

Program Review and Assessment Committee

Thursday, March 21, 2002

9:30-11:30 a.m., UL 1126

Ingrid Ritchie, Chair

Sara Heiliger, Recorder

AGENDA –

1. Approval of February minutes.....I. Ritchie
2. SPEA Presentation.....I. Ritchie, M. Gleeson
3. University College Presentation.....B. Jackson, G. Williams
4. Report of Proposal Review Committee.....B. Jackson
5. Discussion of Information Literacy Assessment.....H. Mzumara/T. Banta
6. Rand Corp. Pilot Test of Student Achievement in Liberal Education.....T. Banta
7. Teaching/Learning Self-Study for NCA Review.....S. Kahn

MINUTES –

Present: W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, K. Black, P. Boruff-Jones, K. Duckworth, S. Heiliger, B. Jackson, K. Johnson, S. Kahn, J. Kuczkowski, J. Mac Kinnon, J. McDonald, S. Milosevich, H. Mzumara, A. Olson, R. Osgood, M. Phillabaum, M. Plummer, I. Ritchie, E. Sener, R. Vertner, R. White, G. Williams, C. Yokomoto

Guests: Michele Hansen, IMIR
Michael Gleeson, SPEA

Approval of February minutes (I. Ritchie)

- Revised to indicate that there are three options for the PRAC annual reports. Each school may choose one of the three and is not required to do all three.
- Minutes approved with changes.

SPEA Presentation (M. Gleeson)

Gleeson distributed a handout summarizing his report on the School of Public and Environmental Affairs. He focused on recent changes based on assessment results in the school's four main degree programs: B.S. in Public Affairs-Management; B.S. in Criminal Justice; B.S. in Public Health-Environmental Science and Health; and B.S. in Public Health-Health Administration.

The four programs have significant features in common. All are liberal arts degrees with a professional orientation. They use similar approaches to assessment: capstones and oversight by standing faculty committees, with periodic program reviews by internal as

well as external reviewers. The program reviews have been especially helpful to the programs in crystallizing their objectives.

B.S. in Public Affairs-Management

This program combines a solid foundation in general education and the liberal arts with specialized coursework that prepares students to assume management positions in public, non-profit, and private sector organizations and to provide analytical support to decision-making bodies. Program graduates are expected to:

1. Be able to communicate effectively both orally and in writing
2. Possess the knowledge, values, and skills that will enable them to assess organizational challenges, determine appropriate solutions and translate these into organizational objectives and programs.
3. Understand how to promote and protect public welfare, individual rights, and cultural diversity.

By the time they complete the program, they should also have:

1. Surveyed a broad range of the concepts, models, and techniques of operations management
2. Applied a subset of those concepts, models and techniques to a real-world problem in operations
3. Gained practice in determining which concepts, models, and techniques are appropriate to what problems and settings
4. Identified a problem in a real-world operating system and determined the nature and extent of the problem
5. Proposed changes to that operating system and justified those changes with analysis, using appropriate models and data
6. Presented results orally and in written form, and defended proposals before a body of critical reviewers.

A review of the program two years ago included meetings of faculty with students and stakeholders/employers, and evaluation of student performances. Based on findings from the review, faculty took a number of actions:

1. Changed the program from a concentration to a formal major to provide consistency with other campuses and IUPUI degrees
2. Adopted CLAS general education requirements

3. Allowed additional electives
4. Restructured curriculum
5. Scheduled more full-time faculty to teach major courses
6. Instituted a formal mentoring system for adjunct faculty.

Having completed this review and instituted the major, program faculty formed an assessment committee that meets monthly to review student learning across courses and examine capstone course data. The capstone is an experiential, project-based course that requires students to identify a significant problem in a real organization, usually the organization in which they work. The resulting projects are judged based on practical contributions to the organization, use of models and data to explore the problem and develop solutions, and a final product presented orally and in writing.

Program faculty have drawn a number of conclusions from assessment data, including these:

1. Students need and benefit from practice using what they have learned.
2. Students work at rather high levels of sophistication in applying management skills to real world situations.
3. Students work at a quite sophisticated level in relating their work to organizational behavior and culture, and political and practical, as well as ethical considerations.
4. Students need considerable encouragement to work hard, meet deadlines and show initiative.
5. The addition of deadlines throughout the semester has apparently led to improvements in student learning. The additional deadlines were instituted upon the advice of students.
6. Formal assessment is useful, but must be accompanied by continuous informal discussion among faculty about student learning and impediments to learning and improvements that should be made in the curriculum.

Additional changes were made to the program, based on these findings. For example, program faculty:

1. Upgraded staff and systematized, and re-arranged the content of the introductory courses
2. Upgraded staff and improved scheduling and selection of management courses
3. Increased enrollments in [name courses] V346/356 and V369.
4. Constituted a committee to oversee the degree and its assessment and improvement.
5. Changed the capstone to a pure application course (versus one with specific content) taught by full-time faculty.
6. Refined the learning outcomes for the major
7. Aligned the courses and the learning objectives.
8. Required assignments and activities increasingly apply management skills across the curriculum.

9. Continued monitoring of course content, course selection and pedagogy.

B.S. in Criminal Justice

Issues of student performance are regularly discussed in faculty meetings. Full-time faculty mentor and monitor the performance of part-time faculty. Faculty consult employers about performance of graduates. The two faculty members in charge of the capstone course explicitly assess student performance of both PULs and content of the field; issues arising from these assessments are regularly discussed with the rest of the Criminal Justice faculty.

Resulting changes include:

1. Requiring significant writing in every 300 and 400 level course. Significant improvements in student writing abilities have resulted.
2. Awarding internship credit to count toward elective hours in the major.
3. Encouraging students to pass the first-year foreign language requirement.
4. Mentoring part-time faculty. Greater rigor in courses has resulted. However, some part-time faculty have not been asked to return.
5. Eliminating two of the three choices for a required professional writing courses, because of a finding that students were not writing at an appropriate level. The two eliminated did not include appropriate content or rigor for these students.

B.S. in Public Health–Environmental Science and Health

A program review in 2000-2001 included meetings with students and evaluation of student work and led to development of defined learning outcomes. Efforts to improve student writing skills and to ensure greater consistency across the program resulted in changes to course requirements for writing and increased efforts to mentor and monitor part-time faculty. Program faculty also solicit ongoing feedback from the environmental and health agencies where students are placed for practica, internships, and service learning experiences. The faculty member who teaches the capstone and assesses students for learning of the PULs and specialized content of the field works with other program faculty to address significant shortcomings.

