**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>College: Social and Behavioral Sciences</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: N/A</td>
<td>Graduate</td>
</tr>
<tr>
<td>Program: Social Studies</td>
<td></td>
</tr>
<tr>
<td>CIP #:</td>
<td></td>
</tr>
<tr>
<td>Type of Change: COURSE PROPOSALS</td>
<td></td>
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<tr>
<td>Proposed: New Course</td>
<td></td>
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<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Current:</td>
<td></td>
</tr>
<tr>
<td>Title: Proposed: SOST 222: Selected Topics</td>
<td></td>
</tr>
<tr>
<td>24-Char. Abbrev:</td>
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</tbody>
</table>

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

Designed to provide students the opportunity to explore a variety of topics related to social studies.

**Rationale or Justification for change:**

To offer students a variety of selected topics for elective courses.

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

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
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</tbody>
</table>

? 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***

<table>
<thead>
<tr>
<th>Instructional Type: Seminar</th>
<th>Course will be offered: Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is an elective.</td>
<td></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>
</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.

Revised September 2002
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/ora/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.

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.
### Signature Page

**Department**
- Recommended (Category/ies __________)
- Not Recommended (Category/ies __________)

Department Chair ____________________________ Date 10/19/07

Comments:

**College Curriculum Committee**
- Recommended (Category/ies __________)
- Not Recommended (Category/ies __________)

Committee Chair ___________ Date 10/24/07

Comments:

**College Dean**
- Recommended (Category/ies __________)
- Not Recommended (Category/ies __________)

Dean ____________________________ Date 11/6/07

Comments:

**General Education Subcommittee**
- Recommended (Category/ies __________)
- Not Recommended (Category/ies __________)

General Education Subcommittee Chair ____________________________ Date 12/1/07

Comments:

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended (Category/ies __________)
- Not Recommended (Category/ies __________)

UDAP Faculty Chair ____________________________ Date 12/1/07

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 __________)

Assistant Vice President ____________________________ Date 12/20/07

Comments:

**Senior Vice President and Vice President for Academic Affairs**
- Approved (Category/ies __________)
- Not Approved (Category/ies __________)

Sr. Vice President / Vice Pres. Academic Affairs ____________________________ Date 12/20/07

Comments:

Revised September 2002
Support documentation for new course proposal, Sost 222, Topics

A. Course Outline
This course would be offered to serve two possible purposes:

One purpose of this topics course is to offer lower division students the opportunity to study aspects of the social world in an interdisciplinary way. Topics will be selected that are timely, provocative, and compelling. It is impossible to present a course outline or syllabus as the instructor of the course will be expected to design how the course will be taught.

A second purpose of this course is to give students the opportunity to learn from the experiences of past social studies and other social science graduates who have become successful community leaders. Past graduates will be asked to participate by taking one or two class periods to discuss an assigned work that was influential in their own thinking and show how that thinking has shaped their lives and their success.

B. Student Learning Outcomes
Students will:
- Examine concepts associated with current events or other social phenomena.
- Develop an understanding of the events in multiple contexts including historical, political, economical, social, cultural, and spatial contexts.
- Analyze and evaluate potential outcomes of the events.
- Understand how social studies and the social sciences in general provide excellent transferable skills to a wide range of employment settings.

In addition, the instructor of the course may add learning outcomes specific to the topic being addressed.

C. Resources to support the course
This topics course will allow the College of Social and Behavioral Sciences to offer interdisciplinary courses of interest to lower division students. The College’s Student Relations Coordinator will help promote course enrollments. College faculty will help identify appropriate topics and recruit faculty to teach the courses. Administration of the course (scheduling, etc.) will be provided by the Social Studies Program.

D. Affect on Department Staffing
This course will have no effect on staffing in the social studies program. The Dean of the College will provide funding to hire adjunct faculty and/or provide overload to full time faculty to teach the course.