I. Call to Order

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

   Add HS A492 Senior Seminar: Contemporary Health Policy (3 cr) (3+0) (pg. 3-6)

VII. Old Business

VIII. New Business

A. Lora Volden- Registration Restrictions GER Tiers

B. Goals 2010-2011

   2009-2010 General Education Review Committee Goals

   1. Review UAA Catalog text pertaining to Goals, Outcomes, and Purpose of (Baccalaureate) General Education at UAA and recommend revisions to UAB.

   2. Clarify and formalize, in consultation with UAB, the relationship of GERC and the Assessment Committee.


IX. Informational Items and Adjournment

For the October meeting:
I. Call to Order
Roll
(x) Suzanne Forster UAB/CAS Humanities
(x) Sue Fallon UAB/CHSW Social Sciences
(x) Utpal Dutta UAB/SOE
(x) Kevin Keating UAB/Library
(x) Deborah Fox UAB/Mat-Su Written Communication
(x) Len Smiley CAS Quantitative Skills
(x) Shawnalee Whitney CAS Oral Communication
() Walter Olives CACAS Fine Arts
(e) Beverly Barker CAS Natural and Physical Sciences
(x) Robert Capuozzo COE
(x) Sandra Pence CTC
() Kyle Hampton CBPP Social Sciences
() Vacant
(x) Hilary Davies UAB Ex officio/UAB Chair
(x) Bart Quimby UAB Ex officio/OAA
() Vacant Student

II. Elect a Chair
Sue Fallon elected as chair

III. Approval of Agenda (pg. 1)
Approved

IV. Approval of Summary (pg. 2)
Approved

V. Report from Associate Vice Provost Bart Quimby

VI. Chair’s Report
Former chair report- Len Smiley distributed General Education Assessment Methods memo
MOTION (Robert Capuozzo): Change date and move forward with sending the memo.
2nd: Sandra Pence
Unanimously approved

VII. Course Action Requests
Chg JUST A375 Juvenile Justice and Delinquency (3 cr) (3+0) (pg. 3-8)
Approved as a GER

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment

For the September meeting:
- Lora Volden- Registration Restrictions GER Tiers
- Goals 2010-2011

Meeting adjourned
### Course Action Request

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

---

**1a. School or College**  
HW CHSW

**1b. Division**  
ADHS Div of Human Svs Health Sci

**1c. Department**  
HS

**2. Course Prefix**  
HS

**3. Course Number**  
A492

**4. Previous Course Prefix & Number**  
N/A

**5a. Credits/CEUs**  
3.0

**5b. Contact Hours**  
(Lecture + Lab) (3+0)

---

**6. Complete Course Title**

Senior Seminar: Contemporary Health Policy

**Abbreviated Title for Transcript (30 character)**  
Senior Seminar

---

**7. Type of Course**  
Academic  
Preparatory/Development  
Non-credit  
CEU  
Professional Development

---

**8. Type of Action:**  
Add  
Change  
Delete

**If a change, mark appropriate boxes:**

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- College
- Major

---

**9. Repeat Status No**  
# of Repeats  
Max Credits

---

**10. Grading Basis**  
A-F  
P/NP  
NG

**11. Implementation Date**  
semester/year

**From:** Fall/2011  
**To:** /9999

---

**12. Cross Listed with**  
N/A

**Stacked with**  
N/A

**Cross-Listed Coordination Signature**

---

**13a. Impacted Courses or Programs:** List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Initiator Name (typed): Janet M. Johnston  
Initiator Signed Initials: __________

**13b. Coordination Email**  
Date: March 12, 2010

Submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**  
Date: March 12, 2010

---

**14. General Education Requirement**

**Mark appropriate box:**  
Oral Communication  
Written Communication  
Social Sciences  
Quantitative Skills  
Humanities  
Fine Arts  
Natural Sciences  
Integrative Capstone

---

**15. Course Description (suggested length 20 to 50 words)**

Focuses on contemporary health policy issues with an emphasis on population-level public policies and health disparities.

**16a. Course Prerequisite(s) (list prefix and number)**  
HS A220 and HS A326

**16b. Test Score(s)**  
N/A

**16c. Co-requisite(s) (concurrent enrollment required)**  
N/A

**16d. Other Restriction(s)**

- College
- Major
- Class
- Level

**16e. Registration Restriction(s) (non-codable)**

Completion of GER Tier 1 (basic college-level skills) courses. Junior standing.

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

---

**19. Justification for Action**

This course is part of an expansion of the undergraduate health sciences offerings. Health policy evaluation and formation are essential components of public health and an important area of study for undergraduate health sciences students.

