Appendix I: Assessment Goals and Curriculum Map

Government Goals

Goal 1: Communication—Students will demonstrate the ability to communicate effectively about politics and government.

   a.) Students can use the library and web resources to find information relating to government and politics.
   b.) Students can properly cite sources used in their research.
   c.) Students should be able to express themselves coherently in writing about politics and government.

Goal 2: Critical Thinking — Students need to be able to critically examine arguments, claims, and alternative explanations.

   a.) Students should be able to provide appropriate evidence to support claims and arguments and recognize obvious objections and alternative views.
   b.) Student identifies and evaluates the context and underlying assumptions of competing arguments. (Need Rubric)
   c.) Students will be able to analyze quantitative data and write up research findings. (Need Rubric)

Goal 3: Core Knowledge of Politics and Government --- Students should be familiar with key concepts and knowledge in the areas of American politics and Government, international relations, and political theory.

   a.) Students will demonstrate an understanding of the working American politics and institutions. Students will analyze current political and policy issues using theories from political science.

   b.) Students will demonstrate an understanding of theories of international relations. (To be further developed).

   c.) Political theory – (To be further developed).
International Relations Goals

**Goal 1: Communication**—Students will demonstrate the ability to communicate effectively about politics and government.

a.) Students can use the library and web resources to find information relating to government and politics.

b.) Students can properly cite sources used in their research.

c.) Students should be able to express themselves coherently in writing about politics and government.

**Goal 2: Critical Thinking**—Students need to be able to critically examine arguments, claims, and alternative explanations.

a.) Students should be able to provide appropriate evidence to support claims and arguments and recognize obvious objections and alternative views.

b.) Student identifies and evaluates the context and underlying assumptions of competing arguments.

c.) Students will be able to analyze quantitative data and write up research findings.

**Goal 3: Core Knowledge of International Relations** --- Students should be familiar with key concepts and knowledge in the areas of American politics and Government, international relations, and political theory

a.) **Same as IR goal in Government** (To be further developed).

b.) **comparative politics** (To be further developed).

c.) **IPE** (To be further developed).
**GOVERNMENT**

<table>
<thead>
<tr>
<th></th>
<th>Goal 1: Communication</th>
<th>Goal 2: Critical Thinking</th>
<th>Goal 3: Core Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sub goal 1a 1b 1c</td>
<td>sub goal 2a 2b 2c</td>
<td>sub goal 3a 3b 3c</td>
</tr>
<tr>
<td>Govt 1</td>
<td>I I I</td>
<td>I I I</td>
<td>I</td>
</tr>
<tr>
<td>Govt 100</td>
<td>D D D</td>
<td>D D M</td>
<td>D</td>
</tr>
<tr>
<td>Govt 110/111</td>
<td>D D D</td>
<td>D D D</td>
<td>D,M</td>
</tr>
<tr>
<td>Govt 120A/120B</td>
<td>D D D</td>
<td>D D D</td>
<td>D</td>
</tr>
<tr>
<td>Govt 130</td>
<td>D D D</td>
<td>D D D</td>
<td>D,M</td>
</tr>
<tr>
<td>Govt 170</td>
<td>M M M</td>
<td>M M M</td>
<td>M</td>
</tr>
</tbody>
</table>

**Timeline**

- **First Round**
- **Second Round**

**Expected Score**

- 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5

**INTERNATIONAL RELATIONS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal 1: Communication</th>
<th>Goal 2: Critical Thinking</th>
<th>Goal 3: Core Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sub goal 1a 1b 1c</td>
<td>sub goal 2a 2b 2c</td>
<td>sub goal 3a 3b 3c</td>
</tr>
<tr>
<td>Govt 35</td>
<td>I I I</td>
<td>I I I</td>
<td>I</td>
</tr>
<tr>
<td>Govt 100</td>
<td>D D D</td>
<td>D D M</td>
<td>D</td>
</tr>
<tr>
<td>Govt 130</td>
<td>D D D</td>
<td>D D D</td>
<td>D,M</td>
</tr>
<tr>
<td>Govt 111/112</td>
<td>D D D</td>
<td>D D D</td>
<td>D,M</td>
</tr>
<tr>
<td>Govt 140</td>
<td>D D D</td>
<td>D D D</td>
<td>D,M</td>
</tr>
<tr>
<td>Govt 136</td>
<td>D D D</td>
<td>D D D</td>
<td>D,M</td>
</tr>
</tbody>
</table>

**Timeline**

- **First Round**
- **Second Round**

**Expected Score**

- 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5

*I = INTRODUCED  
D = DEVELOPING  
M = MASTERED*