

General Education Review Committee

Agenda

March 20, 2009

ADM 204

12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

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

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg CHIN A101 First Year Chinese I (4 cr) (4+0) (pg. 3-7)

Chg CHIN A102 First Year Chinese II (4 cr) (4+0) (pg. 8-12)

Chg CEL A450 Civic Engagement Capstone (3 cr) (2+2) (pg. 13-18)

Chg HS A220 Core Concepts in Health Sciences (3 cr) (3+0) (pg. 19-23)

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

A. Instructions for the pilot capstone assessment (pg. 24-26)

General Education Review Committee

Summary

February 27, 2009

ADM 204

1:00 p.m. – 1:30 p.m.

I. Call to Order

Roll

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

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Approved

IV. Report from Associate Vice Provost Bart Quimby

Unable to attend

V. Chair's Report

Unable to attend- Robin Wahto chair

Distributed ILO Task Force Recommendations

VI. Course Action Requests

Chg DN A415 Community Nutrition (3 cr) (3+0) (pg. 3-7)

Approved

Chg SOC A201 Social Problems and Solutions (3 cr) (3+0) (pg. 8-12)

Approved

1 abstention

Add SOC A223 Crime and Delinquency (3 cr) (3+0) (pg. 13-17)

Approved with unresolved issues with cross listing

Chg CHIN A101 First Year Chinese I (4 cr) (4+0)

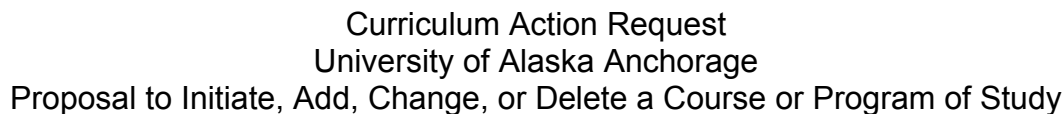
Chg CHIN A102 First Year Chinese II (4 cr) (4+0)

No revisions received

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment



Initiator (faculty only)		Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved: _____		
Department Chairperson		Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved: _____		
Curriculum Committee Chairperson		Date

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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2009

II. Course Information:

- A. College: College of Arts & Sciences
- B. Course Title: First Year Chinese I
- C. Course Subject/Number: CHIN A101
- D. Credit Hours: 4.0
- E. Contact Time: 4 + 0 hours per week
- F. Grading Information: A-F
- G. Course Description: Introductory course for students with no previous knowledge of the Chinese language. Develops listening, speaking, reading, and writing skills in Chinese for effective communication at the elementary level. Introduces basic cross-cultural perspectives. Course conducted in Chinese.
- H. Status of course relative to degree or certificate programs: N/A
- I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
- J. Lab Fees: Yes
- K. Coordination: UAA Faculty List Serve
- L. Course Prerequisite: None
- M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:

- A. **Instructional Goals:** The instructor will:
 - 1) Develop listening, speaking, reading, and writing proficiency in Chinese.
 - 2) Heighten awareness of diverse cultural practices.
- B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

Student Outcomes Students shall be able to:	Assessment Procedures
Demonstrate first year proficiency in listening in Chinese: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Tests
Demonstrate first year proficiency in speaking in Chinese: Communicate using memorized words, phrases, and expressions in order to function in basic and immediate contexts.	Interviews and dialogues

Demonstrate first year proficiency in reading in Chinese: Comprehend words, phrases, and sentences pertaining to the most common features of daily life.	Tests
Demonstrate first year proficiency in writing in Chinese: Present memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of daily life.	Writing samples and tests
Demonstrate cultural knowledge of topics addressed.	Tests

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in Chinese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This course is appropriate at the 100-level because it (a) has no prerequisites, and (b) requires no previous knowledge of Chinese.

VII. Course Outline:

- A. Listening in Chinese at the first year level:
Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- B. Speaking in Chinese at the first year level:
Oral communication using memorized words, phrases, and expressions in order to function in basic and immediate contexts.
- C. Reading in Chinese at the first year level:
Comprehension of words, phrases, and sentences pertaining to the most common features of daily life.
- D. Writing in Chinese at the first year level:
Presentation of memorized expressions and personalized re-combinations of ideas pertaining to the most common aspects of life.
- E. Cultural knowledge of the communities which speak Chinese:
Basic understanding and appreciation of cross-cultural perspectives as they relate to Chinese-speaking communities.

VIII. Texts:

- Liu, Yuehua, Tao-Chung Yao, Nyan-Ping Bi, Liangyan Ge, and Yaohua Shi.
Integrated Chinese: Simplified Characters Textbook—Level I, Part I.
3rd edition. Boston: Cheng & Tsui, 2008.
- , *Integrated Chinese: Simplified Characters Workbook—Level I, Part I*.
3rd edition. Boston: Cheng & Tsui, 2008.