These efforts have led to significant curriculum change to ensure the communication skills, computer literacy, and scientific background required by constituent agencies, including:

1. Adding a second required course in speech and computer applications
2. Adding courses in physics and microbiology to the general education requirements.
3. Incorporating written and oral presentations into many courses.

B.S. in Public Health-Health Administration

The 2000-2001 program review was conducted similarly to the review of the B.S. in Public Health-Environmental Science and Public Health and had similar results: explicit learning outcomes were developed, steps were taken to improve students' writing skills, and more systematic assessment was instituted. Faculty also significantly updated the curriculum, eliminating some courses and adding coverage of newer issues, such as health economics. Full-time faculty work with part-time faculty to ensure curricular consistency and maintain ongoing contact with stakeholder agencies, who are asked to provide regular feedback on student work.

Specific changes implemented as a result of assessment include:

1. Addition of a second required course in speech and computer applications.
2. Addition of courses in finance and health economics.
3. Incorporation of written and oral presentations into many courses

Questions

K. Duckworth asked whether SPEA students have opportunities to use Spanish-speaking skills outside Spanish courses, such as in the capstone. Gleeson replied that he feared that the language requirement was not followed up on through the rest of the curriculum.

D. Appleby asked about communication between capstone instructors and client agencies. Gleeson responded that such communication is infrequent. Clients are invited to hear final presentations by students placed with their organizations, but rarely do so.

Avgoustis asked whether there is a school-wide assessment committee, in addition to the program assessment committees. Gleeson replied that an earlier school-wide committee was eliminated in favor of program-specific committees that can more easily address problems and issues as they occur.

University College Presentation (B. Jackson, M. Hansen, K. Duckworth, G. Williams)

Jackson began by describing University College (UC) and its emphasis on collaboration, active learning, assessment and retention. UC is different from other academic units. It does not offer degrees or an extensive curriculum and is not associated with any specific discipline; its mission is different and so are its assessment activities.

UC collaborates with undergraduate units across campus, with the Office for Professional Development, and with the Office of Information Management and Institutional Research on orientation, learning communities, advising, faculty development, and assessment. Assessment is, by necessity, integral to UC's mission, because of UC's high visibility, large number of new initiatives, and accountability to other schools on campus. As a new unit, UC was able to include assessment in its mission. Assessment efforts focus strongly on the PULs, but UC often conducts broader assessment initiatives for special projects like the Restructuring for Urban Student Success (RUSS) grant.

Assessment is both an important element of UC's mission and a perennial challenge: while other academic units' goals do include the PULs, measuring student progress over time is difficult because students quickly move from UC to the schools that include their major field.

M. Hansen of IMIR explained UC's three-phase approach to assessment: a needs analysis, conducted via an entering student survey; a process assessment that examines alignment between the original program concept and its implementation, using focus groups, interviews, and questionnaires; and outcomes assessment to determine whether programs are meeting their goals. Areas assessed include program impact on performance, GPAs, DFW rates, retention, and persistence, with comparison between participants and non-participants. Hansen noted that ongoing formative evaluation determines whether there are unmet needs. Her handout lists reports and analyses that IMIR provides for UC. Copies of reports are available on IMIR's Web site at <http://www.imir.iupui.edu>.

K. Duckworth focuses on qualitative assessment of UC programs and has studied first-year programs, using interviews with both faculty and students. His approach includes non-standard questions: for, example, what is a good beginning to a college experience (vs. what is a good outcome?)? Among his findings: instructors of first-year courses give many short assignments to ensure coverage of intended learning outcomes, making team coordination in learning communities a frequent problem. They report better experiences with extended, integrative assignments. Outcome priorities, however, vary widely among instructors. A significant finding is that the template for First-Year Seminar learning outcomes needs to be simplified and clarified.

G. Williams discussed several handouts, *Comprehensive Assessment Initiatives at University College*, *Critical Inquiry*, and *University College Current and Future Projects 2002*. The handouts focus on assessment of UC support services, the First-Year Seminar, the new Summer Bridge Program, and the pilot year of the Critical Inquiry course. Generally, students have found that the most valuable aspects of these experiences are the opportunities to get to know others, have regular contacts with advisors and instructors, and learn their way around IUPUI.

Questions

J. Kuczkowski asked about the courses linked to the Summer Bridge Program. Students in the program were given a “preview” of the First-Year Seminar, which was actually taken the following semester. Participants in the Bridge Program had average GPAs significantly higher than other conditional admits. Kuczkowski noted that the changing dynamics of admissions at IUPUI make outcomes of such interventions difficult to determine; the School of Science, for example, is seeing rapid changes in the skills of new students.

Report of Proposal Review Committee (B. Jackson)

The Grant Committee includes Jackson, C. Yokomoto, and M. Wagner. Jackson noted that the proposal process needs clarification. The committee’s understanding is that proposals are first reviewed by the committee and subsequently are sent to the larger group for review. This time, the whole group received the proposals at the same time that the committee did.

The recommendations are as follows:

Strongly recommend for funding:

1. E. Kryder-Reid, “Museum Studies Assessment: A Pilot Project for the Assessment of Interdisciplinary Curriculum, Applied Learning, and Student Outcomes”
2. R. Pfile and W. Lin, “Using Certification Exams to Help Formulate Course Objectives”

Conditionally recommend for funding:

1. C. Goodwin, T. Diemer, and R. Wolter, “Report, Present and Publish Findings: Student Attitudes Toward a “Virtual Classroom.” The developers need to clarify budgetary responsibilities; the department, not PRAC, should support conference travel.
2. R. Lehnen, “Evaluating and Assessing Outcomes of SPEA’s Learning Communities: An Examination of Five Sections of V100 for the Fall 2001 Semester.” The developer was asked to clarify the focus of the proposed research.

Deny, but with consultation for potential resubmission:

1. E. Sener, “Does it Make Economic Sense Also: Economic Feasibility, Break-Even Point, and Marginal Benefit-Cost Analysis of the Assessment Process at IUPUI”

All approved the committee’s recommendations.

Banta noted that about \$10,000 is left in the PRAC grant budget.

