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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 #	265
College:	Social and Behavioral Sciences	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Political Science/Law Enforcement	<input checked="" type="checkbox"/>	Graduate	Academic Year	05
Program:	Political Science		CIP #	(For Office Use Only)	
Type of Change	COURSE PROPOSALS			<b>Course Designator</b>	<b>Number of Credits</b>
Proposed:	Change in Number				
Title Current:	Public Opinion and Polling Methods			POL 423/523	3
Title Proposed:	Public Opinion and Polling Methods			POL 471/571	3
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:*

Course is moving to the Institutions and Process area of our curriculum. The renumbering makes the course number consistent with other courses in the same area (i.e. in the 470s and 570s).

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

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b> (Please check one.)  <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.)  <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.)
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.		
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\*\*\***

(Check all that apply:)	Instructional Type: <input type="text" value="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="text"/>	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:	<input type="text"/>	<input 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.		