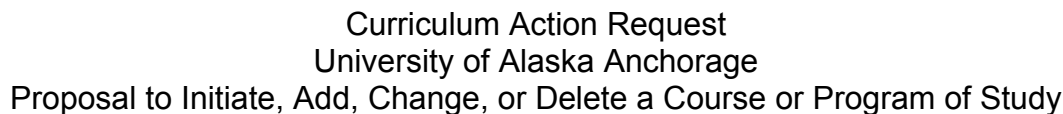
IX. Bibliography pertaining to Chinese Language, Linguistics, and Culture:

- Barne, Geremie R. *In the Red: On Contemporary Chinese Culture*. New York: Columbia University Press, 2000.
- Besio, Kimberly. *Three Kingdoms and Chinese Culture*. New York: State University of New York Press, 2008.
- Chang, Raymond. *Speaking of Chinese: A Cultural History of the Chinese Language*. New York: W. W. Norton & Company, 2001.
- Davis, Edward. *Encyclopedia of Contemporary Chinese Culture*. UK: Routledge, 2005.
- Gernet, Jacques. *A History of Chinese Civilization*. Cambridge: Cambridge University Press, 1996.
- Huang, C. -T. *New Horizons in Chinese Linguistics*. New York: Springer, 1996.
- Huang, Po-Fei. *Twenty Lectures on Chinese Culture: An Intermediary Chinese Textbook*. New Haven: Yale University Press, 1967.
- Hucker, Charles O. *China's Imperial Past: An Introduction to Chinese History and Culture*. Palo Alto: Stanford University Press, 1995.
- Kane, Daniel. *The Chinese Language: Its History and Current Usage*. Vermont: Tuttle Publishing, 2006.
- Kasper, Gabriele. *Pragmatics of Chinese as Native and Target Language*. Honolulu: University of Hawaii Press, 1995.
- Ma, Jing-Heng Sheng. *Keys to Chinese Language: Textbook I*. New York: Columbia University Press, 2006.
- Sun, Chaofen. *Chinese: A Linguistic Introduction*. Cambridge: Cambridge University Press, 2006.
- Wilkinson, Endymion. *Chinese History: A Manual*. Cambridge: Harvard University Press, 2000.

X. Bibliography in L2 Pedagogy:

- Bean, John C. *Engaging Ideas. The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001.
- Brown, H.D. *Teaching by Principles-An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, 1994.
- Chastain, Kenneth. *Developing Second-Language Skills. Theory and Practice*. San Diego: HBJ, 1988.
- Cook, V, J. *Second Language Learning and Language Teaching*. London: Arnold, 2001.
- Kirk, Delaney J. *Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher*. Iowa: Tiberius Publications, 2005.
- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.
- Johnson, Karen E. *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press, 1995.
- Krashen, Stephen. *Explorations in Language Acquisition and Use*. NH: Heinemann, 2003.

- _____. *Principles and Practice in Second Language Acquisition*. New York: Pergamon, 1982.
- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
- Lightbown, Patsy M. and Nina Spada. *How Languages are Learned*. Oxford: Oxford University Press, 2003.
- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
- McKeachie, Wilbert J. *Teaching Tips. Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin Company, 1999.
- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
- Prabhu, N. S. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 1987.
- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003.



_____ Initiator (faculty only) _____ Date _____		_____ Approved _____ _____ Disapproved: _____ Dean/Director of School/College _____ Date _____	
_____ Approved _____ _____ Disapproved: _____ Department Chairperson _____ Date _____		_____ Approved _____ _____ Disapproved: _____ Undergraduate or Graduate Academic Board Chairperson _____ Date _____	
_____ Approved _____ _____ Disapproved: _____ Curriculum Committee Chairperson _____ Date _____		_____ Approved _____ _____ Disapproved: _____ Provost or Designee _____ Date _____	

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: Fall 2009

II. Course Information:

- A. College: College of Arts & Sciences
- B. Course Title: First Year Chinese II
- C. Course Subject/Number: CHIN A102
- D. Credit Hours: 4.0
- E. Contact Time: 4 + 0 hours per week
- F. Grading Information: A-F
- G. Course Description: Continuation of CHIN A101. Further develops elementary listening, speaking, reading, and writing skills in Chinese for effective communication. Enhances appreciation of cross-cultural perspectives. Course conducted in Chinese.
- H. Status of course relative to degree or certificate programs: N/A
- I. Course Attributes: Applies toward GER Tier II Humanities and toward CAS Languages/Humanities two-semester sequence.
- J. Lab Fees: Yes
- K. Coordination: UAA Faculty List Serve
- L. Course Prerequisite: CHIN A101
- M. Registration Restriction: None

