

WSU Five-Year Program Review  
Self-Study

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Department/Program: Political Science

Semester Submitted: Fall 2016

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## **Brief Introductory Statement**

The Political Science program is housed in the Department of Political Science and Philosophy. Political Science and Philosophy, while connected for administrative purposes in one department operate as completely separate programs. There are six full-time faculty in the program. Each faculty member specializes in a specific subfield of the discipline: American Political Institutions and Behavior (Dr. Leah Murray), Comparative Politics (Dr. T.R. Reddy), International Politics (Dr. Stephanie Wolfe), Law and Courts (Dr. Richard Price), Political Theory (Dr. Thom Kuehls), and Public Administration (Dr. Gary Johnson).

Over the past five years the program has undergone some significant changes. In 2012 Dr. Richard Price was hired as our Law and Courts specialist, filling a line that had been vacant since the end of the 2007-2008 academic year. In the summer of 2013, Dr. Nancy Haanstad, who was the program's international politics specialist and was serving in her second term as department chair, retired. Dr. Thom Kuehls took over as the department chair and continues to hold that position, now in the first year of his second term. Dr. Stephanie Wolfe was hired to replace Dr. Haanstad in the summer of 2013. And then in the summer of 2016, Debra Strait, the department administrative specialist retired after over seven years in that post. Nicole Gabor was hired as her replacement.

In addition to changes in personnel, the program has been impacted substantially (and quite positively) by the creation of the Walker Institute of Public Service and Politics and the hiring of Dr. Carol McNamara as its director in 2013. A primary feature of The Walker Institute's relationship with the political science program is that the Walker Institute coordinates all of the political science internships at the state and national levels. The Walker Institute also brings speakers to campus to lecture on and discuss many important political issues. In addition, Dr. McNamara teaches two courses a year for the political science program, one of which is a new course she created on leadership. Thom Kuehls and Leah Murray both serve on the board of directors for the Walker Institute.

One more change worth noting is the change that was made to the major and minor requirements for the program. They were overhauled in 2015-2016 and the new requirements took effect this academic year. The new requirements provide students with a more direct pathway toward graduation and do a better job of grouping the various upper division courses by dividing them into three primary areas, rather than the five that used to be utilized. The new areas are American Politics (which contains American, Law and Courts, and Public Administration), Global Politics (which contains Comparative and International Politics), and Political Theory. Students who were already majoring in political science prior to this change have been given the option of switching to the new requirements, and many have made that switch. With respect to the minor, the previous requirement of having students take upper division courses from two different areas in political science (Area 1: American, Law, Public Administration; Area 2: Comparative, International, and Theory) was done away with, allowing students to now take whatever upper division courses they may be interested in.

The past five years have also seen a slight rise in overall student credit hours (SCHs) across political science courses. This is worth noting because the College of Social and Behavioral Sciences has seen a steady decline in SCHs since Fall 2012. In fact, every program in the college but political science has seen a net decline in SCHs since Fall 2012. A similar change in the number of political science majors has also occurred. The program experienced a decline in the number of majors from 2012-2013 through 2015-

2016. However as of November of 2016, the number of political science majors has rebounded to near 2012-13 levels (129, compared to 132)

### **Standard A - Mission Statement**

The mission of the Political Science program, in keeping with the missions of the College of Social and Behavioral Sciences and of Weber State University, is to provide excellent educational experiences for students through classroom instruction, research, public service and community-engaged learning opportunities. Pursuant to that mission, the program is designed:

- To provide a solid liberal arts curriculum that informs our students of the issues, authors, and content, of the principal subfields defining the discipline of political science: American Institutions and Politics, American National Government, Constitutional Law, International and Comparative Politics, Political Theory, and Public Administration.
- To examine the history and evolution of governance, the relationship of the state to society as a whole as well as to the individual, and the fundamental ethical questions arising from relationship of power and politics;
- To educate life-long informed and engaged citizens who demonstrate the finest ideals of citizenship through participating in civic discourse and sustaining a vibrant democracy;
- To cultivate the reasoning and analytic abilities as well as the oral and written communication skills that provide the hallmarks of a liberal arts education;
- To contribute to a deeper understanding of politics through offering students a range of extra- and co-curricular opportunities including internships, community engaged learning projects, individual research and with faculty, and participation on academic teams like the Model United Nations or Moot Court teams.
- To offer an excellent undergraduate education in political science so that Political Science graduates are well prepared to start careers in government, business, non-profits, international non-governmental organizations, journalism, politics, education, or to continue their post-graduation education in professional or graduate school.

## Standard B - Curriculum

### Curriculum Map

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Core Courses					
1010 Intro to Political Science	1	1	1	1	
3990 Political Analysis (Core for BS major only)			2	3	1
4990 Senior Seminar/Senior Thesis		3	3	3	2
Lower Division Area Elective (take 3 of 5)					
1100 American National Government	1	1	1		
2100 Introduction to International Politics		1	1		
2200 Introduction to Comparative Politics		1	1		
2300 Introduction to Political Theory		1	1		
2400 Introduction to Law and Courts		1	1		
Upper Division Area Electives (take 3 from 1, 2 from another and 1 from a third)					
American Government Area Courses					
Pols 3400 Sexual Orientation, Politics, and Law	2	2	2	2	
Pols 3600 Political Parties	3	3	2	2	
Pols 3610 Campaigns and Elections	3	3	2	2	
Pols 3620 Political Behavior	3	3	2	2	
Pols 3630 Identity Politics	2	3	2	2	
Pols 3700 Politics of the Bureaucracy	3	2	2	2	2
Pols 3750 Urban Government and Politics		2	2	2	2
Pols 3760 State Government and Politics		2	2	2	2
Pols 4020 American Constitutional Law I	2	3	2	2	
Pols 4030 American Constitutional Law II	2	3	2	2	
Pols 4100 Free Speech in Law and Politics		2	2	2	
Pols 4600 American Congress	3	3	2	2	
Pols 4620 The U.S. Supreme Court	3	3	2	2	
Pols 4640 The American Presidency	3	3	2	2	
Pols 4700 Politics of Administration (course is slated for deletion)					
Pols 4750 Public Policy Analysis	2	2	2	2	

	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Global Politics Area Courses					
Pols 3140 Foreign Policy of the U.S.		2	2	2	
Pols 3210 Politics and Governments of Europe		2	2	1	
Pols 3220 Politics and Governments of Asia		2	2	1	
Pols 3290 Politics and Governments of Developing Nations		2	2	1	
Pols 4180 International Law and Organization		3	2	2	
Pols 4190 Theories of International Politics		3	3	2	
Pols 4280 Foreign Policies of Major Powers		3	3	1	
Pols 4790 Rwanda: Genocide and Aftermath		2	2	1	
Political Theory Areas Courses					
Pols 3330 American Political Thought	1	3	3	2	
Pols 3340 Environmental Political Thought		2	3	2	
Pols 4360 Classical Political Thought		3	3	2	
Pols 4380 Modern Political Thought		3	3	2	
Elective Courses					
Pols 1520 Leadership and Political Life			1		1
Pols 2500 Human Rights in the World		1	1		
Pols 3150 Model United Nations		2			2
Pols 4860, 4861, 4865, 4870, 4880 are all internship related courses		1			2

Note<sup>a</sup>: 1 = introduced, 2 = emphasized, 3 = mastered

## Standard C - Student Learning Outcomes and Assessment

### Measurable Learning Outcomes

At the end of their study at WSU, students in this program will

1. be able to identify the political institutions and processes of the government of the United States.
2. be able to explain at least one of the following five subfields of the discipline: American Government and Public Administration, Comparative Politics, International Politics, Public and Constitutional Law, or Political Theory.
3. be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.
4. be able to use a proper methodology necessary for writing a paper in the field of Political Science.
5. be able to synthesize and demonstrate advanced accomplishment across general and specialized studies.

### Five-year Assessment Summary

In 2011-12 no assessment was conducted as the department was in the process of revising its learning outcomes. This revision was undertaken due to the previous program self-study, five-year review.

In 2012-13 Learning Outcome #1 was assessed. This was done through the use of a 20 question exam demonstrating the knowledge basis for LO #1. A substantial number of these questions were drawn from the bank of questions for the U.S. citizenship exam.

During the first week of the 2012 fall semester, 229 students enrolled in Pols 1100 took the 20 question quiz. Their average score was 8.89 correct answers out of the 20 questions. At the end of the semester the exam was re-administered and the average score was 14.57 (a 61% improvement). In addition, 22 political science majors in an upper division political science class were given the exam and they scored an average of 15.59 correct answers on the same 20 questions.

The results on the exam were also broken out for each of the American Institutions general education core requirement learning outcomes. Those results are contained in the 2012-13 assessment report which can be found here: [http://weber.edu/portfolio/polsci\\_1213.html](http://weber.edu/portfolio/polsci_1213.html).

In 2013-14 Learning Outcomes 2 and 3 were assessed.

For Learning Outcome 2 a content analysis of 70 papers from upper division courses was conducted. These papers were assessed specifically on how well the students were able to explain key themes/elements of a particular subfield. A score of 1-5 was assigned with 5 indicating that the paper demonstrated complete mastery of the outcome, 4 indicating that the paper demonstrated substantial mastery of the outcome, 3 indicating that the paper demonstrated moderate mastery, 2 indicating that the paper demonstrated minor mastery, and 1 indicating that the paper demonstrated no mastery whatsoever. The average score for these 70 papers was a 4.2, indicating substantial mastery of the outcome.

