAL OPTION
Required (Option, 11 credits):
BIOL 220 Human Anatomy (4)
BIOL 230 Human Physiology (4) (BIOL 220*, CHEM Class*)
CHEM 100 Chemistry in Society (4)

Minor Required: Yes. Any.
Honors Bulletin Changes:

**Honors**
Honors Program Advisor
Kellian Clink
ML 3072
Phone: 507-389-5152
Website: [www.mnsu.edu/honors](http://www.mnsu.edu/honors)

Program Description for 2008-2009 Bulletin:
As of spring 2008 the Honors Program is suspended. A new Honors Program is being
designed by the University. Current honors student should refer to the bulleting of their
freshmen year. Every effort will be made to accommodate individual student needs.
Please contact Kellian Clink, Honors Program Advisor, with any questions or concerns.

*****************************************

**Rational and data for suspension:**

*Student graduate data (previous 5 years)*
Spring 2003 (9), Summer 2003 (3), Fall 2003 (7), Spring 2004 (11), Fall 2004 (12), Spring 2005 (19),
Fall 2005 (7), Spring 2006 (17), Spring 2007 (17) Fall 2007 (2)

*Student enrollment (previous 5 years)*
2002 (100), 2003 (89), 2004 (89), 2005 (45), 2006 (50), 2007 (26)

Describe plans to “teach out” currently enrolled students, if applicable
Of the 26 students remaining:

5 are either completely finished with their Honors work and/or graduating this Fall.

11 are in need of only the practicums/service learning/senior project work, which can be accomplished
independently with the supervision of the Honors director.

4 students on the list indicated at some point in their career that they were interested in Honors but
have not pursued.

7 are in need of one or two courses, as well as the practicums/service learning/senior project work. If
informed in a timely fashion, they might opt to take one or more of the Honors courses offered this fall.
The Registrar’s office has been generous about allowing substitutions quite liberally for Honors students.

The Honors Advisor will help students find appropriate practicums/service learning/ and substitutions so
as to facilitate their successful graduation from MSU with the Honors minor.
YOUR COURSE SEARCH RESULTS FOR SPRING 2008

All Students are responsible for reading additional notes.

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<th>Course ID</th>
<th>Sect</th>
<th>Grade Meth</th>
<th>Days</th>
<th>Time</th>
<th>Dates</th>
<th>Bldg/Room</th>
<th>Instructor</th>
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<td>GR</td>
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<td>6:00 pm - 8:45 pm</td>
<td>01/15/08 - 05/06/08</td>
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http://www3.mnsu.edu/courses/selectform.asp

12/3/2007
While the Honors program has been suspended, there are a number of students out there who need to still complete the following:
Honors 250 service learning
Honors 450 service learning
Honors 255 practicum
Honors 455 practicum
Honors 475 portfolio
Honors 495 capstone
Honors 499 Indy study (which I'm going to use as the class that I will sub out for a 201/401 as needed—I only have 1 student right now, but if students have been out of school but come back, this is the number I'll use)

We are all kneaded from the same dough but not baked in the same oven. Yiddish proverb

Kellian Clink      kellian.clink@mnsu.edu      389 5152      ML 3072