III. Instructional Goals and Defined Outcomes:

- A. **Instructional Goals:** The instructor will:
 - 1) Continue to develop student listening, speaking, reading, and writing skills in Chinese.
 - 2) Broaden student awareness of diverse cultural practices.
- B. **Defined Outcomes:** Students shall be able to comprehend and communicate effectively within the following contexts and formats:

Student Outcomes Students will be able to:	Assessment Procedures
Demonstrate first year proficiency in listening in Chinese: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Chinese A101.	Tests
Demonstrate first year proficiency in speaking in Chinese: Communicate using memorized words, phrases, and expressions built upon the vocabulary, grammar, and communicative functions acquired in Chinese A101.	Interviews and dialogues

Demonstrate first year proficiency in reading in Chinese: Comprehend words, phrases, and complete sentences built upon the vocabulary, grammar, and communicative functions acquired in Chinese A101.	Tests
Demonstrate first year proficiency in writing in Chinese: Present memorized expressions and personalized re-combinations of ideas built upon the vocabulary, grammar, and communicative functions acquired in Chinese A101.	Writing samples and tests
Demonstrate cultural knowledge of new topics addressed.	Tests

IV. Course Activities:

This course reflects a balance of learner-centered, small-group collaboration as well as instructor-delivered lesson format.

V. Methods of Assessment:

A student's grade will be based upon individual performance in class-session preparedness and participation in Chinese; listening, speaking, reading, and writing assignments; oral presentations or aural/oral evaluations; written quizzes and exams.

VI. Course-level Justification:

This course is appropriate at the 100-level because it is a continuation of CHIN A101.

VII. Course Outline:

A. Listening in Chinese at the first year level:

Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Chinese A101.

B. Speaking in Chinese at the first year level:

Oral communication building upon the vocabulary, grammar, and communicative functions of Chinese A101.

C. Reading in Chinese at the first year level:

Comprehension of words, phrases, and complete sentences building upon the vocabulary, grammar, and communicative functions of Chinese A101.

D. Writing in Chinese at the first year level:

Presentation of memorized expressions and personalized re-combinations building upon the vocabulary, grammar, and communicative functions of Chinese A101.

E. Cultural knowledge of the communities which speak Chinese:

Enhanced appreciation of cross-cultural perspectives building upon topics addressed in Chinese A101.

VIII. Texts:

Liu, Yuehua, Tao-ChungYao, Nyan-Ping Bi, Liangyan Ge, and Yaohua Shi.
Integrated Chinese: Simplified Characters Textbook—Level I, Part I.

3rd edition. Boston: Cheng & Tsui, 2008.
 -----, *Integrated Chinese: Simplified Characters Workbook—Level I, Part I*.
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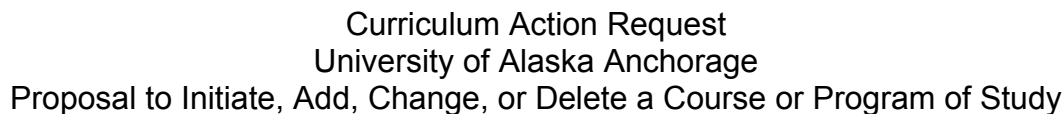
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- Huang, C. -T. *New Horizons in Chinese Linguistics*. New York: Springer, 1996.
- Huang, Po-Fei. *Twenty Lectures on Chinese Culture: An Intermediary Chinese Textbook*. New Haven: Yale University Press, 1967.
- Hucker, Charles O. *China's Imperial Past: An Introduction to Chinese History and Culture*. Palo Alto: Stanford University Press, 1995.
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- Kasper, Gabriele. *Pragmatics of Chinese as Native and Target Language*. Honolulu: University of Hawaii Press, 1995.
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- Gass, Susan and Larry Selinker. *Second Language Acquisition: An Introductory Course*. New Jersey: L. Erlbaum Associates, 2001.

