

# General Education Review Committee

## Agenda

---

October 17, 2008  
ADM 204  
12:30 p.m. – 1:30 p.m.

### I. Call to Order

#### Roll

( ) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
( ) Mari Ippolito	CAS/ <b>UAB</b>	
( ) Patricia Fagan	CAS	Humanities
( ) Robert Capuozzo	COE	
( ) Jack Pauli	CBPP	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	CAS	Quantitative Skills
( ) Suzanne Forster	CAS/ <b>UAB</b>	
( ) Robin Wahto	CTC/ <b>UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	
( ) Catherine Sullivan	CHSW/ <b>UAB</b>	
( ) Doug Parry	CAS	Oral Communication
( ) Jeff Miller	SOE	
( ) Karl Wing	USUAA	
( ) Hilary Davies	UAB President	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Report from Vice Provost Tom Miller

V. Chair's Report

VI. Course Action Requests

Chg PS A101 Introduction to American Government (3 cr) (3+0) (pg. 4-7)

Chg PS A102 Introduction to Political Science (3 cr) (3+0) (pg. 8-11)

Chg PS A311 Comparative Politics (3 cr) (3+0) (pg. 12-15)

VII. Old Business

A. Status of GER Capstone Assessment

VIII. New Business

A. Nomination for GERC representative to the Assessment and Curriculum Alignment task force  
Email from Hilary Davies (pg. 16)

IX. Informational Items and Adjournment

# General Education Review Committee Summary

---

October 10, 2008

**ROOM CHANGE: LIB 306**

12:30 p.m. – 1:30 p.m.

## I. Call to Order

### Roll

(x) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
(x) Mari Ippolito	CAS/ <b>UAB</b>	
(x) Patricia Fagan	CAS	Humanities
(x) Robert Capuozzo	COE	
(x) Jack Pauli	CBPP	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS	Quantitative Skills
(x) Suzanne Forster	CAS/ <b>UAB</b>	
(x) Robin Wahto	CTC/ <b>UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
(e) Tom Miller	OAA	
(x) Catherine Sullivan	CHSW/ <b>UAB</b>	
( ) Doug Parry	CAS	Oral Communication
(x) Jeff Miller	SOE	
( ) Karl Wing	USUAA	
(x) Hilary Davies	UAB President	

## II. Approval of Agenda (pg. 1)

**Approved**

## III. Approval of Summary (pg. 2)

**Approved**

## IV. Report from Vice Provost Tom Miller

Unable to attend

## V. Chair's Report

## VI. Course Action Requests

NONE

## VII. Old Business

### A. Statistical issues related to assessment of the capstone courses - Chad Farrell

Comments/suggestions:

With small population random sampling may not work

Possibly wait and assess two semesters together

Issue of standardized assessment tool

Need to establish unit of measure

Using trained coders to evaluate materials

Look at GPAs and compare (concurrent validity)

Have already decided that no names will be on the materials

Would be helpful if it was graded

Materials would need to be random

Possibly have two copies (one graded and one clean)

Grades given in class may not correspond with capstone outcomes

Last remarks:

Independent committee with expertise in each area

Sample of student- be clear that this is for the overall capstone program

Cannot use this information to judge specific sections

Ask faculty to submit exemplars

### B. Review of Proposed Generic Capstone Assessment tool (pg. 3)

C. Guidelines on Capstone Learning Outcomes Assessment (pg. 4-10)

VIII. New Business

IX. Informational Items and Adjournment



**Curriculum Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Political Science	
2. Course Prefix PS	3. Course Number A101	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to American Government Intro to American Government Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program  <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			9. Repeat Status No    # of Repeats                    Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: 8/2009                    To: 12/9999		
			12. <input type="checkbox"/> Cross Listed with _____  <input type="checkbox"/> Stacked                    with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
13. List any programs or college requirements that require this course BA in Political Science					
14. Coordinate with Affected Units:    Faculty List Serve Department, School, or College  <div style="text-align: right;">_____</div> <span style="float: right;">Initiator Signature                    Date</span>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description An introduction to the historical and constitutional foundations of American Government; the political activities of parties, groups, and the media; public decision-making by the executive, Congress, and the courts; and current economic, environmental, social, and foreign issues and policies.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating the course content guide including goals and outcomes to keep the course description current.					

## Course Content Guide

<b>Date:</b>	<b>March 27, 2008</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>PS A101</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Introduction to American Government</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

An introduction to the historical and constitutional foundations of American government; the political activities of parties, groups, and the media; public decision-making by the executive, Congress, and the courts; and current economic, environmental, social, and foreign issues and policies.

### **Course Prerequisites/Test Scores/Corequisite(s)/ Other Restriction(s)/Registration Restriction(s)**

Prerequisites: NONE

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

1. Establish basic understanding of the discipline of American government and U.S. political systems.
2. Develop understanding of the ideals and institutions of American politics and institutions.
3. Develop analytical skills.
4. Develop communication skills, both written and oral.
5. Develop research skills.