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Initiator (faculty only)  
Janet M. Johnston, PhD, MPH, MS  
Initiator (TYPE NAME)

Approved  
Disapproved  
Dean/Director of School/College  
Date

Approved  
Disapproved  
Undergraduate/Graduate Academic  
Board Chairperson  
Date

Approved  
Disapproved  
Provost or Designee  
Date

---

3
I. **Date of Initiation**

   March 2010

II. **Curriculum Action Request**

   A. **School**
      College of Health and Social Welfare
   B. **Course Subject**
      Health Sciences
   C. **Course Number**
      HS A492
   D. **Number of Credits**
      3.0
   E. **Contact Hours**
      3 + 0
   F. **Course Title**
      Senior Seminar: Contemporary Health Policy Issues
   G. **Grading Basis**
      A-F
   H. **Implementation Date**
      Fall 2011
   I. **Cross-listed/Stacked**
      N/A
   J. **Course Description**
      Focuses on contemporary health policy issues with an emphasis on population-level public policies and health disparities.
   
   K. **Prerequisites**
      HS A220 and HS A326.
   L. **Co-requisites**
      N/A
   M. **Other Restrictions**
      Class
   N. **Registration Restrictions**
      Completion of GER Tier 1 (basic college-level skills) courses. Junior standing.
   O. **Course Fees**
      N/A

III. **Instructional Goals and Student Outcomes**

   A. The instructor will:
      1. Describe how public policy is made at the local state and federal level.
      2. Discuss ethics and current ethical issues in public health and health policy.
      3. Discuss health disparities and illustrate how data can be used to substantiate claims of health disparities.
      4. Draw connections and integrate content from other disciplines related to health policy, including history, economics, political science, philosophy, biology, environmental science, psychology, law and medicine. (GER Integrative Capstone Instructional Goal: Knowledge Integration)
      5. Provide assignments that provide students with experience researching and writing health policy briefs. (GER Integrative Capstone Instructional Goals: Information Literacy and Effective Communication)
      6. Provide assignments that allow students to practice locating and using data to support policy making. (GER Integrative Capstone Instructional Goal: Quantitative Perspectives)
      7. Encourage community engagement through participation in local community health policy activities such as attending public meetings or participating in health policy advocacy efforts. (GER Integrative Capstone Instructional Goal: Knowledge Integration)
      8. Guide students through the policy making process as related to specific health issues.
      9. Provide opportunities for students to practice communicating health policy information orally and in writing at an advanced undergraduate level. (GER Integrative Capstone Instructional Goal: Effective Communication)
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>GER Integrative Capstone Student Outcome</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize the history and current status of health policy issues for policy makers</td>
<td>Information literacy</td>
<td>Written assignments</td>
</tr>
<tr>
<td>2. Discuss the ethical considerations related to health policies</td>
<td>Critical thinking</td>
<td>Class discussion, Written assignments</td>
</tr>
<tr>
<td>3. Evaluate health data in support of specific health policies and claims of health disparities</td>
<td>Quantitative perspectives</td>
<td>Class discussion, Written assignments</td>
</tr>
<tr>
<td>4. Participate in local community health policy activities</td>
<td>Knowledge integration</td>
<td>Reflection paper</td>
</tr>
<tr>
<td>5. Create a strategy to bring about a specific policy change starting with identifying opportunities for change and ending with a policy change</td>
<td>Critical thinking</td>
<td>Class discussion, Written assignments</td>
</tr>
<tr>
<td>6. Write a formal policy document suitable for action at the local, state, or federal level</td>
<td>Knowledge integration; Effective communication</td>
<td>Written policy document</td>
</tr>
<tr>
<td>7. Present policy recommendations to the appropriate policy-making bodies</td>
<td>Knowledge integration; Effective communication</td>
<td>Class presentation</td>
</tr>
</tbody>
</table>

IV. Course Level Justification
To complete this course successfully, students must have previously mastered college level quantitative, writing, and presentation skills through the Tier I GER courses. This course requires HS A220 as a prerequisite in order to ensure familiarity with the breadth of topics covered by the health sciences and HS A326 to ensure familiarity with the use of data to measure the health of a population. The Senior Seminar requires students to synthesize their knowledge of population health and apply it to evaluation and formation of a specific health policy.

V. Topical Course Outline
1. Introduction to health policy
   a. The role of health policy in health care and public health
   b. Conceptualizing health policy
2. Policy and policymaking
   a. Defining policy
   b. Public policymaking structure and process
   c. The role of advocacy in the making of health policy
3. Ethical issues in health policy and public health
   a. Biomedical ethics
   b. Professional ethics
   c. Case studies
4. Health disparities
a. Definition of health disparities  
b. Use of data to support claims of health disparities  
c. Approaches for reducing health disparities

5. Community alliances  
a. Community organizing  
b. Identifying community partners  
c. Steps for building effective coalitions  
d. Managing and sustaining coalitions

6. Economic impact of health policy  
a. Health economics  
b. Case studies

7. Policy analysis process  
a. Defining the problem  
b. Analysis of values  
c. Political feasibility  
d. Economic viability

8. Implementation strategy and planning  
a. Writing a formal policy statement  
b. Using advocacy to affect policy

VI. Suggested Texts

VII. Bibliography