Discussion of Information Literacy Assessment (T. Banta, H. Mzumara)

Banta postponed full discussion of the information literacy assessment to a future PRAC meeting. She noted that Dean Plater is interested in testing students' information literacy skills and asked for volunteers to work with Mzumara on a committee to look into this possibility. The committee will consider whether students should be tested and, if so, which of several assessment instruments might be used and at what point.

Jackson noted that M. McCormick and W. Orme are working on the same issue from the perspective of the learning community initiative.

The committee was tentatively constituted as follows:

H. Mzumara, Testing Center, Chair

P. Boruff-Jones, University Library

S. Milosevich, School of Informatics

W. Orme, University Library

Janis Stevens, School of Engineering and Technology, Computer Technology Department

Rita Pavolka, NETg Representative from UITS/School of Engineering and Technology

Announcements (T. Banta)

Banta announced that the April 12th PUL workshop has about 43 registrants and is aiming for 100. University College, University Library, and the School of Liberal Arts have about six representatives each. We would like to see more than one representative from each school. We need participants from the Kelley School of Business, the School of Science and the School of Physical Education. If you need more information on this workshop, please contact S. Hamilton.

Banta also encouraged participation in the National Survey of Student Engagement (NSSE). She will send an e-mail for PRAC representatives to share with faculty members who teach capstone courses and asks that these instructors encourage students to participate. This survey provides valuable information on students' learning experiences, both curricular and co-curricular, and provides a means of comparing the kinds of teaching and learning that occur at IUPUI with teaching and learning at both peer institutions and other types of institutions.

Banta also passed out the 2001 IUPUI Performance Report, which reports progress on campus goals and priorities.

Teaching/Learning Self-Study for NCA Review (S. Kahn)

Kahn presented the IUPUI Portfolio, which is available online at <http://www.iport.iupui.edu>. She explained that the portfolio is organized into major

categories corresponding to IUPUI's mission, along with basic informational categories. The "Life at IUPUI" section may be changed into an "Introduction to IUPUI" that clarifies the IU-Purdue partnership and provides information on our students, campus organization, and history. Tools available from any page in the portfolio include a site map and glossary of acronyms. Each page also has a link for questions and comments; Kahn encouraged PRAC members to visit the site and make use of this link to provide feedback, make suggestions, and so on. Visitors should keep in mind that the portfolio is still under construction!

We want to make sure that we update each school's matrix on the PULs report in the "Student Learning" section. Go to "Evidence and Initiatives" under "Student Learning" or look at the site map to find the page that reports on the Faculty Associates' study of the PULs, "Phase One of a Study of Student Learning."

For now through the conclusion of the accreditation process, the portfolio includes a special entry point for the NCA self-study. The General Institutional Requirements, Criteria for Accreditation, the mandatory sections of the self-study, as well as the two special emphases, teaching and learning and civic engagement are accessible from the front page of this entry point.

Kahn reported that our NCA liaison, Mary Breslin, and team chair, Phillip Certain, Dean of the College of Letters and Science at the University of Wisconsin-Madison, spent a day on campus to plan the team visit in November. They seemed somewhat overwhelmed by the amount of information accessible from the portfolio; we need to make sure that all information is easy to locate and provide a guide on "How to Read" the portfolio, so that team members don't feel they need to go to every link or thoroughly digest every accessible report. This type of self-study is new and reviewers will need guidance on how to approach it.

**Next Meeting: April 11th
9:30-11:00 a.m.
AO 103**

**SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
IUPUI**

ASSESSMENT OF LEARNING

**REPORT TO THE PROGRAM REVIEW AND ASSESSMENT
COMMITTEE**

March 21, 2002

*Terry Baumer
Crystal Garcia
Michael Gleeson
Karen Harlow
David McSwane*

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INTRODUCTION

The School of Public and Environmental Affairs, IUPUI (SPEA), has formal mechanisms for the assessment of student learning. This report will describe those mechanisms and the results of their use in following degree programs:

Bachelor of Science in Criminal Justice (BSCJ)

Bachelor of Science in Public Affairs (BSPA)—Management Major

Bachelor of Science in Public Health (BSPH)—Environmental Science and Health Concentration

Bachelor of Science in Public Health (BSPH)—Health Administration Concentration.

Each of these degree programs has undergone a complete internal and external review within last few years. Each program has subsequently undergone significant curricular revisions. The BSCJ and BSPA had external reviews in 1999, preceded by eight months of internal review. Both degrees were revised during the 1999-2000 academic year. The BSPH had an external review in 2000, preceded by eight months of internal review. The BSPH was revised during the 2000-2001 academic year.

These reviews provided a very detailed assessment of these degree programs, involving all stakeholders—students, external constituents, faculty and staff. The internal reviews involved the specification of program learning outcomes, and the relating of the curriculum to those outcomes. Outside reviewers, representing the constituencies for our professional degrees, provided invaluable reactions to our curriculum and learning outcomes. The assessment process described in this report sprang from these reviews and from the curricular and institutional changes they generated.

SPEA has chosen to use capstone courses as the vehicle for assessment of learning. Our degrees are liberal arts degrees with a professional orientation. This professional orientation provides a special responsibility and opportunity. We must assess not only what students have learned, but also what they can do in a professional setting. Capstones allow such assessment.

Each degree has its own formal standing faculty committee. These committees meet frequently (usually once a month), and are in charge of the assessment process. SPEA has a single undergraduate program director who implements the recommendations of the faculty. The undergraduate program director also runs the course evaluation process.

The reports of the four degree programs follow. Each report is organized by the four questions the PRAC has asked us to address. Each report also describes the relationship between courses and the program learning outcomes, as well as the relationship between the courses and the Principles of Undergraduate Learning. Syllabi and other relevant materials for each capstone course are attached.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE DEGREE (BSCJ)

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

The mission of the Bachelor of Science in Criminal Justice (BSCJ) in the School of Public and Environmental Affairs has two major thrusts. First, within the framework of a liberal arts-oriented general education, the program provides students with a broad-based, yet sophisticated understanding of the role of the criminal justice system in American society. Second, students are prepared to assume positions in public, private, and nonprofit agencies concerned with crime and its prevention. It is anticipated that graduating students obtain a strong liberal arts education, one that comprises the arts, humanities, and sciences. Students will acquire the knowledge, values and skills that will enable them to rationally analyze the problems of the criminal justice system and the needs of society in a manner in keeping with American democratic traditions of law, social well-being, individual rights, and cultural diversity.