##### **b. Student Outcomes**

1. Demonstrate basic writing skills through papers or writing projects.
2. Describe key concepts in the field of American Government.

3. Relate basic empirical analytical skills, such as evaluating voting data.
4. Investigate the complexity of human institutions and behavior to better understand political, economic, and/or cultural dynamics.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion, miscellaneous writing assignments, and an assessment of the student's understanding of basic principles of American Government through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

This class is an introduction to the field of Political Science and is a foundation for higher level courses within the study.

**4. Topical Course Outline:**

1. Introduce students to the main theorists and theories of American Government.
2. Discuss U.S. government structures and institutions and how these institutions work with or against the principles upon which they were founded.
3. Analyze the role of government in economics, with attention given but not limited to the theories of Adam Smith and Karl Marx.
4. Examine domestic policy in the United States, including but not limited to security issues, health care, education and environmental policies.
5. Review American foreign policy both from a historical and current perspective.

**5. Suggested Texts:**

Schmidt, Steffen W, Mack C. Shelley, Barbara A. Bardes, *American Government and Politics Today*, 5<sup>th</sup> edition, Wadsworth Publishing, 2008.

**6. Bibliography**

McKenna, George and Stanley Feingold, *Taking Sides: Clashing Views on Political Issues*, 15<sup>th</sup> edition, Dushkin Publishing Group, 2008.

O'Connor, Karen J. and Larry J. Sabato, *American Government: Continuity and Change*, Longman, 2008.

Schmidt, Steffen W., *American Government and Politics Today*, Thomson Wadsworth, 2008.





## Course Content Guide

<b>Date:</b>	<b>March 27, 2008</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>PS A102</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Introduction to Political Science</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

The exploration of basic principles and processes of major branches of the discipline of political science including American government, comparative politics, international relations and political philosophy.

### **Course Prerequisites/Test Scores/Corequisite(s)/ Other Restriction(s)/Registration Restriction(s)**

Prerequisites: NONE

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

1. Establish basic understanding of the discipline of Political Science and its sub-disciplines.
2. Develop understanding of the ideals and institutions of politics and political systems.
3. Develop analytical skills.
4. Develop communication skills, both written and oral.
5. Develop research skills.

##### **b. Student Outcomes**

1. Demonstrate basic research and writing skills through papers or other writing projects.
2. Describe key concepts in the field of Political Science
3. Develop basic analytical skills to such as evaluating electoral data.

4. Relate the complexity of human institutions and behavior to better understand group, political, economic, and/or cultural dynamics.
5. Adopt a critical perspective to better understand the forces of globalization and diversity.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion; a written research paper, and an assessment of the student's understanding of basic principles of Political Science through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

This class is an introduction to the field of Political Science and is a foundation for higher level courses within the study.

**4. Topical Course Outline:**

1. Introduce the main theorists and theories of Political Science, including but not limited to John Locke and Karl Marx.
2. Discuss alternative government structures and institutions and how these institutions work with or against the principles upon which they were founded.
3. Analyze the role of government in economics and economic systems.
4. Examine the relations between nation-states and review concepts of international relations and political violence.
5. Review modern day challenges to political systems.

**5. Suggested Texts:**

Van Belle, Douglas and Kenneth Mash, *A Novel Approach to Politics: Introducing Political Science Through Books, Movies, and Popular Culture*, CQ Press (2007).

**6. Bibliography**

Danziger, James N., *Understanding the Political World: A Comparative Introduction to Political Science*, 8<sup>th</sup> Edition, Pearson Longman, 2007.

Roskin, Michael, *Political Science: An Introduction*, 10<sup>th</sup> edition, Prentice Hall, 2007.

The Worldwatch Institute, *State of the World 2008: Toward a Sustainable Global Economy*, W. W. Norton, 2008.



## Curriculum Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department Political Science	
2. Course Prefix PS	3. Course Number A311	4. Previous Course Prefix & Number		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Comparative Politics <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: 8/2009      To: 12/9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;"><small>Cross-Listed Coordination Signature</small></span>		
13. List any programs or college requirements that require this course BA in Political Science					
14. Coordinate with Affected Units: Faculty List Serve Department, School, or College <div style="text-align: right; margin-top: 10px;">_____ Initiator Signature      Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Introduction to the development of governmental structures, and political processes in the modern world. Theories are related to problems and governing strategies in contemporary political systems.					
17a. Course Prerequisite(s) (list prefix and number) ENGL A111		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating the course description and course content guide including goals and outcomes to keep the course current.					

