Minnesota State University, Mankato

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.

<table>
<thead>
<tr>
<th>Check all that apply:</th>
<th>Proposal # 55</th>
</tr>
</thead>
<tbody>
<tr>
<td>College: Social and Behavioral Sciences</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Department: Political Science/Law Enforcement</td>
<td>Graduate</td>
</tr>
<tr>
<td>Program: Political Science</td>
<td>CIP #</td>
</tr>
<tr>
<td>Type of Change PROGRAM PROPOSALS</td>
<td></td>
</tr>
<tr>
<td>Proposed: Change in Requirements-Course(s) Added</td>
<td></td>
</tr>
<tr>
<td>Title Current:</td>
<td></td>
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<tr>
<td>Title Proposed:</td>
<td></td>
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<tr>
<td>24-Char. Abbrev:</td>
<td></td>
</tr>
<tr>
<td>Effective Date of Change:</td>
<td></td>
</tr>
<tr>
<td>Academic Year 05</td>
<td></td>
</tr>
<tr>
<td>(For Office Use Only)</td>
<td></td>
</tr>
<tr>
<td>Course Designator and Number</td>
<td></td>
</tr>
<tr>
<td>Number of Credits</td>
<td></td>
</tr>
<tr>
<td>(if applicable)</td>
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</table>

We wish to require all undergraduate Political Science majors to complete both POL 111, U.S. Government, and POL 241, Introduction to Comparative Politics. Currently, the only course required of all Political Science majors is our required methods course: POL 221, Introduction to Political Analysis, which will continue to be required.

Rationale or Justification for change:
The additions to the core requirements for Political Science majors bring our major requirements into line with those for Political Science majors at most other colleges and universities. Our POL 111 course is already required of Social Work, Mass Communications, Social Studies, and Law Enforcement majors. We think it strange that in our current curriculum, a student can major in Political Science without ever completing U.S. Government. Likewise, adding POL 241 will ensure that all our majors have some understanding of politics in one or more nations outside the United States.

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

<table>
<thead>
<tr>
<th>General Education Course:</th>
<th>Cultural Diversity Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Category #</td>
<td>GE Category Name (Maximum of 3 Categories)</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

* For Writing Intensive Courses, attach a description of the kind and quality 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>
<thead>
<tr>
<th>Check all that apply:</th>
<th>Instructional Type: Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is an elective.</td>
<td>Grading Format: Grade P/N</td>
</tr>
<tr>
<td>Course is required for program</td>
<td></td>
</tr>
<tr>
<td>Pre- or Co-requisites:</td>
<td></td>
</tr>
<tr>
<td>Other courses are being changed or eliminated. (Explain.)</td>
<td></td>
</tr>
<tr>
<td>Course will be offered:</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Summer Session</td>
<td></td>
</tr>
</tbody>
</table>

☐ 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.
**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/words/PRA_SampSUAssessPlan.doc

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:

No change in credits.

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**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/html/currfomsprocesses.htm

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.
Department
- Recommended
- Not Recommended
Comments:

College Curriculum Committee
- Recommended
- Not Recommended
Comments:

College Dean
- Recommended
- Not Recommended
Comments:

General Education Subcommittee
- Recommended
- Not Recommended
Comments:

Undergraduate Curriculum and Academic Policy Committee
- Recommended
- Not Recommended
Comments:

Faculty Association Graduate Committee
- Recommended
- Not Recommended
Comments:

Graduate Dean
- Recommended
- Not Recommended
Comments:

Academic Affairs Council
- Recommended
- Not Recommended
Comments:

Senior Vice President and Vice President for Academic Affairs
- Approved
- Not Approved
Comments:
Learning Goal 1 -- Knowledge Acquisition

Learning Objective A
Forms, structures and processes of government systems

Learning Outcomes
a. Explore and comprehend the political institutions of their own and other governments.
b. Explore and comprehend the policy decision making processes and procedures in a variety of political systems.
c. Explore and comprehend patterns of political recruitment and leadership.
d. Explore and comprehend mechanisms of political change.