For Learning Outcome 3 the same 70 papers were analyzed with a focus on how well the students were able to defend a thesis in written format. A score of 1-5 was assigned with 5 indicating that the paper demonstrated complete mastery of the outcome, 4 indicating that the paper demonstrated

substantial mastery of the outcome, 3 indicating that the paper demonstrated moderate mastery, 2 indicating that the paper demonstrated minor mastery, and 1 indicating that the paper demonstrated no mastery whatsoever. The average score for these 70 papers was a 4.0, indicating (just barely) substantial mastery of the outcome. Program faculty were a bit concerned by this number and concluded that additional emphasis on this outcome was needed in not only upper division courses, but lower division courses where paper assignments are used.

In 2014-15 Learning Outcome 1 was assessed. Because this outcome is attached to the assessment of our American Institutions Course (Pols 1100) we assess this outcome every other year. The same method was employed from 2012-2013. This year, however, in a several sections of the class the number of students taking the post-test was not high enough to produce valid data. Of the courses where the post-test numbers were substantial enough, a 57% improvement was shown from the pre-test to the post-test. The program needs to figure out how to insure that post-test numbers will be significant for future assessments.

In 2015-16 Learning Outcomes 4 and 5 were assessed. The 2015-16 assessment report can be found in Appendix G below.

## **Standard D - Academic Advising**

### Advising Strategy and Process

All political science majors and minors use the same advisor – Thom Kuehls. He has served as the academic advisor for the program for close to 20 years now. While advising is not required by the program or the university, it is strongly encouraged. We do require any student who wishes to declare a major/minor in political science to first meet with Thom before Nicole Gabor (our administrative assistant will enter them into the system as a political science major or minor). This process will catch all students who did not declare political science as their major/minor upon entering WSU. Furthermore, we require all students to visit with Thom in order to get a graduation clearance (not all programs require this). We believe that this helps to encourage students to seek advisement along their academic path.

Also, with the change to our major for 2016-17, students are now required to declare a “cohort” which requires them to indicate how many courses they plan to take in each of our three upper division areas. If students do not declare a cohort, Cattracks cannot show them upper division course areas, and a note appears in Cattracks instructing them to meet with their academic advisor. We believe that this will also encourage more students to seek advisement.

There are three minors connected to political science, each of which has its own advisor:  
International Politics – Stephanie Wolfe  
Legal Studies – Richard Price  
Public Administration – Gary Johnson

The International Politics minor and the Public Administration minor are both small, with less than 10 students minoring in each. The Legal Studies minor is larger, with nearly 40 students.

### Effectiveness of Advising

By entering an “advisor note” into a student’s Cattracks record, we are able to keep track of the number of students who sought advisement. In 2015 there were 54 notes entered and as of the middle of October of 2016 there were 63 notes entered. While these numbers do not indicate how many different students sought advisement (as more than one note may be for the same student), they do give a general sense of how many students are seeking advisement. Also, these numbers are probably not completely accurate (they are low), since Thom has not typically entered a note when he simply did some kind of manual override for a student. He will seek to enter a note for every single advising meeting in the future. Also, a survey of the twelve students who applied for graduation in the spring of 2016 found that all 12 had sought advising sometime during their academic career at WSU.

### Past Changes and Future Recommendations

At the time of our last program review, Thom Kuehls was serving as both the political science major/minor advisor and the Legal Studies advisor, as the department was without a full time faculty member in the Law area. With the hire of Richard Price in 2012, the advising for the Legal Studies minor was moved out of Thom’s hands and turned over to Richard, thus lessening the advising load on Thom.

For a number of years the department hosted a major/minor luncheon where Thom would give a brief overview of the major/minor requirements. Attendance at this event waned and we decided to



discontinue it. Instead, this fall Thom visited each political science class to introduce himself to the students as the program advisor and encourage them to make an appointment with him. This approach seemed have some impact as within a week of visiting the classes, a handful of students made appointments with Thom and mentioned his classroom visit as the reason they did. The plan is to continue having Thom visit classes at the start of each semester.

## Standard E - Faculty

### Faculty Demographic Information

The Political Science program employs six full-time faculty. This compares to five full-time faculty at the time of our last review in 2011. All six current faculty members possess PhDs in political science. Each faculty member specializes in a different subfield of political science: American politics and Institutions; Public Policy and Administration; Comparative Politics; International Politics; Law and Courts; Political Theory.

Over the past five years, the political science program has employed eleven different adjunct faculty. Two of these adjuncts have PhDs, one in political science and one in Education policy, one has a J.D., two are current PhD students (both ABD), three have a Master's degree in political science, one has a Master's in Public Policy and Administration, and two have Master's degrees in related fields. A concerted effort has been made over the past three years to improve and broaden the pool of adjuncts, and we believe the current pool reflects this effort.

### Programmatic/Departmental Teaching Standards

The Political Science program has no program specific standards. The program adheres to the teaching standards of the college and university, as detailed in their respective rank and tenure documents. Course evaluations are administered over ChiTester for all sections and are reviewed by the department chair. Further, peer reviews and portfolio evaluations are conducted as part of the promotion and tenure-granting process. The department chair reviews adjunct faculty on an annual to bi-annual basis. Having course evaluations administered through ChiTester (as opposed to on paper and in class) has resulted in a drop in the number of students who fill out course evaluations. How to address this issue is an ongoing discussion among the faculty in the program.

Faculty undergo an informal two year review by the department chair, a formal third year review by rank and tenure committees to determine progress toward tenure, and a promotion and tenure review in their sixth year. In addition, faculty may apply for promotion to Full Professor five years after receiving tenure and promotion. The University also has a post-tenure review process which faculty must undergo every five years.

For purposes of tenure, faculty are evaluated according to the College of Social and Behavioral Sciences tenure document, which requires that faculty receive a rating of at least "good" in teaching. The definitions of the ratings for teaching are as follows (from the S&BS Policy on Tenure):

"The candidate will normally be rated unsatisfactory when evaluations by students and peers indicate that he/she has 6 consistently been lacking competence as a teacher, when there is minimal evidence that the candidate has made innovations to course material and teaching methods, and when the candidate has neither addressed nor reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated satisfactory when evaluations by students and peers indicate that he/she has consistently been teaching at a level of competence, there is evidence that the candidate has made few innovations to course material or teaching methods, and that he/she has

taken action to address any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated good when evaluations by students and peers indicate that he/she has consistently been teaching above the level of competence, there is evidence that the candidate has made some worthwhile innovations to course material and teaching methods, and that he/she has addressed and reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated excellent when evaluations by students and peers indicate that he/she has consistently been an outstanding teacher, and there is evidence that the candidate has made substantial and beneficial innovations to course material and teaching methods.”

For purposes of rank, faculty must achieve a rating of at least satisfactory in teaching to be promoted to associate professor and good to be promoted to full professors. The definitions of the ratings for teaching are as follows (from the WSU Policies and Procedures Manual, 8-11.IV):

“Candidates shall be rated unsatisfactory if they are consistently rated by students and peers as inadequate relative to other faculty members and/or make no effort to develop new materials, new methods or other innovative techniques to improve their teaching performance.

Candidates shall be rated satisfactory if they are consistently rated by students and peers as satisfactory relative to other faculty members and provide evidence of having occasionally developed new materials, new methods or other innovative techniques to improve their teaching performance.

Candidates shall be rated good if they are consistently rated by students and peers as good relative to other faculty members and provide evidence of having often developed new materials, new methods or other innovative techniques to improve their teaching performance.

Candidates shall be rated excellent if they are consistently rated as excellent by students and peers relative to other faculty members and provide evidence that they are continually developing new methods, new materials or other innovative techniques to improve their teaching performance.”

### Faculty Qualifications

Faculty may be hired if they have a Master’s degree and in the process of completing their Doctoral dissertation (ABD), but the University mandates a Doctoral degree for promotion to associate professor.

### **Faculty & Staff (2016-17)**

	<b>Tenure</b>	<b>Contract</b>	<b>Adjunct</b>
<b>Number of faculty with Doctoral degrees</b>	6		2
<b>Number of faculty with Master’s degrees</b>			9
<b>Number of faculty with Bachelor’s degrees</b>			

<b>Other Faculty</b>			
<b>Total</b>	6		11

Evidence of Effective Instruction

Students are given the opportunity to evaluate faculty and courses every semester through ChiTester. They are asked a total of sixteen questions regarding the quality of the instructor and the class. Below is an average of three of those items: Q3 The objectives of the course were clearly presented; Q8 The instructor emphasized key points; and Q10 The instructor’s explanations seemed clear.

- i. Regular Faculty
  - Lower division courses
  - Q3: 4.4 on a five point scale
  - Q8: 4.4
  - Q10: 4.3
  - Upper division courses
  - Q3: 4.5
  - Q8: 4.6
  - Q10: 4.4
- ii. Adjunct Faculty
  - Q3: 4.2
  - Q8: 4.3
  - Q10: 4.2

Faculty Scholarship

What is presented below is since the last program review.