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- Lee, J. and Bill VanPatten. *Making Communicative Language Teaching Happen*. New York: McGraw Hill, 2003.
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- Lomicka, Lara and Jessamine Cooke-Plagwitz, eds. *The Heinle Professional Series in Language Instruction. Teaching with Technology*. Boston: Heinle, 2004.
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- Omaggio-Hadley, Alice. *Teaching Language in Context*. Boston: Heinle and Heinle Publishers, 1987.
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- Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Oxford University Press, 2002.
- Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
- VanPatten, Bill. *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York: McGraw Hill, 2003

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**University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A450 Civic Engagement & GER Capstone
Course Content Guide**

Date of Initiation Spring 2009

Course Information

School/College:	Health & Social Welfare
Course Subject:	Civic Engagement
Course Number:	A450
Number of Credits:	3
Contact Hours:	2 + 2
Title:	Civic Engagement Capstone
Grading Basis:	A-F
Course Attribute:	UAA GER Integrative Capstone
Course Description:	Integration of major and GER coursework through an individual civic engagement project.
Course Pre-requisites:	None
Co-requisites:	None
Registration Restrictions:	Completion of GER Tier I (basic college-level skills) courses
Course Fee:	Yes

Attributes of an Integrative, Civic Engagement Capstone Project:

1. Has innovative, effective, or ethical impacts with significance to a community-identified need applied through a collaborative off-campus project;
2. Presents depth of expertise and preparation regarding the problem in the context of scholarly, professional, *and* community-based models, perspectives, methodologies, and orientations;
3. Demonstrates appropriateness of chosen goals and methods;
4. Includes the student's participation in the community through leadership in and scholarly contributions with organizations working to address civic engagement, human and civil rights, or sustainability interests and beliefs;
5. Has sufficient scope to clearly demonstrate advanced knowledge and skills in civic engagement and the student's undergraduate program of study;
6. Produces a project report or portfolio presented publicly in scholarly, professional, or community audiences; and
7. Requires a level of effort consistent with three semester hours of credit.

Instructional Goals, Outcomes, and Evaluation Methods *(Capstone domains in italics):*

Instructional Goals: Faculty instructor and community partner supervisor will:

1. Provide guidance and mentorship as students design and complete individual projects -for example, community-based research projects -that incorporate and integrate previously gained knowledge, skills, and values from civic engagement experiences, their majors, and GERs (*knowledge integration*);
2. Highlight the importance of history and processes of democracy, social class, and sustainability within the public and civic issues pertinent to the project (*critical thinking*);
3. Suggest relevant information and resources for conducting the project (*information literacy*); and
4. Provide orienting questions and facilitate discussions during class meetings and for reflection papers to promote students' integration of knowledge and skills regarding civic commitments with the moral and ethical virtues of their home disciplines (*critical thinking and effective communication*).

Outcomes: On successful completion of the civic engagement capstone project, students will be able to:

1. Recognize historical, aesthetic, organizational, or cultural dynamics that impact civic engagement (*knowledge integration, critical thinking*);
2. Identify and utilize pertinent resources in order to review, analyze, and adopt critical perspectives for understanding civic engagement, human and civil rights, and environmental sustainability (*information literacy, critical thinking*);
3. Determine, interpret, and resolve competing interests and stakes in a concrete public problem-solving situation, particularly pertaining to a local community (*knowledge integration, critical thinking*);
4. Discern vocational and personal pathways regarding moral and ethical dilemmas found in a variety of concrete situations, and weigh solutions using a meaningful and coherent framework (*critical thinking*);
5. Adapt and demonstrate a variety of civic engagement leadership skills including problem-setting and -solving (*knowledge integration, effective communication*); and
6. Determine and analyze the complexities in building civic commitments and deliver resources building community capacity (*knowledge integration*).

Evaluation Methods: (for ALL outcomes, demonstrating integration of GER, major and civic engagement knowledge):

1. Active participation in class meetings (*knowledge integration, critical thinking, effective communication*);
2. Reflection papers addressing academic, personal, and civic issues raised by project engagement (*knowledge integration, critical thinking, effective communication*);
3. Final product (e.g., report, paper, or creative activity), including public presentation of product to University and/or Community Partner groups, submitted with a final reflection in which student explicitly justifies how project a) demonstrates knowledge integration across GER, major, and civic education areas and b) meets identified GER outcomes (*knowledge integration, critical thinking, effective communication, information literacy*).

All written materials will be included in a portfolio (*artifacts demonstrating achievement of outcomes*).

Most teaching and learning activities focus on the production of the required senior project, a major piece of scholarship that demonstrates the ability to integrate information, skills, and concepts from multiple disciplines for personal development, professional enhancement, and civic engagement. The final product reports the results of original research, field or laboratory work; comments on the creation of original art, music, theater, performance, fiction, or other forms; and analyzes the significance of their community involvement or social action-accompanied in each case by a review of relevant literature and an original written text that places the work in pertinent contexts.

Assessment of the final project will include the student's (a) knowledge integration by accessing, judging, and comparing diverse fields of knowledge and evaluating critically their own views in relation to these different fields of knowledge, (b) critical thinking by defining issues clearly, identifying problems accurately, describing situations precisely, bringing material of appropriate relevance, depth, and breadth; analyzing them logically, and conceptualizing reasoned solutions, and (c) information literacy by practicing the responsible, legal, and ethical uses of information from various media (including print).

