



Global Environmental Policy (M.A.)

Department Website: <http://www.american.edu/sis/degrees/MA-GENP.cfm>

1. Learning Outcomes

Graduate students in Global Environmental Policy will be able to:

- 1) Describe and distinguish among the major schools of thought for explaining Global Environmental Politics
- 2) Develop and execute research projects that integrate theory and empirical investigation, and that consciously employ sound social science methodology
- 3) Understand theoretically and empirically (including historically) the drivers of environmental harm, and possess conceptual clarity about the world political system and how it can respond to the challenges of environmental degradation on a world scale. This includes foundational knowledge in Global Environmental Policy (primary field), Environmental Science (related field) and Economics
- 4) Develop verbal and written communication skills to convey effectively knowledge
- 5) Understand and be able to employ social and natural science methodologies
- 6) Speak, write and read a second language at the intermediate level
- 7) Develop hands-on professional practical skills such as: Ability to conduct environmental impact assessments, evaluate eco-development financing projects, use Geographical Information Systems software, conduct LEED assessments, and design energy or green roof proposals for potential clients
- 8) Develop experience in the policy-making process through internships, lobbying experience and participation in public policy forums.

- 9) Understand the architecture of the global environmental governance system—actors and processes—and be able to analyze the promises and shortcomings of the system for addressing transboundary environmental challenges.

2. Assessment Measures and Schedule

Measures	Learning Outcomes	Target	Timeline
Comprehensive Exam that asks students theoretical questions about the field and demonstrates their writing and analytical ability.	1, 3, 4, 9	80% to attain a level of 4 on a scale of 1-7 Based on quality of organization, depth of knowledge of the literature, and ability to integrate information and convey it with a clear argument.	Annual – exam questions to be revised based on results, beginning Spring 2010
Substantial Research Paper that demonstrate familiarity with relevant literature, analytical ability, and completion of a polished work	2, 4, 5	80% to attain a level of 4 on a scale of 1-7 Based on quality of organization, depth of knowledge of the literature, and ability to integrate information and convey it with a clear argument.	Annual – SRP guidelines to be modified and supervision altered based on results, beginning Fall 2010
Language Facility Test	6	100% to pass the test that measures basic competence in the language as a research tool	Every Two Years – admissions criteria to be re-evaluated based on results, beginning Spring 2011
Internship Evaluation from Internship Supervisors	7, 8	80% to receive strong positive evaluations based on supervisor’s perceptions of the student’s strengths and weaknesses in the professional setting (all of	Every Five Years – nature of faculty supervision of internship courses to be reconsidered based on results, beginning Fall 2010

		those doing internships)	
Written Assignments and Class Presentations	4	75% to show marked improvement over two years in terms of basic writing and speaking skills, clarity, poise, and ability to conduct research.	Every Four Years – faculty consultation on how to develop basic skills, based on results, and amendment of syllabi to include more remedial work if necessary, beginning Spring 2010
Faculty Consultation	1, 2,3, 9	75% each year to meet individually with faculty on SRP and general academic work to see if students are receiving proper mentorship	Every Two Years –faculty consultation to assess if our students are developing mentorship relationships with GEP faculty, beginning Spring 2011
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