## Course Content Guide

<b>Date:</b>	<b>March 27, 2008</b>
<b>College:</b>	<b>College of Arts and Sciences</b>
<b>Course Number:</b>	<b>PS A311</b>
<b>Number of Credits:</b>	<b>3</b>
<b>Contact Hours:</b>	<b>3 + 0</b>
<b>Course Program Title:</b>	<b>Comparative Politics</b>
<b>Grading Basis:</b>	<b>A - F</b>

### **Course Description:**

Introduction to the development of governmental structures, and political processes in the modern world. Theories are related to problems and governing strategies in contemporary political systems

### **Course Prerequisites/Test Scores/Corequisite(s)/ Other Restriction(s)/Registration Restriction(s)**

Prerequisites: ENGL A111

#### **1. Instructional Goals and Student Outcomes:**

##### **a. Instructional Goals**

1. Establish understanding of the sub-discipline of Comparative Politics.
2. Develop understanding of the differences in ideals and institutions of politics and political systems around the world.
3. Develop analytical skills.
4. Develop communication skills, both written and oral.
5. Develop research skills.

##### **b. Student Outcomes**

1. Demonstrate advanced research and writing skills through research paper or small writing assignments.
2. Gain an understanding of key concepts in the sub-field of Comparative Politics.

3. Demonstrate advanced analytical skills by studying comparative electoral data.
4. Analyze the complexity of governmental structures to better understand group, political, economic and/or cultural dynamics.
5. Gain an understanding of the complexity of globalization and diversity.

**2. Guidelines for Evaluation:**

Student evaluation is based on regular course attendance and participation in class discussion; a written research paper, and an assessment of the student's understanding of principles of comparative politics through performance on a midterm and a final examination. Letter grades correspond to current University catalog.

**3. Course Level Justification:**

Junior-level, upper-division course that builds upon previous course work and requires familiarity with the concepts, methods, and vocabulary of Political Science.

**4. Topical Course Outline:**

1. Introduce the main theorists, such as Karl Marx, Gabriel Almond, and Sidney Verba, and theories of Comparative Politics, including but not limited to structural functionalism and systems theory.
2. Compare alternative government structures and institutions and reviews how these institutions work with or against the principles upon which they were founded.
3. Compare economic systems and foreign policies around the world, including but not limited to industrialized democracies, communist regimes and developing societies.
4. Selected case studies will be examined.

**5. Suggested Texts:**

O'Neil, Patrick, *Comparative Politics*, 2<sup>nd</sup> edition. Norton (2007).

## 6. Bibliography

Haus, Charles, *Comparative Politics: Domestic Responses to Global Challenges*, 6<sup>th</sup> edition, Thomson Wadsworth, 2009.

O'Neil, Patrick, *Essential Readings in Comparative Politics*, 2<sup>nd</sup> edition. Norton, 2006.

The Worldwatch Institute, *Vital Signs 2007-2008: The Trends that Are Shaping Our Future*, W.W. Norton, 2007.

**From:** Christine Tullius

**Sent:** Thu 10/9/2008 10:42 AM

**To:** Anne Bridges; Bettina Kipp Laevea; Catherine Sullivan ; Cheryl Smith; Christine Tullius; DEBORAH MOLE; Delany Smith; Erik Hirschmann; Fred Barbee; UAA Governance; Hilary Davies; Hilary Seitz; John D. Allred; Kenrick Mock; Linda Kay Davis; Mari Ippolito; Marion Yapuncich; Robin Whato; Suzanne Forster; THOMAS MILLER; TONI CROFT; Utpal Dutta

**Subject:** Memo on Institutional Learning Outcomes

Date: October 9, 2008

To: UAB members

From: Hilary Davies, Chair of UAB

The Chairs of UAB and GAB are asking for volunteers to staff a short-term task force that will work on aligning assessment and curriculum at UAA.

As you know, as part of the accreditation process, UAA needs to establish, assess and report institutional learning outcomes (ILOs). UAB has already reviewed a proposed set of such outcomes and will be asked to comment on later drafts.

So far, the Accreditation Steering Committee has done the initial work on the ILOs. The Accreditation Steering Committee has requested that the Academic Boards consider taking ownership of the next steps in the ILO process. Together, the chairs of GAB and UAB suggested a short-term task force that will accomplish the following:

- Review the proposed ILOs and recommend changes for consideration by the full boards – by November 15. UAB and GAB have been asked to comment and formally endorse the interim list of ILOs.
- Review the program assessment process, as currently exists in the Office of Academic Affairs. Propose a mechanism for aligning program assessment and ILO assessment. Also consider and propose a way to integrate the assessment work done by OAA with the curricular work currently done by the Boards. Ideally, this will lead to a governance structure where both curriculum and assessment will be initiated by faculty governance, with support from the Governance Office and OAA– by December 15.
- Propose a way to handle the actual assessment work, using a combination of faculty and OAA staff resources. – by January 30.

In essence, the last two bullets imply that both the assessment policy making and the actual assessment work could become part of the Faculty Senate committee structure, either through the existing Boards, or via new joint committees.

The Accreditation Team and the Chairs of UAB/GAB suggested representation from each of the following groups on the task force (projected to run until January 2009):

- UAB, GAB, GERC, Graduate Council, one of the existing Assessment Committees, Community Campuses, Dean/Associate Dean, OAA (ex officio).