Major Learning Objectives:

The structure of the curriculum and the related learning objectives are consistent with published standards of the Academy of Criminal Justice Sciences (ACJS), a national professional society. In addition to demonstrating a mastery of the six Principles of Undergraduate Learning (communication & quantitative skills; critical thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics), students graduating with a BSCJ must develop an understanding of a broad scope of criminal justice issues. The learning objectives of the major include an understanding of: the nature and extent of crime; the causes and theories of crime; how crime is measured and how criminal justice research is conducted; the organization and administration of law enforcement agencies; the criminal law, its application and the criminal court process; the history, evolution, organization and administration of correctional agencies; and the major policies designed to control or reduce crime.

As a result of their liberal arts-oriented general education and the specific substantive knowledge students receive in the criminal justice courses, they are well prepared and have obtained the necessary skills to go into the job market or graduate study. In particular, our graduates work in all branches of the criminal and juvenile justice systems (e.g., police officers, FBI agents, court clerks, bail commissioners, lawyers, probation officers, treatment specialists, corrections officers, etc.), enter MA/ PhD programs in areas such as criminal justice/criminology, sociology, social work, psychology, or pursue law degrees.

1. How will Mary learn these things?

Students learn the requisite skills and substantive knowledge in the general education and major requirements. Table 1a & b includes an explanation of where the substantive learning objectives are addressed in the criminal justice curriculum. Table 2a & b provides a general discussion of where in their education students are introduced to the Principles of Undergraduate Learning.

TABLE 1a: LEARNING OBJECTIVES & THE CRIMINAL JUSTICE CURRICULUM

Substantive BSCJ Learning Objectives	Where these Objectives are Addressed in the Curriculum	
	<i>Required Courses:</i>	<i>Elective Courses:</i>
Understand the Nature & Extent of Crime	J101 - American Criminal Justice System J201 - Theoretical Foundations of Criminal Justice Policies	J260 - Topics in Criminal Justice J370/J470 Seminar in Criminal Justice
Understand the Causes & Theories of Crime –including typologies of criminal behavior –including characteristics of victims and offenders	J101 - American Criminal Justice System J201 - Theoretical Foundations of Criminal Justice Policies J305 - Juvenile Justice*	J260 - Murder in America J370/J470 Seminar in Criminal Justice
Understand How Crime is Measured and How Criminal Justice Research is Conducted –including skills for being a careful consumer of criminal justice research	J101 - American Criminal Justice System J202 - Criminal Justice Data, Methods, & Resources J439 - Crime and Public Policy	J260 - Topics in Criminal Justice J370/J470 - Seminar in Criminal Justice J480 - Directed Research
Understand the Organization & Administration of Law Enforcement Agencies –including legal constraints on law enforcement	J101 - American Criminal Justice System J321 - American Policing* J439 - Crime and Public Policy	J260 - Topics in Criminal Justice J310 - Introduction to Administrative Processes J320 - Criminal Investigations J322 - Introduction to Criminalistics J370/J470- Seminar in Criminal Justice J376 - Principles of Public Safety J380 - Internship J460 - Police in the Community J480 - Directed Research

* Course is included on a list six courses from which students must take three. May also be taken as a criminal justice elective.

TABLE 1b: LEARNING OBJECTIVES & THE CRIMINAL JUSTICE CURRICULUM

Substantive BSCJ Learning Objectives	Where these Objectives are Addressed in the Curriculum	
	<i>Required Courses:</i>	<i>Elective Courses:</i>
<p>Understand the Criminal Law, its Application, & the Criminal Court Process</p>	<p>J301 - Substantive Criminal Law* J302 - Procedural Criminal Law* J306 - The Criminal Courts* J439 - Crime and Public Policy</p>	<p>J260 - Topics in Criminal Justice J303 - Evidence J310 - Introduction to Administrative Processes J370/J470 - Seminar in Criminal Justice J380 - Internship J480 - Directed Research</p>
<p>Understand the History, Evolution, Organization, & Administration of Correctional Agencies –including legal constraints on correctional managers –including punishment & treatment philosophies & policies</p>	<p>J101 - American Criminal Justice System J331 - Corrections* J439 Crime and Public Policy</p>	<p>J260 - Topics in Criminal Justice J304 - Correctional Law J310 - Introduction to Administrative Processes J370/J470 - Seminar in Criminal Justice J380 - Internship J433 - Institutional Corrections J440 - Corrections in the Community J445 - Trends in Corrections J480 - Directed Research</p>
<p>Understand the Major Policies Designed to Control or Reduce Crime and Their Effectiveness</p>	<p>J101 - American Criminal Justice System J201 - Theoretical Foundations of Criminal Justice Policies J305 - Juvenile Justice* J306 - The Criminal Courts* J321 - American Policing* J331 - Corrections* J439 - Crime and Public Policy</p>	<p>J260 - Topics in Criminal Justice J370/J470 - Seminar in Criminal Justice J376 - Principles of Public Safety</p>

TABLE 2a: PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>CJ Courses:</i>
<p>Communication & Quantitative Skills</p> <ul style="list-style-type: none"> -Written Communication -Oral Communication -Mathematics -Computers 	<p>Eng W131, Eng W231</p> <p>Comm R110</p> <p>M118, M119, M163 or M164 + K300 (Statistics)</p> <p>V261(Computers in Public Affairs), V369(Managing Information Technology), or V450 Geographic Information Systems</p>	<p>All J courses numbered 300+ require papers J439 requires substantial writing (including two large papers) All J courses numbered 300+ require heavy class participation and/or presentations</p> <p>J202 - Criminal Justice Data, Methods, & Resources</p>
<p>Critical Thinking</p>	<p>12 credit hours in Social Sciences 16-20 hours in Humanities & Natural Sciences 12 credit hours in SPEA (Management & Policy)</p>	<p>All J courses and J439* in particular</p>
<p>Integration & Application of Knowledge</p>	<p>All upper division General Education Courses</p>	<p>All 300 & 400 level J courses J439* in particular</p>

TABLE 2b: PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>BSCJ Courses:</i>	
Intellectual Depth, Breadth, & Adaptiveness	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences	Achieved through completion of 33 credit hours in criminal justice courses J439* in particular
Understanding Society & Culture	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 33 credit hours in criminal justice courses
Values & Ethics	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 33 credit hours in criminal justice courses J439* in particular

J439* This course is the BSCJ capstone course. Final BSCJ student assessment takes place in this course. In order for students to pass this course and be eligible for graduation they must demonstrate not only a strong understanding of all areas of the criminal justice system, but also demonstrate a mastery of the Principles of Undergraduate Learning.