Learning Objective B
Areas of political science

Learning Outcomes
a. Explore and comprehend the U.S. political system.
b. Explore and comprehend the theoretical concepts and empirical data of comparative government.
c. Explore and comprehend major issues and subjects in the study of international relations.
d. Explore and comprehend central concepts and major figures in the field of political philosophy.
e. Be able to design sound research projects using qualitative and quantitative methods.
f. Explore and comprehend statistical research methods suitable for reading the political science and related social science literature.
g. Explore and comprehend the basic concepts and empirical data relevant to the study and practice of public administration.
h. Explore and comprehend the concepts and processes of public law.

Learning Objective C
Human dimension of political interaction

Learning Outcomes
a. Articulate and reflect on the ethical implications of political interactions.
b. Explore and comprehend the consequences of policy making and implementation.
c. Explore and reflect on the causes and effects of political disempowerment.
d. Explore and comprehend relevant professional centered codes of ethics.
Learning Goal 2 -- Skill Acquisition

Learning Objective A
To think critically, to speak, write and listen professionally, and to exhibit problem solving skills

Learning Outcomes
a. Think critically about their own works and those of others.
b. Improve writing skills.
c. Learn to make clear and effective oral presentations.
d. Learn to listen accurately and analytically to information presented by others.
e. Learn techniques for problem solving in the public arena.
f. Learn political and managerial skills for leadership positions in the public sector and not-for-profit organizations.

Learning Objective B
To know and use empirical and normative research techniques

Learning Outcomes
a. Comprehend and apply empirical research techniques.
b. Think critically about the empirical research of scholars.
c. Comprehend and apply normative research techniques.
d. Think critically about the normative research of scholars.

Learning Objective C
To comprehend concept formation and theory building

Learning Outcomes
a. Generalize from raw empirical data.
b. Apply concepts to empirical data.
c. Learn how to test normative and empirical theories.

Learning Objective D
Demonstrate competency in accessing information from library and electronic sources

Learning Outcomes
a. Locate and use professional journals.
b. Locate and use social science indices and public law resources.
c. Locate and use on-line resources for research.
d. Document written work by using the recognized style manuals such as the MLA or APA.

Learning Goal 3 -- Attitude Development

Learning Objective A
Appreciation for democratic values, diverse cultures and political differences
Learning Outcomes
  a. Comprehend and appreciate the rights accorded to persons in democratic societies.
  b. Recognize and accept intellectual and ethical ambiguities.
  c. Respect the rights of others to express ideas opposed to one’s own.

Learning Objective B
Appreciation for the rights and obligations of citizenship

Learning Outcomes
  a. With respect and comprehension, listen to or read the opinions and aspirations of people of racial, ethnic, cultural or religious back-grounds different from one’s own.
  b. Recognize differences and similarities between various cultural traditions.

Learning Objective C
Appreciate political, economic, social and cultural value differences and to tolerate diversity.

Learning Outcomes
  a. To comprehend civic responsibilities as citizens of a democratic society.
  b. Participate effectively in public life.
  c. Articulate and reflect on the values they wish to pursue in order to transform or preserve the political community.

Learning Objective D
Appreciate the professional values inherent in the discipline of political science.

Learning Outcomes
  a. Comprehend the rights and responsibilities of their chose profession.
  b. Function effectively and equitably with peers in group work.
  c. Take part in the governance of professional organizations.
October 22, 2004

Please read these minutes in conjunction with the October 22, 2004 agenda.

1. Chairperson called the meeting to order at 12:00 p.m.

2. Colleen Clarke moved and Jackie Vieceli seconded the following motion: Move that the September 28, 2004 department meeting minutes be approved. Motion passed unanimously.

3. Curriculum Committee Report - Fred Slocum

A. Jackie Vieceli moved and Scott Granberg-Rademacker seconded the following motion: Move that the proposed course PS 436-536 International Political Economy be added to the curriculum of the department. Motion passed unanimously.

Doran Hunter moved and Jackie Vieceli seconded the following motion: Move that the proposed course PS 437-537 Conflict Resolution be added to the curriculum of the department. The motion requests that Dr. Abdalla Battah consider a title for the course that would more accurately reflect the course content. Motion passed unanimously.

