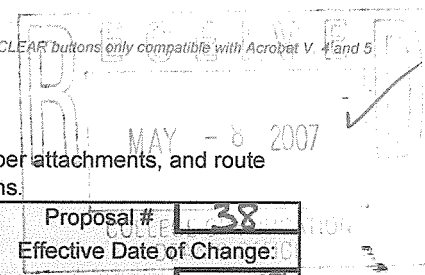




Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5.
Curriculum Proposal



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 # 38	
College:	Education	<input checked="" type="checkbox"/> Undergraduate		Effective Date of Change: 0	
Department:	Ed. Studies: K-12 and Sec. Programs	<input type="checkbox"/> Graduate		Academic Year 07-08	
Program:	General Education	CIP #		(For Office Use Only)	
Type of Change	N/A			Course Designator and Number	
Proposed:	N/A				Number of Credits
Title Current:				KSP 200	3
Title Proposed:	Critical Issues in Public Education Today				
24-Char. Abbrev:	Critical Issue Public Ed			(if applicable)	

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

This course will engage students in an indepth exploration of how the challenges ad demands imposed by an ever evolving diverse, legalistic, politically minded, and technologically driven society impact public education in America today. Students will research central issues and critically analyze to foster ethical and civil responsible decision making.

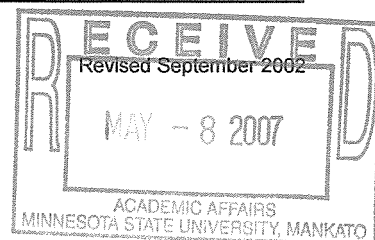
Rationale or Justification for change:

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

General Education Course:		Cultural Diversity Course: (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 checked="" 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)	
2	Critical Thinking	
9	Ethical and Civic Responsibility	
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: Seminar	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input checked="" 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. 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.		





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/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:



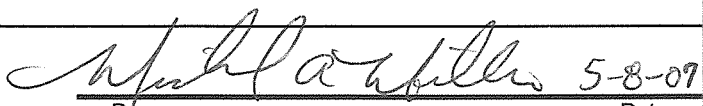
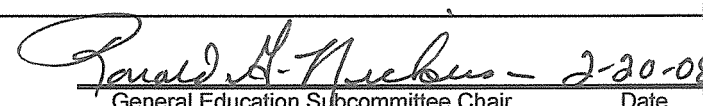
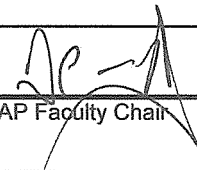
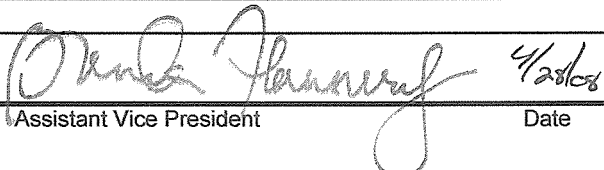
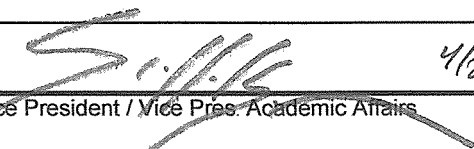
<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

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.



**Minnesota State University, Mankato
Curriculum Proposal**

Signature Page

Department <input checked="" type="checkbox"/> Recommended (Category/ies _____) <input type="checkbox"/> Not Recommended (Category/ies _____)	<div style="text-align: right;">  _____ Department Chair Date </div>
Comments:	
College Curriculum Committee <input checked="" type="checkbox"/> Recommended (Category/ies _____) <input type="checkbox"/> Not Recommended (Category/ies _____)	<div style="text-align: right;">  _____ Committee Chair Date </div>
Comments:	
College Dean <input checked="" type="checkbox"/> Recommended (Category/ies _____) <input type="checkbox"/> Not Recommended (Category/ies _____)	<div style="text-align: right;">  _____ Dean Date </div>
Comments:	
General Education Subcommittee <input checked="" type="checkbox"/> Recommended (Category/ies <u>209</u>) <input type="checkbox"/> Not Recommended (Category/ies _____)	<div style="text-align: right;">  _____ General Education Subcommittee Chair Date </div>
Comments:	
Undergraduate Curriculum and Academic Policy Committee <input checked="" type="checkbox"/> Recommended (Category/ies _____) <input type="checkbox"/> Not Recommended (Category/ies _____)	<div style="text-align: right;">  _____ UCAP Faculty Chair Date </div>
Comments:	
Faculty Association Graduate Committee <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	<div style="text-align: right;"> _____ Faculty Association Graduate Chair Date </div>
Comments:	
Graduate Dean <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	<div style="text-align: right;"> _____ Graduate Dean Date </div>
Comments:	
Academic Affairs Council <input checked="" type="checkbox"/> Recommended (Category/ies _____) <input type="checkbox"/> Not Recommended (Category/ies _____)	<div style="text-align: right;">  _____ Assistant Vice President Date </div>
Comments:	
Senior Vice President and Vice President for Academic Affairs <input checked="" type="checkbox"/> Approved (Category/ies _____) <input type="checkbox"/> Not Approved (Category/ies _____)	<div style="text-align: right;">  _____ Sr. Vice President / Vice Pres. Academic Affairs Date </div>
Comments:	

Minnesota State University, Mankato
College of Education
Educational Studies: K-12 & Secondary Programs

KSP 200 Critical Issues in Public Education Today (3 credits)

Instructor:

Office:

Telephone:

Email:

Course Description

This course will engage students in an indepth exploration of how the challenges and demands imposed by an ever evolving diverse, legalistic, politically minded, and technologically driven society impact public education in America today. Students will research central issues and critically analyze to foster ethical and civil responsible decision making.