Publications:

Kuehls, Thom

2014 “States” in Critical Environmental Politics, Carl Death ed., Routledge Press.

Murray, Leah

2015. “Effectively Using Facebook to Foster Civic Engagement.” In Technology and Civic Engagement in the College Classroom: Engaging the Unengaged, Suzanne Chod, Stephen Caliendo, and William Muck, eds. Hounmills, Basingstoke, Hampshire: Palgrave MacMillan.

2015. “Stewards of Place: The Role of Dialogue and Deliberation in Strengthening Our Universities and Colleges.” With Windy Y. Lawrence, Zach Justus and Barbara A. Brown. eJournal of Public Affairs, Volume 4, No. 3.

2014 Review of Barbara Jacoby and Associates, Civic Engagement in Higher Education: Concepts and Practices. eJournal of Public Affairs, Volume 3, No. 2.

2012 “A State-Centered Approach to Teaching Presidential Elections.” In Presidents and Executive Politics Section of the American Political Science Association Report Volume 35 Number 1 (December).

Price, Richard

2016. “Review of Emily Zackin’s *Looking for Rights in All the Wrong Places: Why State Constitutions Contain America’s Positive Rights*.” *Law and Politics Book Review* 26:2 (June): 44-46.

2016. “Traynor, Roger.” In *American Governance*. Ed. Stephen L. Schechter, Thomas S. Vontz, Thomas A. Birkland, Mark A. Graber, and John J. Patrick. Vol. 5, 205-206. Farmington Hills, MI: Macmillan Reference USA.

2015. “Lawyers Need Law: Judicial Federalism, State Courts, and Lawyers in Search and Seizure Cases.” *Albany Law Review* 78(4): 1393-1458.

2015. “Movement Litigation and Unilateral Disarmament: Abortion and the Right To Die.” *Law & Social Inquiry* 40(4): 880-907 (with Thomas M. Keck), online Dec. 2014.

2013. “Arguing *Gunwall*: The Effect of the Criteria Test on Constitutional Rights Claims.” *Journal of Law and Courts* 1(2): 331-61.

Wolfe, Stephanie

2015. “Historical and Symbolic Justice within the Rwandan Context” in *The Performance of Memory as Transitional Justice*. Intersentia Publishers.

2014. “The Necessity Defense to the Criminal Use of Chemical Weapons: Prosecutor versus the Head of State, Post-War Country” in *Understanding International Law through Moot Courts: Genocide, Habeas Corpus, Chemical Weapons, and the Responsibility to Protect*. Lexington Books.

2013 *The Politics of Reparations and Apologies*. Springer Series in Transitional Justice, Vol. 7 New York: Springer.

Grants:

Johnson, Gary

2015. iUTAH (\$19,800).

2012 Elinor Ostrom Fund, American Political Science Association (\$1,400).

Price, Richard

2015 National Science Foundation, Law and Social Sciences Division. “Comparative Free Speech Jurisprudence.” Principal Investigator: Thomas M. Keck; Co-PIs: Erik Bleich, Richard S.

Price, and Stephen A. Stohler. Award No. SES-1535250. August 15, 2015—July 31, 2018 (Total award: \$419,907; Weber State subaward: \$46,651).

2017 Roydon O. Julander Faculty Award, Department of Political Science and Philosophy, Weber State University, Fall 2016 – Spring 2017 (\$1500).

2016 Jennings Olson Award, College of Social and Behavioral Sciences, Weber State University, Fall 2016 – Spring 2017 (\$1500).

2015 Roydon O. Julander Faculty Award, Department of Political Science and Philosophy, Weber State University, Fall 2014 – Spring 2015 (\$1500).

2013 Hemingway New Faculty Grant, Research, Scholarship and Professional Growth Committee, Weber State University, Fall 2013-Spring 2014 (\$2896).

Wolfe, Stephanie

2016 Hemingway Collaborative Research grant obtained in April 2016 - A portion of this grant was used to take a student to Rwanda to interview survivors.

2015 Office of Undergraduate Research grant in the amount of \$3,500 for two students to serve a research assistants, obtained January 6, 2015

Conference Presentations:

A total of twenty-one presentations at local, regional, national, and international conference were given by the faculty since the last review.

#### Mentoring Activities

There are no official mentoring activities in the program. The issue has been raised and the faculty felt that a formal mentoring system was not needed. Junior faculty are encouraged to seek out advice from the department chair, as well as other senior faculty in the program.

#### Diversity of Faculty

Two of the six full time faculty in the program are female, and one of the six is non-white. The program is committed to diversity, believing that it has a positive effect on our student recruitment and student retention.

#### Ongoing Review and Professional Development

As required by both university and college standards, full-time faculty undergo regular reviews. These consist of annual reviews submitted to the department chair, an informal second-year review, a formal third-year review, a tenure and promotion review in the sixth year, and post-tenure reviews every five years after receiving tenure.

Adjunct faculty are reviewed annually to bi-annually by the Department chair. These reviews serve as the basis for continued employment.

All faculty are encouraged to engage in professional development activities, including attending conferences, attending on-campus teaching workshops, etc.

## **Standard F – Program Support**

### **Support Staff, Administration, Facilities, Equipment, and Library**

#### Adequacy of Staff

The Political Science program is part of the Department of Political Science and Philosophy. There is one department Chair and one Administrative Specialist for the department.

On the 15<sup>th</sup> of June 2016, Debbie Strait retired as the department administrative specialist. Debbie served in this capacity for seven years. She was truly a strong point in the program. The department was fortunate to be able to hire Nicole Gabor to take Debbie's place. Nicole was able to begin as the department administrative assistant on the 1<sup>st</sup> of June and the two week overlap was quite valuable in allowing Nicole to learn a bit about the position from Debbie. Nicole is fitting in nicely with the department and is quickly learning the ropes. The department has high hopes for Nicole.

#### i. Ongoing Staff Development

Because Nicole was hired two weeks before Debbie's last day, she was able to gain a rudimentary understanding of many of the basic administrative processes. Since coming on board as the department administrative specialist Nicole has had the opportunity to attend multiple training sessions offered on campus for administrative staff, including sessions on legal issues in higher education, information security, customer service, Argos reports, and Google calendar.

#### Adequacy of Administrative Support

The Dean's office employs the following formula for department (not program) funding in the College: \$2100 per faculty member for the general operating budget. Approximately \$750 of that \$2100 per faculty member is earmarked for travel or discretionary spending. Although the Dean has contributed an additional \$200 per faculty for travel each of the past three years. Finally, the Dean provides the Department with an additional \$2000 per year in "special needs" money to assist with co-curricular academic teams housed within the department of political science and philosophy (Ethic Bowl, Moot Court/Mock Trial, and Model United Nations).

While there is always a need for more money for travel to conferences for some faculty, the level of financial support from the Dean's office is adequate. Faculty are able to find alternative funding sources through the Research Scholarship and Professional Growth program at the University, as well as college and department specific annual funds like the Julander Faculty Award (created by and named after an emeritus faculty member in political science) which provides \$1500 to a philosophy or political science faculty member to support her or his teaching and/or research.

#### Adequacy of Facilities and Equipment

Facilities and equipment are adequate. And any areas that might require improvement will be put on hold until the Social Sciences building is torn down and rebuilt as Lindquist Hall. This process should begin in May of 2017 and is expected to be completed by July of 2018. A new building for the Social Science College is long overdue. Based on the proposed design plans for Lindquist Hall, the facilities and equipment for the program will receive a substantial upgrade.

#### Adequacy of Library Resources



The Stewart Library at Weber State University provides a broad range of information resources and services on both the Ogden and Davis campuses. Collections include print, electronic, and audio-visual materials as well as an increasingly large number of electronic databases. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available twenty four hours a day, seven days a week through the library's website: <http://library.weber.edu>.

To ensure that the library's online and on-site resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians collaborate with faculty in developing the collection and consult regularly with them to assess their library needs. In addition to their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources and services available in their areas of interest.

The Stewart Library maintains an up-to-date core collection of print monographs and edited collections that compares very favorably with collections at similar institutions that support an undergraduate major in political science. For materials not available in our collection, the library provides an effective and efficient automated interlibrary loan service with an average turnaround of three to seven days. In addition, through the library's membership in the Utah Academic Library Consortium (UALC), students and faculty at Weber State University have borrowing privileges at all other academic libraries in Utah.

## **Standard G - Relationships with External Communities**

### Description of Role in External Communities

The program maintains connections with a wide-range of local, state, national, and international external communities.

Leah Murray served as Chair of the National Steering Committee for the American Democracy Project

Gary Johnson, Thom Kuehls, and Leah Murray have given numerous talks at the Brigham City Library on a range of political topics.

Thom Kuehls speaks annually at and coordinates with the annual Utah Boys' State meeting at WSU

Leah Murray has presented at the annual Utah Girls' State meeting at WSU

Stephanie Wolfe serves on the Executive Board of the International Association of Genocide Scholars

Stephanie Wolfe created and maintains an annual Peacebuilding Institute in Rwanda for WSU/Never Again Rwanda

Stephanie Wolfe coordinates the annual Northern Utah Model United Nations conference hosted by WSU.