The nature and extent of the various levels of student assessment are discussed in the answers to questions 3 and 4 below.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

As described above, the BSCJ curriculum is designed to address the stated goals and learning objectives of the degree program. Initial mastery of the principles of undergraduate learning is demonstrated in the general education courses and then students must utilize these skills in the advanced criminal justice classes. The material of the discipline is covered in a similarly systematic way within the concentration: The students acquire a foundation of knowledge of the basic areas of criminal justice – crime, law, policing, courts, and corrections – in the introductory class and then explore each area in detail in a more advanced class on each topic. This process culminates in the capstone course that attempts to integrate the undergraduate experience and document mastery of the basic skills.

For evidence of mastery of the broad areas covered under the principles of undergraduate learning, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, the English department works with us on the content and delivery of the Professional Writing course (W231). The second level of review and documentation is provided by the courses within the criminal justice program. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as a knowledge of the particular substantive area. Finally, the capstone course serves as the final check on the overall level of performance of each student and of the program in general. Understanding of the discipline depends primarily on the latter two stages.

Evidence of mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. The criminal justice classes then serve to verify acquisition of the basic skill set, as well as the content of the field. The final evidence of is reflected in the grade received in the capstone course. This process requires that students both acquire the basic skills and retain and utilize them throughout their undergraduate careers.

Relying on grades as evidence of mastery of the desired set of skills, depends on maintenance of consistent standards. Such a system must be monitored regularly in order to avoid a dilution of standards through grade inflation. The criminal justice faculty continually monitor their own standards and grading, and through the review process described below, the standards of their part-time faculty and the standards enforced in other departments. When problem areas are identified, they are investigated and corrected. For example, the faculty noted a significant decline in the writing ability of criminal justice students. Upon investigation, it was noted that the grade distributions for two writing courses that had been accepted in lieu of W231 were unusually high in comparison to W231. When the faculty was satisfied that these courses were the likely source of the problem they were eliminated from the degree requirements. Evidence that this process is working is reflected in our most recent program review which found in part that “. . . there was no evidence of grade inflation.”

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The criminal justice faculty continuously monitor issues of student performance in a number of ways. These reviews focus on mastery of both the principles of undergraduate learning and the critical material of the discipline. First, the criminal justice faculty regularly discuss issues of student performance in faculty meetings. Problems identified by one faculty member are checked against the experiences of the others. Second, the full-time criminal justice faculty mentor and monitor the performance of part-time faculty teaching courses within the program. This process involves discussing course content and performance, as well as, reviewing syllabi and attending class sessions. Related to this process, the criminal justice faculty chair reviews the student evaluations and grade distribution for each criminal justice class offered. Third, since the faculty have significant contacts with criminal justice agencies, administrators are regularly consulted about the performance of our graduates. Finally, the two faculty members charged with delivering the “capstone” course (J439) explicitly assess student performance and mastery of both the basic principles of undergraduate learning and the content of the field. They meet and discuss issues on a regular basis and report aggregate shortcomings to the criminal justice faculty.

As a result of the above described process, a number of changes have been implemented over the past few years. For example, when the capstone instructors identified writing skills as a problem, the criminal justice faculty agreed to require a significant writing requirement in every 300 and 400 level criminal justice course. Significant improvements in student writing abilities resulted. When our constituent agencies reported that our students needed more practical experience, the faculty agreed to allow internship credit to count toward elective hours in the major. Similarly, a report from agencies that their employees needed basic fluency in Spanish, given the increasing numbers of Hispanic residents in central Indiana, resulted in a modification to the degree requirements which explicitly encourage students to pass the first year foreign language requirement. The part-time faculty mentoring program has produced greater rigor in the instruction of several courses taught by part-time faculty. In addition, several part-time faculty who could not improve their performance, as measured by the review of student evaluations and grade rosters, have been replaced. Finally, when the capstone faculty found that the seniors, in the aggregate, had difficulty writing memoranda and documenting sources in written materials the “professional writing” courses were reviewed for content and rigor with the result that two of the three choices in this area were eliminated from the list of acceptable courses.

J439 - CRIME AND PUBLIC POLICY
Spring 2001

Meeting Times: M & W 11:00-12:15pm (BS 3018)
Professor:

Dr. Crystal Garcia
Office
Hours: MW 1:00pm-2:30pm
-or by appointment-

Business/SPEA Building #4063
(office) 274-7006 (fax) 274-7860
email: crystalgarcia@iupui.edu

Course Description

CRIME AND PUBLIC POLICY is the capstone course for the BSCJ and the criminal justice concentration in the BSPA. As such, the course is designed to examine theories, concepts, research, policies, and other information learned in an undergraduate criminal justice curriculum as they relate to the practice of criminal justice in the field and in the policy making arena.

Student Expectations: Course Objectives:

After completing this course students should be able to:

- read, understand, and critique criminal justice research articles;
- prepare written reviews of research;
- be careful consumers of such research;
- develop simple research questions and theses;
- design simple studies and collect data; and
- become somewhat proficient in the application of research to practice.

University Expectations: Principles of Undergraduate Learning

The University expects students to demonstrate mastery of the essential ingredients of an undergraduate education:

- communication and quantitative skills;
- critical thinking and intellectual depth;
- breadth and adaptiveness;
- an understanding of society & culture; and
- the ability to integrate and apply knowledge.

Professor Expectations: Course Rules

An orderly, well structured and organized classroom environment is essential to the learning process; therefore, the instructor expects students to:

- be on time to each class;
- turn off all electronic devices (including pagers and cell phones)
- read each assignment before class and be willing to lead class discussions;
- be courteous to fellow students (even when their opinions differ widely from your own);
- take all exams at their designated times;
- submit the required paper at the time it is due;
- return exams to instructor once the student reviews their performance;
- not cheat on exams or plagiarize papers; and
- be able to discuss and apply knowledge gained in the course to the “real world.”

Required Text

Cole, George and Marc Gertz (eds). 1998 *The Criminal Justice System: Politics and Policies*. 7th edition. Belmont, CA: West/Wadsworth Publishing Company.