B. Kunkel Proposal. After some discussion Fred Slocum moved and Jackie Vieceli seconded the following motion: Move that the department approve PS 111 US Government and PS 241 Introduction to Comparative Politics as required courses for an undergraduate major in political science. The other items in the Kunkel proposal are remanded to the curriculum committee for clarification, analysis and resubmission to the department at the next general faculty meeting. Motion passed unanimously.

C. Bumgarner Proposal. After some discussion Scott Granberg-Rademacker moved and Jackie Vieceli seconded the following motion: Move that, for both Option 1 and Option 11, the following courses be dropped from the list of required courses for law enforcement majors - ENG 101 Composition 1; and ENG 113 Introduction to Prose Literature or ENG 211 Perspectives: Human Diversity and Literature/Film or ENG 212 Perspectives: World Literature/Film or ENG 270 Advanced Composition; and SPEE 100 Fundamentals of Speech or SPEE 101 Interpersonal Communications. Motion passed unanimously.
4. The pre-election polling matter was not discussed.

5. Pat Davis circulated the class schedule for fall semester of 2005. Possible class conflicts were discussed.

6. Coming events were announced.

7. Tami Wilkins moved and Colleen Clarke seconded the following motion: Move to adjourn. Motion passed unanimously.
Program Redesign Proposal: BA/BS Program in Political Science
October 25, 2004

Current Requirements for Political Science Majors

The only core course, required of all majors, is POL 221, Introduction to Political Analysis. Otherwise, students complete 15 credits in an area of concentration; 15 more credits distributed around various subfields of political science; and 9 credits of political science electives. Students must complete 42 credit hours of coursework in political science to complete the major.

Proposed Requirements for Political Science Majors

We retain POL 221, Introduction to Political Analysis in the core, and in addition, require all majors to take POL 111, U.S. Government, and POL 241, Introduction to Comparative Politics. Students will therefore have somewhat less leeway to complete the major with electives, since we are expanding the core. The 42-credit-hour requirement to complete the major will not change.

Resources Required

We expect no changes or additional resource needs.

Effect on Department Staffing

We expect no effect on department staffing. We have five faculty who teach U.S. Government (Kunkel, Slocum, Bumgarner, Johnson, Granberg-Rademacker). We also have additional sections taught by adjunct faculty members. We have hired a new faculty member in the International Relations program (Kawabata) who will help us with any additional sections of Introduction to Comparative Politics that might become necessary.

Additional Library Holdings Needed

We expect no need for additional holdings.
Student Learning Outcomes Assessment Plan  
October 2004

Program: BA/BS in Political Science   Department: Political Science/Law Enforcement

<table>
<thead>
<tr>
<th>Student Learning Goals/Outcomes</th>
<th>Method(s) of Assessment</th>
<th>Standard of Mastery/Criterion of Achievement</th>
<th>Persons Responsible for Conducting Assessment</th>
<th>Frequency of Assessment</th>
<th>Plan for Dissemination and Use of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1: Knowledge Acquisition (16 learning outcomes)</td>
<td>Assignments and papers; comprehensive exams (MA programs); surveys</td>
<td>80% average on the assignment or paper; 80% acceptable or better ratings on graduate exams</td>
<td>Faculty, Curriculum Committee and dept. chairperson</td>
<td>Varies; usually once per year</td>
<td>Used in program review, course development and syllabus construction</td>
</tr>
<tr>
<td>Learning Goal 2: Skill Acquisition (17 learning outcomes)</td>
<td>Assignments and papers; comprehensive exams (MA programs)</td>
<td>80% average for quantitative assessments; not easily identifiable otherwise</td>
<td>Faculty, Curriculum Committee and dept. chairperson</td>
<td>Varies; usually once every two years</td>
<td>Used in program review, course development and syllabus construction</td>
</tr>
<tr>
<td>Learning Goal 3: Attitude Development (11 learning outcomes)</td>
<td>Assignments and papers; surveys</td>
<td>Not applicable</td>
<td>Faculty, Curriculum Committee and dept. chairperson</td>
<td>Varies; usually once every four years</td>
<td>Used in program review, course development and syllabus construction</td>
</tr>
</tbody>
</table>