Thom Kuehls serves on the board of directors for the Richard Richards Institute for Ethics

Thom Kuehls and Leah Murray serve on the board of directors for the Walker Institute of Politics and Public Service

**Standard H – Program Summary**  
 Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1 We recommend that the Department’s existing high impact programming and connections to the college and university mission statements be more clearly articulated.	The mission statement was revised to better reflect those elements.	Complete
Issue 2 We hope that a suitable Public/Constitutional Law candidate can be found who is willing to accept the position and will be able to share in the many obligations of the department.	A search was conducted during spring semester 2012.	
	Dr. Richard Price was hired, starting July 1, 2012.	Complete
Issue 3 We encourage university authorities to consider funding for an additional position in one or both of the International Politics and Comparative Politics areas.	No action has been taken due to a lack of available funding.	None
Issue 4 A. Given the success of the current process for hiring, perhaps it would be appropriate merely to broaden the conversation to include the distribution of program roles and responsibilities and program	A. No action was taken with respect to this issue as the department disagreed with this recommendation.	None
	B. In 2014-15 the department began a discussion that led to a major revision to its curricula requirements for both the major	Complete

<p>specific needs.</p> <p>B. In addition, the department should consider realigning the course offerings in a way that makes a cleaner parallel among the available faculty, student interests and curriculum offerings. Soliciting from students their interests in the discipline of political science could drive a reevaluation of the courses currently being taught and perhaps the manner in which they are taught (e.g., online or hybrid courses; adjusting offerings to address the needs of non-traditional students), which might provide a way to retain more majors and encourage a higher graduation rate.</p>	<p>and the minor. A committee was formed that drafted a plan and then the full program approved of that plan. As part of that discussion, the program faculty renewed their commitment to not expanding online offerings into our upper division areas. But efforts have been taken to expand the number of lower division online offerings, as both of the program's newest faculty have become "online certified" and have offered either Pols 1100 or Pols 2100 online.</p>	
<p>Issue 5 We recommend that the faculty consider a more regularized way to rotate teaching requirements, particularly of the core courses such as Quantitative Analysis (POLS 3990).</p>	<p>Action Taken: The creation of separate BA/BS political science programs back in 2011-12, where students are not required to take Pols 3990 if they are pursuing the BA has reduced the number of students in this class and hence lessened the load of teaching it. In addition, this program change has eliminated the need to offer the course two semesters a year. It is now offered</p>	<p>Resolved</p>

	only during spring semester.	
Issue 6 We recommend that the Political Science program formally recognize the value of these activities in tenure and promotion decisions.	Because tenure and promotion standards are set at the College and University levels, and not at the program levels, no action was taken by the program on this issue.	None
Issue 7 We recommend that the Department discuss how to rectify the situation that one faculty member advises all majors and minors; suggestions to consider include: use of group advising sessions; split advising among faculty, perhaps based on area of interest or expertise; and develop online tools (e.g., FAQs) to address standard questions, provide forms (such as sample degree plans), etc. Also, there should be proper assessment of the advising experience, both as currently conducted and for any revisions	No action was taken with regard to the specific recommendation of having only 1 faculty advisor as the department disagreed with this recommendation. However, some of the suggestions for improving advising have been implemented either by the program specifically or by changes at the University level.	None
	1. The creation of the “Cattracks” program at the University level allows both faculty advisers and students to more easily track progress toward graduation.	Complete
	2. The University requires, and the program has provided a detailed “graduation map”, which can be viewed here: <a href="https://weber.service-now.com/gradmap/gmap_app.do">https://weber.service-now.com/gradmap/gmap_app.do</a>	Complete
	3. Just before registration begins, the political science advisor creates a list of the courses that	On going

	<p>will be offered in the upcoming semester, detailing where they fit into the program requirements. This list is disseminated to students in class, on course canvas pages, and on the department Facebook page. Students have stated that they find these 'hand outs' to be quite helpful.</p>	
	<p>4. The Cattracks program allows for tracking not just the number of students who receive advising each year, but allows for advisor notes to be placed onto a student's Cattracks page, allowing for a continual record of the advisement each student receives.</p>	<p>On going</p>
<p>Issue 8</p> <p>A. We recommend that the Department and its faculty place a deliberate focus on developing</p> <p>1. improved learning outcomes (e.g., using action verbs, mapping to specific levels of Bloom's Taxonomy) and 2. increasing the number of assessment measures used for at both the course or program levels (particularly</p>	<p>A. 1. The program's learning outcomes were revised in 2012-13 to include action verbs. 2. No action has yet been taken here. The program does need to take a good long look at how it conducts course assessment in terms of the type of assessment vehicles utilized.</p>	<p>A.1. Complete A.2. On going</p>
	<p>B. "Linked In" is used as a tool for tracking the post-graduation</p>	<p>On going</p>

<p>within core and required courses), for example, by using more formative and not just summative assessment, developing a rubric to provide at least one direct measure of learning where no such measure is readily available, and taking advantage of other data collected in the department or by the University (e.g., number of students advised , number of internships, etc.). B.</p> <p>B. Furthermore, given the Department’s expressed Mission Statement being related to student placement after graduation, the Department needs to further develop its exit interviews, and track students, (perhaps with the assistance of the Alumnae Office), as to demonstrate fully their stated objective as a program.</p>	<p>progress of graduates. In addition, a Political Science alumni facebook page has been created that helps somewhat in this regard. But more does need to be done along these lines.</p>	
<p>Issue 9 The committee feels that the recommendations above concerning assessment and advising might shed some light on the issue of a low number of graduates and lead to an</p>	<p>Graduation rates did drop over four of the past five years. But we expect that to turn around soon, as the number of majors is starting to rise and the number of student credit hours generated by the program is increasing. In fact, while</p>	<p>On going</p>

<p>improvement in the coming years. Also, the Department should strive to strengthen its relationships with external communities of interest and to form an external advisory committee. The use of such external communities, particularly alumni (whether by service on an advisory committee or even periodic alumni surveys), may further assist in structuring the program to increase graduation rates and address the challenges raised above.</p>	<p>every other program in the College has experienced a net decline in student credit hours, the political science program has actually experienced a slight increase in "SCH's". Our SCH number for fall 2016 is 2,620, compared to 2,394 in fall '15, 2,012 in fall '14, 2,139 in fall '13, and 2,457 in fall '12.</p>	
	<p>Discussions are ongoing concerning an attempt to create an external advisory committee.</p>	<p>In progress</p>



## Action Plan for Ongoing Assessment Based on Current Self Study Findings

### Action Plan for Evidence of Learning Related Findings

No specific items were identified as needing attention, beyond what is captured above.

Action Plan for Staff, Administration, or Budgetary Findings

No problems were identified.

### Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Senior Theses	# 3 and #4	End of semester	Department Chair's office
American Institutions 20 question Pre-test; post-test results	#1	Bi-annually	Department Chair's office

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

The information in the table below was provided by the Office of Institutional Research and in many cases is department-wide, not program specific.

	2011-12	2012-13	2013-14	2014-15	2015-16
Poli Sci and Philosophy					
Political Science SCHs	6,173	6,238	5,175	6,482	7,309
Philosophy SCHs	4,482	4,427	3,594	4,069	4,086
<b>Student Credit Hours Total <sup>1</sup></b>	<b>10,655</b>	<b>10,665</b>	<b>8,769</b>	<b>10,551</b>	<b>11,395</b>
<b>Student FTE Total <sup>2</sup></b>	<b>355.17</b>	<b>355.50</b>	<b>292.30</b>	<b>351.70</b>	<b>379.83</b>
<b>Student Majors <sup>3</sup></b>					
Philosophy	27	24	18	19	18
Political Science	136	132	109	96	100**
<b>Program Graduates <sup>4</sup></b>	<b>23</b>	<b>24</b>	<b>22</b>	<b>13</b>	<b>17</b>
Philosophy	1	3	6	4	3
Political Science	22	21	16	9	14
<b>Student Demographic Profile <sup>5</sup></b>					
Female	47	50	38	35	42
Male	116	106	89	80	76
<b>Faculty FTE Total <sup>6</sup></b>	<b>16.75</b>	<b>16.15</b>	<b>14.54</b>	<b>15.49</b>	n/a
Adjunct FTE	7.64	7.04	6.11	6.38	n/a
Contract FTE	9.11	9.11	8.43	9.11	n/a
<b>Student/Faculty Ratio <sup>7</sup></b>	<b>21.20</b>	<b>22.01</b>	<b>20.10</b>	<b>22.70</b>	

- 2 Student FTE Total is the Student Credit Hours Total divided by 30.
- 3 Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.
- 4 Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.
- 5 Student Demographic Profile is data retrieved from the Banner system.
- 6 Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.
- 7 Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

\*\*It is worth noting that the number of students majoring in political science as of November 2016 was 129, almost back to the number of majors in 2011-12 and 2012-13.