Course Requirements

Quizzes. There will be four unannounced quizzes during the semester. These quizzes will focus on the assigned readings and will be given at the beginning of class. The purpose of these quizzes is to reward thorough preparation and attendance; therefore, **no makeup quizzes will be given!** Each quiz is worth 15 points, the lowest of which will be dropped at the end of the semester. If all four quizzes are taken, a bonus of 5 extra points will be given. (Total possible points from quizzes = 50 points.)

Exams. There will be four required exams. Each exam is worth 100 points. See course outline for exam dates. (Total possible points from exams = 400.) *Please note: students will be able to review exams (in the presence of the professor) once they are graded. After review, the exams must be immediately returned to the instructor. Failure to promptly return an exam will result in an F.*

Papers. Two papers are required for this course (one being a “reality paper” and the other a formal term paper). Each student will prepare a “reality paper.” The purpose of this paper is to test the concepts presented in certain articles against the “reality” of the local criminal justice system. It is worth 50 points and is due on March 21, 2001. An outline for the “reality paper” will be handed out in the 2nd week of class. A formal term paper, written exclusively for this course, is also required. In this paper, students must demonstrate their understanding of crime, the criminal justice system, and criminal justice policy. An outline including paper requirements and guidelines will be given out early in the semester. The term paper is worth 100 points and is due on April 18, 2000. **Late papers will NOT be accepted!** (Total points from papers = 150 points)

Grades & Incompletes

The grading scale will be based on the distribution of points for the entire course. Historically, the distributions in my courses resemble normal distributions (i.e., 90% = an A-).

Makeup exams are rarely granted. It is university policy that an instructor is not under any obligation to offer makeup exams unless the student has a valid excuse. Valid excuses include documented illness, religious observation, participation in University activities at the request of the University, or other compelling circumstances beyond the student’s control. **Therefore, makeup exams are only given when:** (1) there is a valid excuse, and (2) it is clearly documented!

Student Conduct

As in any course, unethical behavior (e.g., cheating on exams, submitting papers written for other courses, etc.) will be met with the most serious disciplinary actions allowed by IUPUI guidelines. Because this is the capstone course, students are required to meet heavy writing requirements. As such, close attention will be paid to critical thinking and writing skills. Acts of plagiarism are dealt with severely, resulting in a *disciplinary F* for the semester! For definitions of cheating and plagiarism, consult your Code of Student Rights, Responsibilities, and Conduct.

Important Dates to Remember!

1/16	Last day to drop class with no “W.”
1/27	Pass/fail option deadline.
3/02	Last day to drop class with an automatic “W.”

Reading Assignments

The reading assignments for each week are noted in the course outline below. All readings are required and should be completed before the start of each class. Students should be ready to discuss the assigned material each class meeting. Please note that supplementary readings may be distributed in class.

I reserve the right to change reading assignments or exam dates; however, if any changes are necessary, sufficient notice will be given.

Course Outline

M	January 8	Course Introduction
W	January 10	Cole, George & Marc Gertz. <i>Introduction: Politics and the Administration of Justice</i>
M	January 15	No Class: Martin Luther King Jr. Holiday
W	January 17	Packer, Herbert. <i>Two models of the Criminal Justice Process</i>
M	January 22	Lipsky, Michael. <i>Toward a Theory of Street -Level Bureaucracy</i>
W	January 24	Tonry, Michael. <i>Racial Politics, Racial Disparities, and the War on Crime</i>
M	January 29	Chiricos, Ted. <i>The Media, Moral Panics, and the Politics of Crime Control</i>
W	January 31	Cole, George & Marc Gertz. <i>Introduction: Police</i> Goldstein, Joseph. <i>Police Discretion not to Invoke the Criminal Process: Low Visibility Decisions in the Administration of Justice</i>
M	February 5	Wilson, James Q. & George Kelling. <i>Broken Windows: The Police and Neighborhood Safety</i>
W	February 7	EXAM #1
M	February 12	Skolnick, Jerome. <i>A Sketch of the Policeman's 'Working Personality'</i>
W	February 14	Fyfe, James. <i>Police Use of Deadly Force: Research and Reform</i>
M	February 19	Bayley, David & Clifford Shearing. <i>The Future of Policing</i>
W	February 21	Cole, George & Marc Gertz. <i>Introduction: Prosecution</i> Cole, George. <i>The Decision to Prosecute</i>
M	February 26	Schmidt, Janell & Ellen Hochstedler Steury. <i>Prosecutorial Discretion in Filing Charges in Domestic Violence Cases</i>

- W February 28 Heumann, Milton. *Adapting to Plea Bargaining: Prosecutors Cole, George & Marc Gertz. Introduction: Defense Attorneys*
- M **March 5 Exam #2**
- W March 7 Blumberg, Abraham. *The Practice of Law as a Confidence Game: Organization Co-Optation of a Profession*
- M & W March 12-14 No Class: Spring Break**
- M March 19 Emmelman, Debra. *Trial by Plea Bargain: Case Settlement in the Justice Process*
- W March 21 **REALITY PAPER DUE**
Hanson, Roger & Brian Ostrom. *Indigent Defenders Get the Job Done and Done Well*
M March 26 Cole, George & Marc Gertz. *Introduction: Courts*
Eisenstein, James, Roy Flemming, & Peter Nardulli. *The Criminal Court Community in Erie County, Pennsylvania*
- W March 28 Feeley, Malcolm. *The Process is the Punishment: Handling Cases in a Lower Criminal Court*
- M April 2 Walker, Samuel, Cassia Spohn, & Miriam DeLone. *Race and Sentencing*
- W **April 4 EXAM #3**
- M April 9 Rosecrance, John. *Maintaining the Myth of Individualized Justice: Probation Presentence Reports*
- W April 11 Cole, George and Marc Gertz. *Introduction: Corrections*
Morris, Norval & Michael Tonry. *Between Prison & Probation: Toward a Comprehensive Punishment*
- M April 16 System Sykes, Gresham. *The Society of Captives: The Defects of Total Power*
- W April 18 DiIulio, John. *Well Governed Prisons are Possible*
TERM PAPER DUE
- M April 23 Griset, Pamela. *The Politics and Economics of Increased Correctional Discretion Over Time Served: A New York Case Study*
- W April 25 Cole, George & Marc Gertz. *Introduction: Policy Perspectives*