Regular seminars provide a forum in which to apply intellectual standards to students' quality of reasoning about a problem, issue, or situation. Students will practice and share with faculty and peers formative evaluation in the process of writing, revision, and research including: advanced bibliographic instruction; assistance in organizing the tasks of a major paper; technical & mechanical aspects of writing; peer editorial and rhetorical oversight; and practice in public presentation of results. The seminar culminates in a public presentation where results of the capstone project are presented. Assessment will evaluate students' communication, critical thinking, and information literacy skills drawn from the form and content of their seminar discussions, presentations, and reflection assignments.

Course Level Justification:

This capstone provides students an opportunity to bring together in a situation of their own design the various knowledges, skills, and commitments developed through the Certificate experiences, their major studies, and GERs. It is anticipated that many students will ground their capstone projects in previous community-service learning internships.

Topical Course Outline

Students are expected to work independently on their projects, consisting of approximately 60 hours outside the seminar over the semester. Students will meet with faculty and community mentors regularly. All students taking this class will meet for 30 hours in seminar during the semester. Community-based work requires 30 hours on site plus 15 hours off-site. [This conforms to the *UAA Curriculum Handbook (2005)* example on page 35: (2+2) = A combined lecture and laboratory course. Equivalent to a 3 credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).]

Regular class meetings will revolve around core thematic topics and questions based on student projects. A typical range of topics includes:

- Project Design and Evaluation Criteria, with emphasis on GER outcomes
- Public Service
- Purposes of Community Service
- The Human Condition & Community Contexts
- Research as Service
- The Scholar in Public Service

Suggested Texts:

Readings will be based on that term's student projects.

Readings will draw from civic engagement core themes, including

- Civic Responsibility
- Human and Civil Rights
- Community Building and Public Policy
- Diversity
- Ethics and Social Justice
- Sustainability

and methodological techniques for

- Participatory Action Research and Analysis
- Community-based Project Designs and Management
- Community Organizing and Asset Enhancement
- Deliberative Dialogue and Public Negotiation
- Public Policy Advocacy

Bibliography

- Best, J. (2008). *Social problems*. New York: W.W. Norton & Company.
- Block, P. (1996). *Stewardship: Choosing service over self interest*. San Francisco: Berrett-Koehler.
- Campus Compact, editor. (2003). *Introduction to service-learning toolkit: Readings and resources for faculty (2nd ed.)*. Providence, RI: Campus Compact.
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- Chrislip, D. D. (2002). *The collaborative leadership fieldbook: A guide for citizens and civic leaders*. San Francisco: Jossey-Bass.
- Colby, A., Ehrlich, T., Beaumont, E., & Stephens, L. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.
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- Gerston, L. N. (2002). *Public policymaking in a democratic society: A guide to civic engagement*. New York: ME Sharpe.
- Greenwood, D., & Levin, M. (1998). *Introduction to action research: Social research/or social change*. Thousand Oaks, CA: Sage.
- Huber, M. T., & Hutchings, P. (2004). *Integrative learning: Mapping the terrain*. Washington, DC: Association of American Colleges & Universities and the Carnegie Foundation for the Advancement of Teaching.
- Longo, N., Williams, J., & Zlotkowski, E. (2006). *Students as colleagues: Expanding the circle of service-learning leadership*. Providence, RI: Campus Compact.
- Palmer, P. I. (1999). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. San Francisco: Jossey-Bass.
- Stringer, E. T. (2004). *Action research in education*. Upper Saddle River, NJ: Pearson Prentice Hall.



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADHS		1c. Department Health Sciences	
2. Course Prefix HS	3. Course Number A220	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Core Concepts in Health Sciences <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other update course content guide			9. Repeat Status No # of Repeats Max Credits		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BS in Physical Education					
14. Coordinate with Affected Units: Faculty List Serve Department, School, or College <div style="text-align: right;">Initiator Signature Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Orientation to health issues in the United States and Alaska. Explores the basic dynamics of health and illness , the transition from infections to chronic illness, measures of population health and the overall health care delivery system. Examines the medical, psychological, socio-cultural and environmental factors related to health status and prevention of illness at the individual and the community level. Addresses the history, goals and population health outcomes at the community, state and national levels.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) None	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) N/A			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action This course has been reviewed by the Department and the course content guide has been updated.					