Program Credit Hour requirements: a total of 120 hours are required by the University

General Education hours: 35-38

Required support course hours: At least 6 hours of foreign language are required for the BA

Required major course hours: a total of 39 hours are required

Required elective course hours: enough to fulfill the 120 hour requirement by the University

Appendix B: Contract/Adjunct Faculty Profile

Full-time faculty (2012-13 to 2016-17)

<b>Name</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Rank</b>	<b>Highest Degree</b>	<b>Years at WSU</b>	<b>Areas of Expertise</b>
Haanstad, Nancy	F	White	Associate Professor	PhD, University of Utah	1987-2013	International Politics
Johnson, Gary	M	White	Professor	PhD University of Kansas	2006-	Public Administration
Kuehls, Thom	M	White	Professor	PhD, The Johns Hopkins University	1993-	Political Theory
Murray, Leah	F	White	Professor	PhD, SUNY Albany	2002-	American Politics
Price, Richard	M	White	Assistant Professor	PhD, Syracuse University	2012-	Law and Courts
Reddy, T.R.	M	Asian	Professor	PhD University of Kentucky	1966-	Comparative Politics
Wolfe, Stephanie	F	White	Assistant Professor	PhD, University of Kent	2013-	International Politics

Adjunct Faculty (2012-13 to 2016-17)

<b>Name</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Rank</b>	<b>Highest Degree</b>	<b>Years</b>	<b>Courses Taught</b>
Dayton, Alan	M	White	Instructor	J.D., Brigham Young University	2015-	Lobbying: Theory and Practice
Goggi, Paul	M	White	Instructor	M.A. in Political Science, SUNY Albany	2012-	American National Government
Gutaj, Perparim	M	Asian	Instructor	ABD in Political Science, University of Utah	2016-	Introduction to International Politics
Gwynn, Matthew	M	White	Instructor	M.A. in Public Policy and Administration, Northwestern University	2016-	American National Government & Introduction of Public Administration
Haydon, Matthew	M	White	Instructor	ABD in Political Science, University of Utah	2016-	American National Government & Campaigns and Elections
Hunter, Robert	M	White	Instructor	M.A. in Organizational Communication, Brigham Young University	2012-	American National Government

Julander, Roydon	M	White	Instructor (Emeritus)	PhD in Political Science, University of Utah	2012-2014	American National Government
McNamara, Carol	F	White	Instructor	PhD in Political Science, Boston College	2013-	
Mortensen, Brad	M	White	Instructor	PhD in Education Policy, University of Utah	2015-	American National Government
Neff, Eric	M	White	Instructor	M.A. in Political Science	2016-	American National Government
Stallings, Richard	M	White	Instructor	M.S. in History	2016-	American National Government
Stewart, Cody	M	White	Instructor	MBA & M.A. in Government, The Johns Hopkins University	2014-2015	American National Government



Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Debbie Strait	F	White	Administrative Specialist I	2009-2016	General Office Administration
Nicole Gabor	F	White	Administrative Specialist I	Hired in June of 2016	General Office Administration; Microsoft Office & Windows; basic accounting

Appendix D: Financial Analysis Summary

Program Name					
Funding	10-12	12-13	13-14	14-15	15-16
Appropriated Fund	756,236	836,138	842,990	859,507	891,562
Other:	00000.00	00000.00	00000.00	00000.00	00000.00
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
<b>Total</b>	<b>756,236</b>	<b>836,138</b>	<b>842,990</b>	<b>859,507</b>	<b>891,562</b>

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations  
Information is provided above in Standard G.

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Dr. Adam Johnston	Professor of Physics	Weber State University
Dr. Anne Hildreth	Associate Professor of Political Science and Associate Dean for Undergraduate Education for the Rockefeller College of Public Affairs & Policy	University at Albany, SUNY

Appendix G: Evidence of Learning 2015-16

a. Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 4: Students will be able to use a proper methodology necessary for writing a paper in the field of Political Science.	Measure 1: Nine senior theses were assessed specifically on how well the students employed a proper methodology necessary for writing their senior theses. A score of 1-5 (using 0.5 point increments) was assigned with 5 indicating that the paper demonstrated complete mastery of the outcome, 4 indicating that the paper demonstrated substantial mastery of the outcome, 3 indicating that the paper demonstrated moderate mastery, 2 indicating that the paper demonstrated	Measure 1: Students, on average, will demonstrate substantial mastery of the outcome (a score of 4).	Measure 1: The average score on the nine papers was 4.167. The median score was 4.5	Measure 1: Students demonstrated substantial mastery of outcome 4.	Measure 1: The faculty were pleased with the results in this area. No plan of action is needed.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
	minor mastery, and 1 indicating that the paper demonstrated no mastery whatsoever.				

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 5: Students will be able to synthesize and demonstrate advanced accomplishment across general and specialized studies.	Measure 1: The percentage of graduates who completed an internship, participated in an academic team, or participated in a group research project during their course of study at Weber State.	Measure 1: We would like to see at least 75% of our majors serve an internship before they graduate; at least 75% of the graduates complete a Community Engaged Learning (CEL) designated course; and at least 33% of the majors participate on an academic team. In addition we would like to see 100% of our graduates do one of more of these three.	Measure 1: 71% of the graduates in political science in 2015-16 served an internship while at WSU. 64% of the graduates completed a CEL designated course. 29% of the graduates participated on the Model United Nations team. In all, 93% of the graduates did one of more of these three.	Measure 1: We came close to each threshold. Given that this was the first year in which we compiled these statistics, we weren't certain what we would find, or how to interpret them. We feel we are doing a very good job of promoting and encouraging the internship opportunities for our students through the Walker Institute	Measure 1: No action at this time.

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Evidence of Learning: General Education Courses  
Pols/SS 1520

Evidence of Learning: General Education, Social Science Courses  
Course\_2015, Fall, Leadership and Political Life/POLS & Honors 1520

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Gen ED SS Outcome 1:</b>  “Interactions between individuals and society”  Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	<p>1. the study of texts of political thought, literature, and leadership addressing topics concerning leadership at different historical times and settings, among men and women  2. the discussion of leadership with a diverse group of speakers from different roles in political and public life in Utah.</p>	<p>Direct Measures:  1. Contrast of Introductory/concluding discussion of the qualities and requirements of leadership – beginning and end of class.  2. Questions submitted and asked four papers discussing the leadership qualities of 4/8 class speakers during the semester.   Indirect Measure:  Level of conversation and exchange of ideas</p>	<p>The threshold of expected achievement will be if a majority of the students are able at the conclusion of the course to speak and write about the qualities required for successful leadership in a way that presents a well ordered argument and which can contrast the</p>	<p>1. By the end of the course, the students could conceive and ask questions about leadership and the context of the leadership exercised by each speaker.  2. The quality of the ideas and writing about leadership improved drastically over the course of the semester. The students learned</p>	<p>The students learned through exposure to leaders in the real world. They became familiar with and able to converse and write thoughtfully about the qualities of good leadership in political society as a result of their interactions with practical leaders speaking to them in class.   They learned the value of applying/adapting</p>	<p>Because I have only taught this course once, it is still very new to me, and I plan to experiment with different texts and the speaker line up. The next time I teach the course, I intend to diversify the speaker list to include a broader range of leadership roles and occupations in political and</p>



		over the semester.	different fields of leadership in the different contexts of government, politics, lobbying, and non profit positions we observe and discuss in class.	to organize their thoughts clearly.	their education to practical circumstances, of making contact with different individuals in every educational and work situation and endeavoring to impress them because these contacts and friendships are a source of opportunity, the value of building on experience, and the value of being open to opportunities that could lead them in different directions than they might have anticipated, but which could change their lives.	public life, and select the speakers according to their ability to communicate with and present to the students. I also plan to discuss with the students the elements of a good report so that they can learn that writing skill in their speaker reports more readily.
<b>Gen ED SS Outcome 2:</b> “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or	This course uses two Social science methods to convey the material: 1. The analysis of political thought through texts of political thought and literature to	The chief direct means of assessment in this area are the papers that the students write for this class. The students must write 2 5 page essays (in addition to the 4 speaker reports and 2 reports on	I expect the students to have some experience writing essays about texts from their literature classes in previous literature classes	In general, the students demonstrate strong willingness to rewrite their work in light of comments and become over the	The combination of the study of literature through theoretical texts (together with the exposure to the practice of leadership) teaches the students to	The next time I teach this class, it is possible I will require rather than permit the students to rewrite their papers, as an

methods to a particular issue and identify factors that influence change.	study and discuss methods of leadership; and 2. The discussion of leadership with practitioners of leadership in the public and political sphere.	external lectures). The students are given the opportunity to rewrite these essays in light of the extensive comments on their returned work.  The indirect means of assessment derives from their participation in class discussion throughout the semester and the quality of the questions (and the research the questions reflect), which they submit for the speakers.	in but very little experience reading, discussing, and writing critically about the texts of political thought, as most of the students in the class are freshmen.	semester more proficient at imposing a clear structure on their writing, writing clearly and thoughtfully in a way that reflects their ability to wrestle with the text.	assess leadership – good and bad – critically in speech and in writing.	important exercise in learning to reconsider one’s thoughts and writing.
<b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	The chief subject of this class is Leadership: theory and practice. The students study leadership from the perspective of texts of political thought and literature, ancient, modern and American. And then they consider leadership from the perspective of practice through	The students are required to assess in discussion and in writing the leadership from the perspective of different texts/thinkers, ancient and modern, European and American, who write in different forms, dialogue (Plato’s <i>Apology</i> ), treatise (Machiavelli’s <i>Prince</i> ), tragedy (Sophocles’ <i>Antigone</i> ), Historical Drama (Shakespeare’s <i>Henry V</i> ), and biography	The threshold is that these are mostly first year students, who have not been exposed in a formal way to the study and discussion of leadership. As a result, they do not know what to look for and how to articulate these qualities and experiences.	At the conclusion of the class, the overwhelming majority of the students were able to identify leadership qualities, what constitutes leadership for good or bad, and how to articulate these assessments in clear arguments.	The class, while still under development, as I experiment with different texts and different speakers, continues to evolve, but on the whole the class is a useful vehicle for introducing students to the discussion of leadership from different perspectives.	I intend to vary the texts next year – perhaps to include discussions of the speeches of statesmen and women, including Abraham Lincoln, Winston Churchill, Thomas Jefferson, George

	interaction with the speakers, male and female. At the end of this class, students should be able to discuss the qualities and actions, which contribute to good/successful leadership and those that bring about poor leadership, if not abject failure.	(of George Washington, Richard Brookhiser). They are also asked to assess the leadership qualities and experiences of speakers from across different roles in different areas of public and political life.	The class aims to give the students intellectual and experiential materials with which to articulate their understanding of leadership.			Washington, Margaret Thatcher, Hillary Clinton, Golda Meir, among others.
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Pols/SS 2100