Logan, Charles, & John DiIulio. *Ten Deadly Myths About Crime and Punishment in the United States*

M April 30 Walker, Samuel. *Putting Justice Back into Criminal Justice: Notes for a Liberal Criminal Justice Policy*

W **May 2 FINAL EXAM 10:30-12:30pm**

~Reality Paper Grading Sheet~

Name:

Comparative Article:

Introduction		(8)		
a. General introduction			2	
Intro of comparison article		2		
Major premise of comparison article	3			
Why focused on subject		1		
Methods		(12)		
2. Description of sample			3	
3. Design				5
4. Replicability				2
5. Validity				2
Results		(10)		
6. Organization			2	
7. Clarity				2
8. Content			6	
Conclusions		(12)		
9. Restatement of major findings	2			
10. Relation to major findings of comparison study			5	
11. Statement of support or refutation	3			
12. Clarity				2
References	(3)			
Grammar	(5)			

Miscellaneous notes:

Total Score =

J439 – Crime and Public Policy

Term Paper Guidelines & Grading Scale

Dr. Garcia

Spring 2001

2. Instructions:

1. You must turn in a concise, well organized, original paper – written exclusively for this class.
2. It is to be typed (double spaced), in 12 point font, 10 to 15 pages, with 1" margins.
3. A cover page with the title, course, date, my name, and your social security number is required.
4. The pages must be numbered (note: the title page is not page #1).
5. Be sure to staple the paper – do NOT put the paper in a folder!
6. You must submit 2 copies of this paper, NO LATER than the start of class on April 20, 2001. Be sure to hand them directly to me. Papers placed in my mail box will be considered late and penalized accordingly.
7. Focus:

The primary focus of this paper should be on the major ideas, themes, concepts, and perspectives covered throughout this semester. However, because this is the criminal justice capstone course, your analysis should also be informed by the knowledge and skills acquired during your criminal justice education. This paper **should not** be a summary of this course, rather a synthesis of knowledge and ideas with an eye toward the question of “policy.”

3. Theme:

1. You have been named as Special Advisor to the Governor on Crime.
 1. The Governor has decided to run for a second term and he needs you to educate him about crime. Specifically he needs a general review of what we know about crime (i.e., the nature and extent of crime), what crime control policies are currently in place and what should be put into practice to effectively control crime.
 2. Your paper will serve as a policy brief to assist the Governor in the development of his crime control platform for the 2000 election. Moreover, if elected, your brief will help the Governor identify, develop, and implement crime control strategies during his second term in office.

4. Paper Contents:

1. The following topics must be included in your paper:
 1. **Introduction (5 points total)**
 1. Explain briefly why you are writing the policy brief and how it should be used by the Governor.
 2. **Nature and Extent of Crime (15 points total)**

What we know about crime...

 1. Discuss, in general, the state of crime in the U.S. (8 points)

2. Leading to a narrower focus on crime in Indiana (7 points)
 3. Include information that you believe the Governor should know about how much & what type of crime is out there
- 3. How the Criminal Justice System Works (10 points total)**
- a. Briefly describe for the Governor, how the criminal justice system works (e.g., the various branches and what they do).
 1. You want to give him enough information so that he understands who does what and why. Remember, he needs to be able to understand the policy recommendations you will be making.
- 4. Current Crime Control Policies (25 points total)**
1. National level – what are the current policies in place in the various branches of the criminal justice system? (15 points)
 2. More specifically, what is Indiana doing? What are the current policies in place throughout Indiana’s criminal justice system? (10 points)
- 5. Policy Recommendations (20 points total)**
1. Suggest what Indiana should be doing to deal with crime! Be specific in your recommendations. Remember – arguments backed by evidence are more convincing!
- 6. Conclusions (10 points total)**
1. Wrap up your paper – highlighting your key points.
 1. These are the major points you want to be sure the Governor understands.
- 7. References (5 points total)**
1. You must acknowledge whenever you use the words or ideas of another. Citations should follow either the American Sociological Association (ASA) or the American Psychological Association (APA) citation formats. These formats can be found in numerous sociological, criminological, psychological journals, and style manuals—all of which are available in the library.
 1. Failure to follow either the APA or ASA formats will result in a major point deduction.
 2. A Reference page must be included at the back of your paper.
 3. Failure to cite your sources within the paper, or to include your sources on the reference page equates plagiarism – and may result in a “disciplinary F” for the semester! Be sure to give credit where credit is due!
- 8. Grammar (5 points total)**
- 9. Directions (5 points total)**

INDIANA UNIVERSITY PURDUE UNIVERSITY AT INDIANAPOLIS
School of Public and Environmental Affairs

J439 – CRIME AND PUBLIC POLICY

Fall 2001

When:	2:30 – 3:45 T,R	Professor:	Dr.Baumer
Where:	BS3018	Office:	BS4071
Office Hours:	After class or by appointment	Telephone:	274-8624
Email:	tebaumer@iupui.edu	Fax:	274-7860

TEXT:

Cole, George and Marc Gertz (eds). 1998. The Criminal Justice System: Politics and Policies (7th ed). Belmont, CA: West/Wadsworth Publishing Company.

OBJECTIVES:

This is the “capstone” course for the BSCJ and the criminal justice concentration in the BSPA. Substantively, the course addresses the variety of factors which affect legislators, the police, prosecutors, the defense bar, judges, and corrections officials in the execution of public policy. As the capstone for these two degree programs, students are expected to demonstrate mastery of the course material, as well as, the essential ingredients of an undergraduate education: communication and quantitative skills; critical thinking; intellectual depth, breadth, and adaptiveness; an understanding of society and culture; and the ability to integrate and apply knowledge.

REQUIREMENTS:

Mastery of the above objectives will be assessed through the following requirements.

First, all students will be required to complete four sectional exams, as scheduled below. These exams will be essay format and will be worth a possible 100 points each (100 x 4 = 400).

Second, during the semester there will be four unannounced quizzes. These quizzes will focus on the assigned reading for that day and will be given prior to coverage of that material in class. The purpose of these quizzes is to reward you for coming to class on time and prepared. Therefore, **no makeups will be allowed**. As an alternative students may prepare a summary (no outline) of the assigned reading and submit it at the time of the quiz. Each quiz will be worth a possible 15 points. At the end of the semester I will drop the lowest of your quiz scores; for those who complete all four, a bonus of five points will be awarded (3 x 15 = 45 + 5 = 50).