Objectives of Course

This course will prepare students to:

- Identify significant questions relative to issues that impact public education today
- Research and evaluate core knowledge and opinions from a variety of sources
- Develop metacognitive skills of critical analysis and reflection
- Apply both ethical and civil responsible decision making regarding issues that impact public education through composing position papers and conducting a Socratic Seminar
- Develop language skills of both oral and written expression as they formulate their positions and defend them in weekly reflections papers, an extensive formal paper, and participation in nine seminars (one of which each will conduct)

Text

No text is required for this course; rather, readings will be assigned for each topic that inform students of diverse perspectives and challenge a traditional, unidimensional, ethnocentric perspective.

Topical Schedule

The instructional emphasis of this course is two-fold; first, to teach the core knowledge base of nine significant contemporary issues that impact public education; and second, to teach metacognitive skills of critical analysis and reflection. General education areas addressed are Category 2-critical thinking, and Category 9-Ethical and Civil Responsibility.

PART ONE: RESEARCH, CRITICAL ANALYSIS and DEFINING ETHICAL BEHAVIOR

Week One

*Topic: Orientation to Course
Overview of Syllabus
Skills of Critical Analysis and Reflection*

Week Two

*Topic: Conducting Research from a Variety of Sources
Evaluating Sources and Content*

Week Three

*Topic: Critical Reading and Framing Significant Questions
Writing a Position Paper, Documentation*

Week Four

*Topic: Defining Ethical and Civil Responsibility in Society
Applying Ethical and Civil Responsibility toward Public Education*

PART TWO: FOCUS ON SPECIFIC TOPICS THROUGH SOCRATIC SEMINAR

Week Five

*Topic: Impact of National and State Standards on Curriculum
Possible Significant Questions
-Do national and state standards impact what is taught and how?
-To what extent are standards established by political decisions?*

Week Six

*Topic: Ways to Measure School Success
Possible Significant Questions
-What are merits of high stakes testing? Why do educators oppose it?
-What other ways are there to measure school success?*

Week Seven

*Topic: Moving From Teacher-Centered and Student-Centered Learning to
Teacher-Student-Centered Learning
Possible Significant Questions
-Why the shift in models and are there any real differences in learning?
-To what extent does the subject area drive the model chosen?*

Week Eight

*Topic: Who Decides the Curriculum That is Taught?
Possible Significant Questions
-Core knowledge-should it be decided by state wide textbook adoption or
independent districts?
-Does state wide adoption negatively impact diverse opinions?*

Week Nine

Topic: Diverse Learners

Possible Significant Questions

- What are the merits of immersion and clustering?*
- Is secondary education tracking a result of concentrating diverse learners?*

Week Ten

Topic: Funding Public Education

Possible Significant Questions

- Consequences of Unfunded Federal Mandates (No Child Left Behind)*
- How do we assure equity for all students?*

Week Eleven

Topic: School Choice

Possible Significant Questions

- What are the arguments in favor of and against school choice?*
- What are the permutations of school choice?*

Week Twelve

Topic: Online Instruction

Possible Significant Questions

- What are the successes and limitations of online instruction?*
- What student and content factors should be considered when deciding to use or not use online instruction?*

Week Thirteen

Topic: Violence in Schools

Possible Significant Questions

- What can be learned by understanding the profiles of violent students?*
- What can society expect to be done about violence in schools?*

PART THREE: SUMMARY OF PROCESSES AND TOPICS

Week Fourteen

Topic: Summary-Final Consideration of All Nine Topics. Which are Most Significant and Least Significant Today and For the Future? Why?

Week Fifteen

Topic: Summary-What Has Been Learned About the Processes of Research, Critical Analysis, Reflection, Writing, and Ethical Civil Responsible Decision Making

Course Assessments

Eight Writing Assignments-For each of eight topics students will address in a short writing assignment four questions, including their initial position regarding the topic, significant learning they experienced studying the topic, their position regarding the topic after study of it, and self reflection on how their position might have changed or not and why. Assignments will be graded for depth of analysis, comprehensiveness of coverage of content, adequacy of writing style and mechanics.

One Position Paper and Conduct one Socratic Seminar-For one topic of their choice, students will frame significant research questions, research the literature, assume a position regarding the topic, and write a position paper supporting their position. Students will individually conduct their own research, but collaborate with other students who chose the same topic as they develop and conduct their Socratic Seminar for the whole class.