**General Education - Social Science Learning Outcome Assessment**

Outcome 1: Students completing a social science general education course will demonstrate their understanding of “Interactions between individuals and society”.

<b>Outcome</b>	<b>Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments, and/or global process.</b>
<b>Course-specific measurable outcome:</b>	<u>Interactions between individuals and society:</u> Students will describe how individuals and

	groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
<b>Method of measurement:</b>	Students have six 2 -3 page-writing assignments and two 3-5 page reports in which they analyze how individuals and groups interact with international politics. They are required to discuss how individuals and institutions are involved with global conflict and international interactions (between states, individuals and institutions such as the UN).
<b>Threshold or Expected levels of achievement:</b>	As an average score is 75%; the threshold would be above that with over 80% being considered "good".
<b>Findings:</b>	Set 1 – Summer 2016 [Online] Set 2 – Spring 2016 [Online] CE Event #1 – 8.28, 8.01 CE Event #2 – 8.24, 8.23 CE Event #3 – 8.47, 8.16, CE Event #4 – 8.41, 8.37

	<p>CE Event #5 – 8.48, 8.5  CE Event #6 – 8.75, 8.62  CE #7 – N/A - 8.78  Report #1 – 8.57, 8.81  Report #2 – 9.03, 9.07</p>
<b>Interpretation:</b>	<p>The students' performances generally go up throughout the semester; thus demonstrating 1) they are doing well utilizing the concepts and theories in the course and applying this to their understanding of people, institutions and the world.</p> <p>2) They are continuing to improve throughout the semester; thus they are not only learning the material but improving their ability to analyze it.</p>
<b>Action Plan/Use of Results:</b>	<p>I will not change anything as I feel I finally have the correct balance of written assignments to encourage critical thinking and improvement.</p>

Outcome 2: Students completing a social science general education course will demonstrate their understanding of “Application of concepts, theories, and methods”.

<b>Outcome</b>	<b>Student will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</b>
<b>Course-specific measurable outcome:</b>	Student will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
<b>Method of measurement:</b>	Students have six 2 -3 page-writing assignments and two 3-5 page reports in which they analyze current events and describe them according to the theoretical concepts we have been reading in the textbook and discussing in class.
<b>Threshold or Expected levels of achievement:</b>	As an average score is 75%; the threshold would be above that with over 80% being considered “good”.
<b>Findings:</b>	Set 1 – Summer 2016 [Online] Set 2 – Spring 2016 [Online]  CE Event #1 – 8.28, 8.01 CE Event #2 – 8.24, 8.23 CE Event #3 – 8.47, 8.16, CE Event #4 – 8.41, 8.37 CE Event #5 – 8.48, 8.5

	<p>CE Event #6 – 8.75, 8.62  CE #7 – N/A - 8.78  Report #1 – 8.57, 8.81  Report #2 – 9.03, 9.07</p>
<b>Interpretation:</b>	<p>The students performance generally go up throughout the semester; thus demonstrating 1) they are doing well utilizing the concepts and theories in the course and applying this to their understanding of people, institutions and the world.  2) They are continuing to improve throughout the semester; thus they are not only learning the material but improving their ability to analyze it.</p>
<b>Action Plan/Use of Results:</b>	<p>I will not change anything as I feel I finally have the correct balance of written assignments to encourage critical thinking and improvement.</p>

Outcome 3: Students completing a social science general education course will demonstrate their understanding of “Diverse Perspectives”.

<b>Outcome</b>	<b>Student will identify an argument about a social phenomenon and understand alternative explanations.</b>
<b>Course-specific measurable outcome:</b>	
<b>Method of measurement:</b>	<p>Students have six 2 -3 page-writing assignments and two 3-5 page reports in which they analyze current events throughout the world. This gives the students the opportunity to analyze situations throughout the world (all assignments have to focus on international politics bringing a level of diversity to the class).</p> <p>In addition, students are required to present their articles to their classmates and to respond to each presentation with 1-2 comments per presentation.</p>
<b>Threshold or Expected levels of achievement:</b>	As an average score is 75%; the threshold would be above that with over 80% being



	considered “good”.
<b>Findings:</b>	<p>Set 1 – Summer 2016 [Online] Set 2 – Spring 2016 [Online]</p> <p>CE Event #1 – 8.28, 8.01 CE Event #2 – 8.24, 8.23 CE Event #3 – 8.47, 8.16, CE Event #4 – 8.41, 8.37 CE Event #5 – 8.48, 8.5 CE Event #6 – 8.75, 8.62 CE #7 – N/A - 8.78 Report #1 – 8.57, 8.81 Report #2 – 9.03, 9.07</p> <p>[Summer 2016]- The average score for participation is 75%. 8 of 19 were above 85; 3 of 19 were in the 70s; 8 received a D or below due to not participating (i.e. not turning in the homework and/or not attending class.)</p> <p>[Spring 2016] – The average participation score of students who stayed in the course was 79.</p>
<b>Interpretation:</b>	<p>The students performance generally go up throughout the semester; thus demonstrating</p> <p>1) they are doing well utilizing the</p>

	<p>concepts and theories in the course and applying this to their understanding of people, institutions and the world.</p> <p>2) They are continuing to improve throughout the semester; thus they are not only learning the material but improving their ability to analyze it.</p> <p>In analyzing scores for participation (discussion of diverse topics) the score is 75%. That is average; however, I have noticed that the scores are generally really high or really low. (Demonstrating that many students do not participate because of attendance or other reasons.) Since this is an online course students have to leave comments, etc. Need to examine how to encourage online participation more.</p>
<p><b>Action Plan/Use of Results:</b></p>	<p>I will not change anything in regards to writing as I feel I finally have the correct balance of written assignments to encourage critical thinking and improvement.</p>

Pols/SS 2200

An attempt to assess Pols/SS 2200 was made but failed due to low enrollment numbers and a low number of students who took the post-test. It was determined that due to the above, any assessment data generated would not be meaningful.

Pols/SS 2300

Evidence of Learning: General Education, Social Science Courses  
 Course: Introduction to Political Thought, POLS 2300

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Gen ED SS Outcome 1:</b> "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global	The students will study four texts in this introductory political thought class that introduce them to three foundational discussions of the ways in which human beings should organize themselves and live together in civil society:	The method of measurement will be the qualitative assessment of their critical thinking, writing, and discussion/participation skills in class and in their submitted work.	This class is an introductory political thought class and the assumption is that the students will be unfamiliar with the methods of studying political thought. They will begin with their ability to read some kind of text and organize their thoughts but will	The students were able to understand and evaluate the different arguments presented by these three thinkers who are representative of ancient, modern, and liberal political thought, about human beings should live together in a	This class provides the students with an introduction to the foundations of political thought and to learning how to sort through the ideas they present about the relationship of the individual to society, employing and developing their critical skills.	I am always considering ways to augment discussion, to give the students opportunities to revise and resubmit their work and to enhance the ability of students to compare and contrast the different approaches to

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
process.	Plato's <i>Republic</i> , Machiavelli's <i>Prince</i> , and John Locke's <i>Second Treatise of Government</i> , and <i>Letter Concerning Toleration</i> . The students will demonstrate the ability to write, discuss, and think about the theoretical alternatives each thinker presents and be able to compare and contrast the thinkers' thoughts about how individuals live together in society critically.		be expected to learn to read, write and think carefully and thoughtfully about the ideas of political thought and organization under consideration.	political society. These are difficult texts but the majority of students were able to grasp the universal human concepts presented in the arguments and the vast majority wrote work that was at least at a B level and higher.		studying political thought and understanding the concepts.
<b>Gen ED SS Outcome 2:</b>	The students are presented with	The method of measurement will be	This class is an introductory	The students were able to	This class provides the students with	I am always considering ways