____ Approved
 ____ Disapproved: _____
 Initiator (faculty only) Date

____ Approved
 ____ Disapproved: _____
 Department Chairperson Date

____ Approved
 ____ Disapproved: _____
 Curriculum Committee Chairperson Date

____ Approved
 ____ Disapproved: _____
 Dean/Director of School/College Date

____ Approved
 ____ Disapproved: _____
 Undergraduate or Graduate
 Academic Board Chairperson Date

____ Approved
 ____ Disapproved: _____
 Provost or Designee Date

**University of Alaska Anchorage
College of Health and Social Welfare
Course Content Guide**

- | | |
|---|---|
| I. Date of Initiation: | Fall 2009 |
| II. Curriculum Action Request | |
| A. School | College of Health and Social Welfare |
| B. Course Subject | Health Sciences |
| C. Course Number | HS A220 |
| D. Number of Credits | 3 credits |
| E. Contact Hours | 3 + 0 |
| F. Course Program | Undergraduate |
| G. Course Title | Core Concepts in the Health Sciences |
| H. Grading Basis | A - F |
| I. Implementation Date | Fall 2009 |
| J. Cross-listed | No |
| K. Course Description | Orientation to health issues in the United States and Alaska. Explores the basic dynamics of health and illness, the transition from infections to chronic illness, measures of population health and the overall health care delivery system. Examines medical, psychological, socio-cultural, economic and environmental factors related to health status and prevention of illness at the individual and the community level. Addresses the history, goals and population health outcomes at the community, state and national levels. |
| L. Course Prerequisites | None |
| M. Course Co-requisites | None |
| N. Other restrictions | None |
| O. Registration restrictions | None |
| P. Course Fees | None |
| Q. Course Attribute | UAA GER Social Sciences Req. |
| III. Instructional Goals and Student Outcomes | |
| A. The instructor will : | |
| 1. Support the students in developing an understanding of the overall health care delivery system in the United States | |
| 2. Provide the students information regarding the unique features of health service delivery programs in Alaska | |
| 3. Offer students the opportunity to examine health issues in the context of historical developments | |
| 4. Provide students the set of tools for understanding and discussing the Healthy People 2010 objectives for the nation and the Healthy Alaskans 2010 objectives (objectives for 2020 will be used when released) | |
| 5. Prepare the students to understand the medical, psychological, socio-cultural, economic and environmental factors related to health status | |

B. Upon completion of this course, the student will be able to:

IV. Student Outcomes	V. Assessment Measures
1. Discuss the history of public health in the United States using the Institute of Medicine, 2003 <i>A guide to thinking about determinants of population health</i> (GER descriptor outcome 1)	1. Written and oral presentation on a health topic with the requirement to address the historical context
2. Describe population health measures and their application in the development and evaluation of health services. (GER descriptor outcomes 2 and 4)	2. Written and oral presentation on a health topic with the requirement to examine the magnitude of a health issue, the population affected and the development of a plan/research program to address the problem
3. Explain a health issue in the context of the Healthy People and Healthy Alaskan Objectives (GER descriptor outcome 4)	3. Class discussions and oral presentation focusing on objectives and health indicators from the U.S. and Alaskan documents
4. Explain the overall health care delivery system in the United States including availability and access to care, the role of government, leading health indicators, health care financing and utilization (GER preamble outcome 5, descriptor outcomes 2, 3 and 5)	4. Class discussions of health issues examining the psychological, socio-cultural, economic and environmental factors related to health status
5. Articulate the unique features of health services delivery in Alaska including the public health workforce (GER preamble outcome 5, descriptor outcome 1)	5. Class discussions focusing on Healthy Alaskans as well as the history of health services in AK
6. Discuss the current practice and future challenges of public health practice including emergency preparedness and response, public health workforce development and public health ethics (GER descriptor outcomes 3 and 5)	6. Presentations and class discussions targeting current public health challenges in the U.S. and AK

VI. Course Level Justification

This course is an overview/introductory course target for students who may not have experience with the health care system other than as a recipient of health care services. As an introductory course, it is designed to serve as a foundation for additional course work that students may pursue either for their major or as electives.

VII. Topical Course Outline

1. Historical overview of public health

- A. A brief history of public health in the United States
- B. Definitions of public health
- C. Unique features of public health
- D. Ten great achievements in public health, 1900 - 1999

2. Understanding and measuring health

- A. Health in the United States
- B. Health in Alaska
- C. Measures of health status
- D. Mortality-based health measures
- E. Morbidity-based health measures
- F. Influences on health: social; economic, psychological; environmental
- G. Health disparities
- H. Healthy People 2010 (Healthy People 2020 will be used when released); leading health indicators
- I. Healthy Alaskans 2010 (Healthy Alaskans update will be used when released); leading health indicators

3. The role of public health in the overall health care delivery system

- A. Prevention and health services
- B. Public health and medical practice collaboration
- C. Interventions directed toward health and illness
- D. Economic dimensions of health
- E. Health care financing and utilization trends
- F. Unique challenges to public health service delivery in Alaska

