

## Committee Members

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### **AGENDA**

Meeting of the General Education Subcommittee  
Thursday, November 18, 2010 at 3:30 PM  
University Center Annex  
Room 203

- I. Call to Order
- II. Approval of the Agenda
- III. Approval of Minutes of the October 2010 Meeting
- IV. Chair's Report
  - Report from Academic Affairs meeting
- V. Old Business
  - Course Proposal PAD 1000 (see **appendix A** – p.2)
  - Discussion/Revision of Gen Ed relevant Handbook Sections
- VI. New Business
- VII. Adjournment

**Appendix A.**

**General Education Course Proposal Form  
(revised spring 2008)**

Department: Public Administraton Date: Jan. 21, 2010

Contact Person: Michael Hawthorne

Course Information:

Check one:  Add New Course to General Education

Add Existing Course to General Education

Revise Existing General Education Course

Delete Course from General Education

Course Prefix & Number: PAD 1000

Course Title: Current Policy Issues

Cross-listed as (Primary first): \_\_\_\_\_

General Education curriculum section(s): (ex. III.c.4) II B

Credit Hours: 3 Term(s) offered: Fall, Spring

What is the date for this change to be put into effect? Fall, 2010

New or Revised Course Description (for Deletion, Current description):

The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future. Credit, 3 semester hours.

**A. Rationale for General Education Proposal**

**1. Indicate which goal area(s) of the program this proposal addresses.**

Area 1: Communication

Area 2: Critical Thinking

Area 3: Problem Solving

Area 4: Mathematics

Area 5: Technology

Area 6: Arts, Literature, History, & Ideas

Area 7: Individual & Society

Area 8: Science & Nature

Area 9: Lifelong Learning

Area 10: Health & Wellness

Area 11: Social Responsibility

Area 12: Diversity

Area 13: Values and Ethics

**2. For the items below, attach pages as needed:**

- A. Describe how this course supports the overall mission of the General Education Program.
- B. Explain how the addition of this course will improve the General Education curriculum.
- C. Identify the General Education Objectives that will be addressed by this course.
- D. Describe the ways General Education Goals and Objectives will be assessed in this course.
- E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

**3. Attach proposed General Education Course Syllabus.**

- o The syllabus must include:
  - 1. a list of the General Education Goals and Objectives addressed in the course, and
  - 2. a plan for assessing the General Education Goals and Objectives.
- o See sample template for the first page of the syllabus

**Required Signatures:**

	Signature	Date
<b>Department Chair</b>		
<i>Department vote**:</i>	<i>#for:      #against:      #abstain:</i>	
<b>General Education Chair</b>		
<i>General Education vote**</i>	<i>#for:      #against:      #abstain:</i>	
<b>Curriculum Chair:</b>		
<i>Curriculum vote:</i>	<i>#for:      #against:      #abstain:</i>	
<b>Academic Affairs Chair</b>		
<i>Academic Affairs vote:</i>	<i>#for:      #against:      #abstain:</i>	

<b>Faculty Senate Chair</b>		
<i>Faculty Senate Vote:</i>	<i>#for:</i> <i>#against:</i> <i>#abstain:</i>	

## (General Education Course Template)

University of North Carolina at Pembroke  
School of Arts and Sciences  
Department of Public Administration

PAD 1000 Current Policy Issues  
Fall, 2010

Instructor: Michael Hawthorne  
Office: BA 217  
Phone: 910.521.6660  
E-mail: Michael.hawthorne@uncp.edu  
Office Hours: MWF 11:00-12:30 and by appointment

**Course Description:** The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future.

**General Education Goals and Objectives met in this course:** The course will assist students in developing their communication skills (both written and oral), enhance their critical thinking and problem solving skills, and help students confront significant diversity, ethical and social responsibility issues. With our particular focus this semester on health care reform and financial regulation, you will also confront material addressing other broad objectives intended for general education courses, including developing knowledge and appreciation for mathematics and technology, the role of individuals within society, health and wellness concerns, and more. Lastly, we will approach our study of these two issues with the intent of teaching you how to follow future policy debates, the use of public materials to analyze issues critically, and more, all skills you will wish to continue using throughout your life.