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p>“Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>the thought of three different thinkers (see above) who write very differently. They must learn how to read and assess critically a text in different forms: the dialogue form, the treatise form and the letter form. They learn how to read a text, understand the questions and big questions the text addresses, and how to bring their own questions to those texts in order to engage with them.</p>	<p>the qualitative assessment of their critical thinking, writing, and discussion/participation skills in class and in their submitted work.</p>	<p>political thought class and the assumption is that the students will be unfamiliar with the methods of studying political thought. They will begin with their ability to read some kind of text and organize their thoughts but will be expected to learn to read, write and think carefully and thoughtfully about the ideas of political thought and organization under consideration.</p>	<p>understand and evaluate the different arguments presented by these three thinkers who are representative of ancient, modern, and liberal political thought, about human beings should live together in a political society. These are difficult texts but the majority of students were able to grasp the universal human concepts presented in the arguments and the vast majority wrote work that was at least at a B level and higher.</p>	<p>an introduction to the foundations of political thought and to learning how to sort through the ideas they present about the relationship of the individual to society, employing and developing their critical skills.</p>	<p>to augment discussion, to give the students opportunities to revise and resubmit their work and to enhance the ability of students to compare and contrast the different approaches to studying political thought and understanding the concepts.</p>

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>The students are presented with the thought of three different thinkers (see above) who write very differently. They must learn how to read and assess critically a text in different forms: the dialogue form, the treatise form and the letter form. They learn how to read a text, understand the questions and big questions the text addresses, and how to bring their own questions to those texts in order to engage with them.</p>	<p>The method of measurement will be the qualitative assessment of their critical thinking, writing, and discussion/participation skills in class and in their submitted work.</p>	<p>This class is an introductory political thought class and the assumption is that the students will be unfamiliar with the methods of studying political thought. They will begin with their ability to read some kind of text and organize their thoughts but will be expected to learn to read, write and think carefully and thoughtfully about the ideas of political thought and organization under consideration.</p>	<p>The students were able to understand and evaluate the different arguments presented by these three thinkers who are representative of ancient, modern, and liberal political thought, about human beings should live together in a political society. These are difficult texts but the majority of students were able to grasp the universal human concepts presented in the arguments and the vast majority wrote work that was at least at a B</p>	<p>This class provides the students with an introduction to the foundations of political thought and to learning how to sort through the ideas they present about the relationship of the individual to society, employing and developing their critical skills.</p>	<p>I am always considering ways to augment discussion, to give the students opportunities to revise and resubmit their work and to enhance the ability of students to compare and contrast the different approaches to studying political thought and understanding the concepts.</p>

<b>Outcome</b>	<b>Measurable Learning Outcome</b> Students will demonstrate their mastery of the skill by:	<b>Method of Measurement</b> Direct and Indirect Measures*	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
				level and higher.		

## Appendix H: Program Requirements

### Political Science Major Requirement

Bachelor of Arts Beginning Catalog Year 2016-17

#### Bachelor of Arts Requirements

Majors obtaining a Bachelor of Arts in Political Science must take either a minimum of twelve hours of foreign language, or six hours of foreign language and six hours of language arts coursework that are primarily intended to develop a student's ability to communicate ideas and concepts with others. The six hours of language arts coursework shall be met by taking any two of the following courses:

POLS 3330 American Political Thought

POLS 4020 Constitutional Law I

POLS 4030 Constitutional Law II

POLS 4190 Theories of International Politics

POLS 4360 Classical Political Thought

POLS 4380 Modern Political Thought

WGS 3050 Feminist Theories

PHIL 3020 History of Philosophy: Modern

PHIL 3200 Philosophy of Democracy

ENGL 3210 Advanced College Writing

ENGL HU 3510 World Literature

Note: any of the Political Science courses taken to meet the BA requirements may also be used to meet the appropriate Political Science requirements listed below. Also, any of the above courses may have pre-requisites not listed here that will need to be met.

#### Political Science Requirements

Hour Requirements: 39 credit hours (with a grade of "C" or better) are required in the major. 42 hours for the Political Science Teaching Major.

#### Core Requirements:

\_\_\_ POLS 1010 Introduction to Political Science (3)

\_\_\_ POLS 4990 Senior Seminar/Senior Thesis (3) POLS 1010 is a pre-requisite for POLS 4990



Lower division area requirements: take three of the following five courses

- \_\_\_ POLS AI 1100 American National Government (3)
- \_\_\_ POLS SS 2100 Introduction to International Politics (3)
- \_\_\_ POLS SS 2200 Introduction to Comparative Politics (3)
- \_\_\_ POLS SS 2300 Introduction to Political Theory (3)
- \_\_\_ POLS SS 2400 Introduction to Law and Courts (3)

Upper division area requirements: take at least three courses in one of the following areas, at least two courses in a second area, and one course in the final area.

Area 1: American Government

- \_\_\_ POLS 3400 Sexual Orientation, Politics, and Law (3)
- \_\_\_ POLS 3600 Political Parties (3)
- \_\_\_ POLS 3610 Campaigns and Elections (3)
- \_\_\_ POLS 3620 Political Behavior (3)
- \_\_\_ POLS 3630 Identity Politics (3)
- \_\_\_ POLS 3700 Politics of the Bureaucracy (3)
- \_\_\_ POLS 3750 Urban Government and Politics (3)
- \_\_\_ POLS 3760 State Government and Politics (3)
- \_\_\_ POLS 4020 American Constitutional Law I (3)
- \_\_\_ POLS 4030 American Constitutional Law II (3)
- \_\_\_ POLS/CJ 4065 Law and Society (3)
- \_\_\_ POLS 4100 Free Speech in Law and Politics
- \_\_\_ POLS 4600 American Congress (3)
- \_\_\_ POLS 4620 The U.S. Supreme Court (3)
- \_\_\_ POLS 4640 American Presidency (3)
- \_\_\_ POLS 4700 Politics of Administration (3)
- \_\_\_ POLS 4750 Public Policy Analysis (3)
- \_\_\_ POLS 4940 Topics in American Politics and Thought (3)

\*\*counts in Area 1 when topic is in American Government\*\*

Area 2: Global Politics

- \_\_\_ POLS 3140 Foreign Policy of the U.S. (3) or HIST 3230 American Foreign Relations (3)
- \_\_\_ POLS 3210 Politics and Government of Europe (3)
- \_\_\_ POLS 3220 Politics and Governments of Asia (3)
- \_\_\_ POLS 3290 Politics and Governments of Developing Nations (3)
- \_\_\_ POLS 4160 Topics in World Politics (3)
- \_\_\_ POLS 4180 International Law and Organization
- \_\_\_ POLS 4190 Theories of International Politics (3)
- \_\_\_ POLS 4280 Foreign Policies of Major Powers (3)
- \_\_\_ POLS 4790 Rwanda: Genocide and Aftermath (3)

Area 3: Political Theory

- \_\_\_ POLS 3330 American Political Thought (3)
  - \_\_\_ POLS 3340 Environmental Political Thought (3)
  - \_\_\_ POLS 4360 Classical Political Thought (3)
  - \_\_\_ POLS 4380 Modern Political Thought (3)
  - \_\_\_ PHIL 3200 Philosophy of Democracy (3)
  - \_\_\_ WGS 3050 Feminist Theories (3)
  - \_\_\_ POLS 4940 Topics in American Politics and Thought (3)
- \*\*counts in Area 3 when topic is in Political Theory\*\*

Elective Courses: use the following courses, if you wish to fulfill the 39 hour requirement, or to pursue a particular interest

- \_\_\_ POLS SS 1520 Leadership & Political Life (3)
- \_\_\_ POLS SS DV 2500 Human Rights in the World (3)

- \_\_\_ POLS 2920 Short Course Workshops (1-3)
- \_\_\_ POLS 2930 Peace building in Rwanda (3)
- \_\_\_ POLS 3150 Model United Nations (3)
- \_\_\_ POLS 3990 Political Analysis (3)
- \_\_\_ POLS 4800 Projects & Research
- \_\_\_ POLS 4830 Directed Readings (1-3)
- \_\_\_ POLS 4860 Washington DC Internships (1-6)
- \_\_\_ POLS 4861 International Internships (1-6)
- \_\_\_ POLS 4865 State and Local Internships (1-6)
- \_\_\_ POLS 4870 Internship in Perspective (3)
- \_\_\_ POLS 4880 Internship Research (3)
- \_\_\_ POLS 4920 Short Course, Workshops (1-3)

Political Science Teaching Majors must satisfy the College of Education Certification Program and take

- \_\_\_ HIST 4500 Teaching Social Studies in Grades 5-12 (3)

Political Science Major Requirement  
Bachelor of Science Catalog Year 2016-17

Bachelor of Science Requirements

Majors obtaining a Bachelor of Science in Political Science must take a minimum of twelve hours of coursework that emphasizes analysis of data, application of evidence based investigation, formulation and testing of predictive models, or address quantitative methods at a level that requires quantitative literacy. Three of these twelve hours will be met by taking POLS 3990, a core requirement for Political Science majors seeking a Bachelor of Science. The other nine hours must come from the following list of courses:

POLS 3610 Campaigns and Elections	SOC 3600 Social Statistics
POLS 3620 Political Behavior	GEOG 3060 World Environmental Issues
POLS 4750 Public Policy Analysis	GEOG 3600 Quantitative Methods in Geography
ANTH 4300 Anthropological Research Methods	GEOG 4410 Land Use Planning Techniques and Prac
ECON 3120 International Finance and Monetary Systems	PSY 3600 Statistics in Psychology
ECON 4170 Economic Development	PSY 4760 Test and Measurement
ECON 4520 Public Finance	SW 3600 Social Statistics

Note: any of the Political Science courses taken to meet the BS requirements may also be used to meet the appropriate Political Science requirements listed below. Also, any of the above courses may have pre-requisites not listed here that will need to be met.