4. Law, government and public health

- A. Types of public health law
- B. Federal health agencies
- C. State health agencies
- D. Local health organizations

5. Public health emergency preparedness and response

- A. Types of public health emergencies and disasters
- B. Vulnerability, risk, disaster prevention
- C. Public health roles in emergency preparedness and response
- D. National public health preparedness
- E. State and local emergency preparedness response and coordination

6. Public health workforce

- A. Characteristics and composition of public health workforce
- B. Public health worker skill and competencies
- C. Public health administration
- D. Public health nursing
- E. Environmental and occupational health
- F. Epidemiology and disease control
- G. Public health education and information

7. Current practice of public health in the overall health service delivery system

- A. Public health code of ethics
- B. Public health workforce development

- C. Challenges for public health in the 21st century
- D. Competency frameworks in public health workforce development
- E. Challenges for the future of public health practice

VIII. Suggested Text

Turnock, B.J. (2007). Essentials of Public Health. Boston: Jones and Bartlett.

IX. Bibliography

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Derrick, L. (Ed). (2008). Do Alaska Native People Get Free Medical Care? Anchorage, AK: University of Alaska Anchorage and Alaska Pacific University

Lunge-Larsen, L. & Preus, M. (1999). The Legend of the Lady Slipper. Boston: Houghton Mifflin Company.

Napoleon, H. (1996). Yuuyaraq: The Way of the Human Being. Fairbanks: Alaska Native Knowledge Connection

Nelson, J., C., Essien, T., Loudmilk, R. & Cohen, D. (2002). The Public Health Competency Handbook: Optimizing Individuals and Organizational Performance for the Public's Health. Atlanta: Center for Public Health Practice of the Rollins School of Public Health.

U. S. Department of Health and Human Services. (1999). Ten great public health achievements, United States, 1900 - 1999. Morbidity and Mortality Weekly Review 48, 241-243.

U.S. Department of Health and Human Services. (2000). Healthy People 2010. 2nd ed. Washington, DC: U.S. Government Printing Office. Available: <http://www.healthypeople.gov>.

Wallis, V. (2004). Two Old Women. New York: Perennial.

Date: March 2, 2009

To: Elizabeth Denison, Dennis Drinka, Gwen Lupfer-Johnson, George Mastroyanis, Kenrick Mock, Kerri Morris, Fred Pearce, Gloria Tomich, Ann Whitley,
GER Capstone Pilot Participants

From: General Education Review Committee, Suzanne Forster, Chair
Office of Academic Affairs, T. Bart Quimby, Associate Vice Chancellor for Curriculum & Assessment

Re: Pilot Assessment Plan for GER Integrative Capstone Courses

Thank you for agreeing to participate in the pilot assessment of UAA's General Education Requirements Integrative Capstone courses. In GER Capstone courses students demonstrate their ability to integrate knowledge and skills gained from their basic skills courses with the content of their capstone course. Curricular approval requires that capstone courses include at least four GER student learning outcomes and assesses at least three, selected from five areas: Knowledge Integration (required), Effective Communication, Critical Thinking, Information Literacy, and Quantitative Perspectives.

Besides their inherent pedagogical value, capstone courses provide us with the single best venue for assessing the quality and effectiveness of our GER program. We are relying on you as participants in the pilot to complete the following tasks:

1. administer the Capstone Assessment Rubric to one or more assignments of a predetermined, random sampling of students (see the table on page 2),
2. administer the GER Student Survey to all students in the class,
3. complete the GER Faculty Survey, and
4. attend the debriefing meeting on May 7th, from 10:00 to 2:00 (lunch included), to provide us with feedback on the efficacy of the three instruments for assessing our GER program.

These efforts will enable us to gather both direct and indirect measures of our GER program from students and faculty.

I have attached the two surveys and the rubric with this message. The documents can also be found on the Governance website in the GER area under Additional GER Items:

<http://www.uaa.alaska.edu/governance/ger/additional-items.cfm>.

Administering the Assessment Instruments

It is important to remember that the three instruments address students' cumulative GER experience, not student performance in or attitude toward the capstone course specifically.

Capstone Assessment Rubric: Most capstone classes call for some kind of signature assignment that requires Knowledge Integration and three or more of the other four outcomes. Ideally, you have a single, comprehensive assignment that can be used to assess these outcomes. In cases where no single assignment can be used to assess all the required outcomes, you may need to use more than one assignment to complete the rubric. Keep in mind that the rubric evaluates the effectiveness of the

GERs and is necessarily separate from assignment grades. For this reason, it doesn't matter whether the artifacts submitted are graded or ungraded.