**Methods for Assessing General Education Goals and Objectives:** The course will use a variety of methods for assessing our objectives. Communication skills will be evaluated through written assignments and class presentations. We will assess critical thinking and problem solving skills through exams to test reading comprehension and

short “problem solution” assignments where students will propose/evaluate possible policy solutions tied to class readings. Other general objectives, ranging from mathematical skills to knowledge about individuals in society, health and wellness concerns, and more, will be assessed through ability to employ this knowledge in class writing and analysis assignments, and through test questions.

**Readings** (for illustrative purposes – final decision would be made among faculty to provide continuity across sections for at least three semesters):

*The Healing of America* by T. R. Reid. Penguin Press, 2009.

*Too Big to Fail: The Inside Story of How Wall Street and Washington Fought to Save the Financial System – and Themselves* by Andrew Ross Sorkin. Viking. 2009.

**Class assignments and final grade weights:**

- Short papers (reaction papers and “problem solution” papers – 25%
- Longer paper (using outside sources; components submitted by schedule prior to final draft) – 20%
- Exams – 30%
- Group project –15%
- Presentations – 10%

- A. Describe how this course supports the overall mission of the General Education Program.

The course intends to create opportunities for students to “confront” issues, evidence, arguments, and debates tied to currently discussed issues. General education classes should do more than just convey a large amount of information; they should impart new knowledge, but also stimulate skill development, especially critical thinking, analytical, and communication skills. By using “fun” issues (defined as things everyone is talking about), we can use the course as an opportunity to examine arguments carefully, evaluate evidence, understand alternatives, and convey those thoughts to others. Students will learn about the particular “issues” selected for the class, but more importantly, students will continue developing the skills they will need to understand *any* issue or subject, thus benefiting future courses.

- B. Explain how the addition of this course will improve the General Education curriculum.

Many General Education courses are the gateways to a particular discipline. Therefore, although they strive to incorporate broad learning objectives, they often have as a principal concern preparation for future coursework in that field, or take a survey approach to a body of knowledge from a disciplinary perspective. The course we propose has as a principal concern the development of analytical, critically thinking students, able to confront arguments and evaluate them. We will, obviously, teach students basic material about administrative and regulatory processes within the public sector, but as we are not tied to teaching a particular issue (adjusting to popular discussion), we will be teaching more general principles and how to use this knowledge rather than a fixed body of knowledge. Put simply, we do not treat the issues we consider as “the class” but as a mechanism for teaching students how to think, and how concerns and decisions about administrative and regulatory processes will impact upon them in the future.

- C. Identify the General Education Objectives that will be addressed by this course.

This can best be indicated through an example. Among the candidates for our first topics to be used in Fall, 2010 will be health care reform and our economic downturn. Students will read current books on these subjects. During discussions of these books, supplemented with material introduced in class, it becomes obvious how we would have opportunities to support most or all of General Education Objectives. Readings and class material will necessitate critical thinking to analyze various policy proposals and their administrative implications, and problem solving as students grapple with these real issues. These issues reflect extensive debate over data and interpreting these data, and technologies involved in these issue areas. Like many major issues, these

two issues reflect a long history of past policy debates and administrative actions which must be explored to understand the current debates. These issues have obvious connections to discussions about individuals' place within society, social responsibilities, and ethical and value judgments made regarding the policies. Although these may not apply in every instance of the class, for many issues, including health care, science and health discussions will naturally flow from class activities. Most issues, particularly the two we would use initially, also have obvious inclusion of diversity concerns as students confront the scope of these issues and impact of various policy proposals. Lastly, understanding how you might analyze the particular issues under examination in a particular semester teaches skills that can be applied to other issue contexts, directly benefiting the development of lifelong learning skills. As other policies replace the current ones on the public agenda, we will seek issues for future semesters that offer similar opportunities to incorporate this range of objectives.

D. Describe the ways General Education Goals and Objectives will be assessed in this course.

The course will require students to complete multiple writing assignments, varying in length and resources used. Some or all of these assignments will be produced in stages, with students submitting drafts and paper components. Papers will allow students to demonstrate communication skills, and understanding across General Education Goals. Students will also take exams using mixed question formats, including essay, allowing students to demonstrate knowledge of multiple General Education Goals. Group discussions during class and other activities will also create opportunities to demonstrate General Education Goals achieved.

E. Describe the anticipated effects that inclusion of this course in the General Education Program will have on department, college, and university personnel and non-personnel resources.

The course will be offered with existing faculty as part of the PAD course sequence. It should have no impact on resources other than classroom space when offered.