Curriculum Proposal, Page 2

Question e.

-No additional resources are required to offer and support this course. All readings will be assigned by instructor and provided to students.

Question f.

-Teaching of this course will not affect department staffing as only one section will be offered each term and there are faculty who are able to teach it within their present load.

Question g.

-Not Applicable

College of Education
K-12 & Secondary Programs
Faculty Meeting Minutes
April 25, 2007

Assessment Retreat

Present: Debra Anderson, Darrol Bussler, Anne Dahlman, Don Descy, Daria Dona, Kitty Foord, Patti Hoffman, Vicky Hudson, Deb Jesseman, Sandra Mullins, Guy Reid, John Solis, Linda Underwood

Guests: Lori Bird, Scott Page

Meeting began with Lori Bird giving an overview of Charlotte Danielson's framework stating how the material has been validated. She also talked about the training involved from novice to experienced. New teachers are one step ahead when they get to the schools if they already have had training with the Danielson framework. Faculty discussion about interrator reliability and benchmarks. Discussion regarding observation of Block 3 students and Block 4 student teaching - need to find out why there is a disconnect.

Scott Page provided information on the data gathering system for Core Assessments. He also distributed some flowcharts relating core assessments to university priorities and COE goals, and how information from praxis results and clinical portfolios comes back into the assessment and accreditation process.

Demonstration of data base – update for faculty on how to enter their assessments.
(Sandra & Linda)

Patti moved and Anne seconded motion to approve minutes from April 11 as amended. Motion carried.

Guy Reid presented a curriculum proposal for a new 3 credit general education course Critical Issues in Public Education Today. Faculty discussed and suggested some additions/revisions. Kitty Foord made motion and Patti Hoffman seconded to approve this proposal with the additions. Motion carried.

Department Chair election. Patti Hoffman nominated Sandra Mullins. Guy moved and Patti seconded to use voice vote. Sandra Mullins was unanimously elected to be Chair.

Sandra gave update on Search Committee.

Sandra talked about the schedule of meetings for next year. We will develop the schedule at Program Coordinators and distribute to faculty.

**Application for General Education Status
Alignment of Critical Thinking Outcomes with Course**

CATEGORY 2. CRITICAL THINKING

Students will be able to:

(a) gather and analyze information of various kinds, employing formal or informal tools to represent information in ways useful to solving problems;

Course Content-Students will conduct a search for materials from a variety of sources and determine credibility of sources, plus the importance of cross/validation or cross-referencing as a means to establish credibility. Students will be taught critical reading skills to compare similarities and differences between arguments/opinions, determine relevant and irrelevant information, and to formulate central questions.

Course Assessments- Weekly, three research articles located
Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(b) weigh evidence for and against hypotheses;

Course Content-Students will distinguish among fact, opinion, and reasoned judgment, check for consistency, identify unstated assumptions, recognize stereotypes and clichés, recognize bias, emotional factors, propaganda, and semantic slanting, and recognize different value systems and ideologies.

Course Assessments- Weekly, Three Research Articles Located
Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(c) recognize, construct, and evaluate arguments;

Course Content-Students will decide on a pro or con position regarding each topic and frame sound arguments that support for their assertions, and recognize convincing evidence or compelling examples to support their positions.

Course Assessments-Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(d) apply appropriate critical and evaluative principles to texts, documents, or works—one's own or others'—in oral, visual, or written mediums.

Course Content-Students will evaluate the written materials and oral arguments they read and hear to determine the logical foundation of the argument, the strength of the support, and the ethical and civic reasoning inherent in the position.

Course Assessments- Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

CATEGORY 9. ETHICAL AND CIVIC RESPONSIBILITY

Students will be able to:

(a) examine, articulate, and apply their own ethical views;

Course Content-Students will understand and compare their professional code of ethics against their own personal code of ethics. Through the term the students will note an evolving sense of their personal code of ethics as they are presented with challenges to their positions of various topics.

Course Assessments- Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(b) understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues;

Course Content-Students will consider their ethical positions and their civic responsibilities as they frame their pro/con position on nine issues impacting public education. Core concepts of rights and obligations, justice, and politics are at the heart of their decision making.

Course Assessments- Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(c) analyze and reflect on the ethical dimensions of legal, social, and scientific issues;
Course Content-Students will consider ethical dimensions primarily as they read research and debate their pro/con decisions with others during the class discussion. Such activities will challenge students' positions and cause them to reconsider their ethical decisions.

Course Assessments- Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(d) recognize the diversity of political motivations and interests of others;

Course Content-Students will realize and appreciate the wide range of political motivations and interests of others through extensive study and exposure to contrasting positions on issues impacting public education.

Course Assessments- Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto

(e) identify ways to exercise the rights and responsibilities of citizenship.

Course Content-Students will identify, critique, and create ways to exercise the rights and responsibilities of citizenship as they research positions of others and evolve their own pro/con position on contemporary issues impacting public education.

Course Assessments- Weekly, Reflective Analysis Paper
Weekly, Class Discussion and Moderate once
Final Paper-Education Manifesto