On the table below, you will find a list of students randomly selected for assessing. FERPA does not require student anonymity for assessment, but we want to protect student privacy as much as possible. If possible, please remove or black out student identifiers before submitting or ask students to provide a copy of the assignment without identifiers.

2009 Capstone Assessment Pilot

max % 40% for 8 students
min % 15% for 50 students
min # 4; max # 7

Instructor	CRN	Course	Enrolled		# Selected	Selected Students
Liz Dennison	47357	HIST A390A	42	19.8%	7	1, 12, 13, 22, 24, 30, 33
Dennis Drinka	42348	CIS A376	29	27.5%	7	1, 12, 21, 22, 23, 24, 25
Gwen Lupfer-Johnson	44395	PSY A370	46	17.4%	7	2, 14, 17, 22, 24, 27, 35
George Mastroyanis	42717	EDFN A300	24	30.5%	7	1, 4, 7, 9, 10, 23, 24
Kenrick Mock	42478	CS A470	9	39.4%	4	2, 3, 6, 7
Kerri Morris	42970	ENGL A434	22	31.7%	7	5, 12, 13, 15, 18, 20, 22
Fred Pearce	43296	JPC A403	21	32.3%	7	1, 2, 6, 12, 14, 17, 21
Gloria Tomich	43516	MEDT A303	12	37.6%	5	2, 4, 5, 8, 9
Ann Whitley	44138	PEP A384	26	29.3%	7	2, 5, 7, 12, 15, 16, 24
Totals			231	25.1%	58	

“Selected Students” are students for whom the GER Capstone Assessment Rubric is to be applied. The number is the location of the student on an alphabetically sorted class list. For example, student '7' is the 7th student on the class list. If a selected student drops or withdraws from the course, take the next available student on the list, alphabetically. If a selected student is the final student on the list and becomes unavailable, go to the beginning of the list.

GER Student Survey: All faculty teaching capstone courses, regardless of their participation in the pilot, are being asked to survey their class using the Capstone Student Survey. This will provide us with student perceptions of 1) their ability to perform in each outcome area, 2) the effectiveness of the GER program, and 3) the effectiveness of their entire educational experience at UAA (GER, Major and Co-curricular).

- To ensure meaningful results, it is important that every student in every capstone course section complete the survey.
- Given that the capstone course is a GER and that the skills and knowledge gained during the course constitute part of the total GER experience, the survey should ideally be administered toward the end of the semester.
- The Student Surveys can be administered as in-class or take-home paper-and-pencil or completed on Zoomerang (an online survey program we are setting up with the help of Diane Hirshberg). There are benefits and drawbacks for both paper-and-pencil and online methods of survey delivery. For most sections, we believe that a paper-and-pencil version administered during class is best since it guarantees a “captive audience”; students often don't respond to online surveys or return take-home instruments. We defer to you, as the capstone instructor, however, to determine how to best ensure student participation. If you prefer them to take the survey online, we will notify you

when the survey becomes operational (shortly after spring break) and provide you with a web address.

- If you plan to distribute the Student Survey in class and would like copies of the survey sent to your office, please notify Bart Quimby at afbq@uaa.alaska.edu or call 786-1988 and let him know how many you will need. While administering the survey, be prepared to respond to student questions regarding which classes are GERs or which category a given class fulfills.

GER Faculty Survey: Complete the Capstone Faculty Survey evaluating the preparedness and performance of students in meeting the GER Capstone outcomes as close to the end of the semester as is convenient.

Submitting the Assessment Instruments

Please bring the student artifacts (hard copy, CD, DVD, or DV), completed rubrics and a copy of the assignment(s) used for evaluating student work, together with the Faculty Survey and paper-and-pencil administered Student Surveys with you to the May 7th meeting. Zoomerang survey results will automatically be sent to us. We will also try to get a Blackboard or ftp site up in which you can submit materials.

Participating in the Follow-up Meeting

On Thursday, May 7th, pilot participants will meet from 10:00 to 2:00 in ADMIN 204 to share insights gathered from the pilot experience. We are eager to hear your perceptions regarding the pilot experience, assessment instruments and procedures, and the efficacy of the capstone course itself.

Assessment findings, together with feedback and recommendations from the follow-up pilot discussion group, will be compiled and presented to faculty governance and other interested constituencies. Analysis resulting from data gathered could lead to recommendations for improving the quality of our GER program.

Again, your experience and input will aid the entire institution in developing and sustaining a comprehensive, effective, and meaningful GER experience for our students. We appreciate your help with this important project.

For questions or concerns, call or email Suzanne Forster at 64365 or afsf@uaa.alaska.edu, or Bart Quimby at 61988 or afbq@uaa.alaska.edu.