Political Science Requirements

Hour Requirements: 39 credit hours (with a grade of "C" or better) are required in the major. 42 hours for the Political Science Teaching Major.

Core Requirements:

- \_\_\_ POLS 1010 Introduction to Political Science (3)
- \_\_\_ POLS 3990 Quantitative Analysis (3) Note: POLS 1010 is a pre-requisite for POLS 3990
- \_\_\_ POLS 4990 Senior Seminar/Senior thesis (3) POLS 3990 is a pre-requisite for POLS 4990

Lower division area requirements: take three of the following five courses

- \_\_\_ POLS AI 1100 American National Government (3)
- \_\_\_ POLS SS 2100 Introduction to International Politics (3)
- \_\_\_ POLS SS 2200 Introduction to Comparative Politics (3)
- \_\_\_ POLS SS 2300 Introduction to Political Theory (3)
- \_\_\_ POLS SS 2400 Introduction to Law and Courts (3)

Upper division area requirements: take at least three courses in one of the following areas, at least two courses in a second area, and one course in the final area.

Area 1: American Government

- \_\_\_ POLS 3400 Sexual Orientation, Politics, and Law (3)
- \_\_\_ POLS 3600 Political Parties (3)
- \_\_\_ POLS 3610 Campaigns and Elections (3)
- \_\_\_ POLS 3620 Political Behavior (3)
- \_\_\_ POLS 3630 Identity Politics (3)
- \_\_\_ POLS 3700 Politics of the Bureaucracy (3)
- \_\_\_ POLS 3750 Urban Government and Politics (3)
- \_\_\_ POLS 3760 State Government and Politics (3)
  
- \_\_\_ POLS 4020 American Constitutional Law I (3)
- \_\_\_ POLS 4030 American Constitutional Law II (3)
- \_\_\_ POLS/CJ 4065 Law and Society (3)
- \_\_\_ POLS 4100 Free Speech in Law and Politics
- \_\_\_ POLS 4600 American Congress (3)
- \_\_\_ POLS 4620 The U.S. Supreme Court (3)
- \_\_\_ POLS 4640 American Presidency (3)
- \_\_\_ POLS 4700 Politics of Administration (3)
- \_\_\_ POLS 4750 Public Policy Analysis (3)

\_\_\_ POLS 4940 Topics in American Politics and Thought (3)  
    \*\*counts in Area 1 when topic is in American Government\*\*

Area 2:       Global Politics

\_\_\_ POLS 3140 Foreign Policy of the U.S. (3) or HIST 3230 American Foreign Relations (3)  
\_\_\_ POLS 3210 Politics and Government of Europe (3)  
\_\_\_ POLS 3220 Politics and Governments of Asia (3)  
\_\_\_ POLS 3290 Politics and Governments of Developing Nations (3)  
\_\_\_ POLS 4160 Topics in World Politics (3)  
\_\_\_ POLS 4180 International Law and Organization  
\_\_\_ POLS 4190 Theories of International Politics (3)  
\_\_\_ POLS 4280 Foreign Policies of Major Powers (3)  
\_\_\_ POLS 4790 Rwanda: Genocide and Aftermath (3)

Area 3:       Political Theory

\_\_\_ POLS 3330 American Political Thought (3)  
\_\_\_ POLS 3340 Environmental Political Thought (3)  
\_\_\_ POLS 4360 Classical Political Thought (3)  
\_\_\_ POLS 4380 Modern Political Thought (3)  
\_\_\_ PHIL 3200 Philosophy of Democracy (3)  
\_\_\_ WGS 3050 Feminist Theories (3)  
\_\_\_ POLS 4940 Topics in American Politics and Thought (3)  
    \*\*counts in Area 3 when topic is in Political Theory\*\*

Elective Courses: use the following courses, if you wish to fulfill the 39 hour requirement, or to pursue a particular interest

\_\_\_ POLS SS 1520 Leadership & Political Life (3)     \_\_\_ POLS 4860 Washington DC Internships (1-6)

- |   |   |
|---|---|
| ___ POLS SS DV 2500 Human Rights in the World (3) | ___ POLS 4861 International Internships (1-6)   |
| ___ POLS 2920 Short Course Workshops (1-3)        | ___ POLS 4865 State and Local Internships (1-6) |
| ___ POLS 2930 Peace building in Rwanda (3)        | ___ POLS 4870 Internship in Perspective (3)     |
| ___ POLS 3150 Model United Nations (3)            | ___ POLS 4800 Projects & Research               |
| ___ POLS 4830 Directed Readings (1-3)             | ___ POLS 4880 Internship Research (3)           |
|   | ___ POLS 4920 Short Course, Workshops (1-3)     |

Political Science Teaching Majors must satisfy the College of Education Certification Program and take

- \_\_\_ HIST 4500 Teaching Social Studies in Grades 5-12 (3)

Political Science Minor Requirements Catalog Year 2016-17

Hour Requirements: 21 Credit Hours are Required in the Minor (24 for the Political Science Teaching Minor)

Lower Division Area Requirements: Take Two of the Following Five Courses

- \_\_\_ POLS AI 1100 American National Government (3)
- \_\_\_ POLS SS 2100 Intro to International Politics (3)
- \_\_\_ POLS SS 2200 Intro to Comparative Politics (3)
- \_\_\_ POLS SS 2300 Intro to Political Theory (3)
- \_\_\_ POLS SS 2400 Intro to Law and Courts (3)

Upper Division Requirements: Take at Least Four Courses

- \_\_\_ POLS 3140 Foreign Policy of the U.S. (3)
- \_\_\_ POLS 3210 Politics and Government of Europe (3)
- \_\_\_ POLS 3220 Politics and Governments of Asia (3)
- \_\_\_ POLS 3290 Politics and Governments of Developing Nations (3)
- \_\_\_ POLS 3330 American Political Thought (3)
- \_\_\_ POLS 3340 Environmental Political Thought (3)
- \_\_\_ POLS 3400 Sexual Orientation, Politics, and Law (3)
- \_\_\_ POLS 3600 Political Parties (3)
- \_\_\_ POLS 3610 Campaigns and Elections (3)
- \_\_\_ POLS 3620 Political Behavior (3)
- \_\_\_ POLS 3630 Identity Politics (3)
- \_\_\_ POLS 3700 Intro to Public Administration (3)
- \_\_\_ POLS 3750 Urban Government & Politics (3)
- \_\_\_ POLS 3760 State Government & Politics (3)
- \_\_\_ POLS 4020 American Constitutional Law I (3)
- \_\_\_ POLS 4030 American Constitutional Law II (3)
- \_\_\_ POLS/CJ 4065 Law and Society (3)
- \_\_\_ POLS 4100 Free Speech in Law and Politics
- \_\_\_ POLS 4160 Topics in World Politics (3)



- \_\_\_ POLS 4180 International Law & Organization
- \_\_\_ POLS 4190 Theories of International Politics (3)
- \_\_\_ POLS 4280 Foreign Policies of Major Powers (3)
- \_\_\_ POLS 4360 Classical Political Thought (3)
- \_\_\_ POLS 4380 Modern Political Thought (3)
- \_\_\_ POLS 4600 American Congress (3)
- \_\_\_ POLS 4620 The U.S. Supreme Court (3)
- \_\_\_ POLS 4640 American Presidency (3)
- \_\_\_ POLS 4700 Politics of Administration (3)
- \_\_\_ POLS 4750 Public Policy Analysis (3)
- \_\_\_ POLS 4790 Rwanda: Genocide and Aftermath (3)]
- \_\_\_ POLS 4940 Topics in American Politics and Thought (3)
- \_\_\_ PHIL 3200 Philosophy of Democracy (3)
- \_\_\_ WGS 3050 Feminist Theories (3)

Elective Courses: Use the following courses, if you wish, to finish up the 21 hour requirement, or to pursue a particular interest

- \_\_\_ POLS 1010 Introduction to Political Science (3)
- \_\_\_ POLS SS 1520 Leadership & Political Life (3)
- \_\_\_ POLS SS DV 2500 Human Rights in the World (3)
- \_\_\_ POLS 2920/4920 Short Courses, Workshops (1-3)
- \_\_\_ POLS 2930 Peace building in Rwanda (3)
- \_\_\_ POLS 3150 Model United Nations (3)
- \_\_\_ POLS 3990 Political Analysis (3)
- \_\_\_ POLS 4800 Individual Projects & Research (1-3)
- \_\_\_ POLS 4860 Washington DC Internships (1-6)
- \_\_\_ POLS 4861 International Internships (1-6)
- \_\_\_ POLS 4865 State and Local Internships (1-6)
- \_\_\_ POLS 4870 Politics in Perspective
- \_\_\_ POLS 4880 Internship Research (3)
- \_\_\_ POLS 4830 Directed Readings (1-3)