Third, each student will be required to prepare a “reality” paper. The purpose of this paper is to test the concepts presented in certain articles against the “reality” of the local criminal justice system. For this paper you must select and focus on **one** of the following articles – Packer, Lipsky, Toury, or Chiricos. Then you must gather original data concerning the concepts developed in the article you have selected. These data might include observations, interviews, existing records, or any number of other sources (you may use personal experiences, but not exclusively or even primarily). This paper should be presented in four sections: (1) “Introduction” –presents the basic ideas/concepts found in the article you selected and statement of the problem; (2) “Methodology” – explains how you collected your data; (3) “Results” – presents your findings; (4) “Discussion/Conclusions” – discusses your finding in comparison to the original and presents your conclusions about the concepts (see “introduction”). This is not meant to be a major term paper, but rather an exercise in applying knowledge to real world experiences. I expect each paper to be between seven and ten double spaced pages. This project will be worth a possible 50 points.

Fourth, each student must write a major term paper prepared exclusively for this course. The purpose of this paper is to demonstrate your understanding of crime, the criminal justice system, and criminal justice policy. Because this is a paper for a specific course, the primary grading criteria will concern the major concepts, themes, perspectives, and ideas covered during the semester. However, because this is the capstone course in the criminal justice program, you should also demonstrate mastery of the skills outlined in the course objectives. Details about this paper will be distributed during the first few weeks of class – **make sure that you get one!** This paper will be worth a possible 100 points.

Final grades will be determined according to the following scale: 0 - 389=F; 390 – 449=D; 450 – 499=C; 500-549=B; 550-600=A

ACADEMIC MISCONDUCT:

In an academic setting honesty and integrity are highly valued traits; they are especially important in a criminal justice program. Academic misconduct, defined by the university as cheating, plagiarism, fabrication, interference with the academic process, facilitating academic dishonesty, or violation of course rules, will result in a “disciplinary F” for the semester. See the *Code of Student Rights, Responsibilities, and Conduct* for more detailed definitions and the procedure to be followed in case of suspected academic misconduct.

TENTATIVE SCHEDULE

<u>DATE</u>	<u>ASSIGNED READING</u>
8/23	Cole, George and Marc Gertz. “Introduction: Politics and the Administration of Justice”
8/28	Packer, Herbert. “Two Models of the Criminal Process”
8/30	Chiricos, Ted. “The Media, Moral Panics, and the Politics of Crime Control”
9/4	Tonry, Michael. “Racial Politics, Racial Disparities, and the War on Crime”
9/6	Lipsky, Michael. “Toward a Theory of Street-Level Bureaucracy”
9/11	Skolnick, Jerome. “A Sketch of the Policeman’s ‘Working Personality’”
9/13	Goldstein, Joseph. “Police Discretion not to invoke the Criminal Process: Low Visibility Decisions in the Administration of Justice”
9/18	Wilson, James Q. and George Kelling. “Broken Windows: The Police and Neighborhood Safety”
9/20	EXAM ONE
9/25	Fyfe, James. “Police Use of Deadly Force: Research and Reform”
9/27	Bayley, David and Clifford Shearing. “The Future of Policing”
10/2	Cole, George. “The Decision to Prosecute” Schmidt, Janell and Ellen Hochstedler Steury. “Prosecutorial Discretion in Filing Charges in Domestic Violence Cases”
10/4	Heumann, Milton. “Adapting to Plea Bargaining: Prosecutors”
10/9	Blumberg, Abraham. “The Practice of Law as a Confidence Game: Organization Co-Optation of a Profession”

- 10/11 Emmelman, Debra. "Trial by Plea Bargain: Case Settlement in the Justice Process"
- 10/16 Hanson, Roger and Brian Ostrom. "Indigent Defenders Get the Job Done and Done Well"
- 10/18 **EXAM TWO**
- 10/23 Eisenstein, James, Roy Flemming, and Peter Nardulli. "The Criminal Court Community in Erie County, Pennsylvania"
Eisenstein, Flemming and Nardulli "The Criminal Court Community" (on reserve).
- 10/25 Feeley, Malcolm. "The Process is the Punishment: Handling Cases in Lower Criminal Court"
Levin, Martin. "Urban Politics and Policy Outcomes: The Criminal Courts"
- 10/30 Walker, Samuel, Cassia Spohn, and Miriam DeLone. "Race and Sentencing"
- 11/1 **"REALITY" PAPER DUE**
Rosecrance, John. "Maintaining the Myth of Individualized Justice: Probation Presentence Reports"
- 11/6 Durham, Alexis, H. Preston Elrod, and Patrick Kincade. "Public Support for the Death Penalty: Beyond Gallup"
- 11/8 **EXAM THREE**
- 11/13 Morris, Norval and Michael Tonry. "Between Prison and Probation: Toward a Comprehensive Punishment System"
- 11/15 Sykes, Gresham. "The Society of Captives: The Defects of Total Power"
- 11/20 Hunt, Geoffrey, Stephanie Riegel, Tomas Morales, and Dan Waldorf.
"Changing the Prison Culture: Prison Gangs and the Case of the Pepsi Generation"
- 11/27 **TERM PAPER DUE**
Dilulio, John. "Well Governed Prisons Are Possible"
- 11/29 Griset, Pamela. "The Politics and Economics of Increased Correctional Discretion Over Time Served: A New York Case Study"
- 12/4 Logan, Charles and John Dilulio, Jr. "Ten Deadly Myths About Crime and Punishment in the United States"
- 12/6 Walker, Samuel. "Putting Justice Back into Criminal Justice: Notes for a

Liberal Criminal Justice Policy”

12/13

3:30 – 5:30 EXAM FOUR

**J439 – Crime and Public Policy
Criminal Justice Capstone Class
Grading Criteria for Final Paper**

1.	CRIME	20
1.	Sources	
2.	Amount	
3.	Trends	
4.	Victims	
5.	Offenders	
2.	CRIMINAL JUSTICE SYSTEM	30
1.	What Is It?	
2.	What Is it Supposed to Accomplish?	
3.	How Does it Work?	
4.	How Well Does it Work?	
3.	PROPOSALS FOR IMPROVEMENT	15
1.	What Types of Changes Should Be Made?	
2.	What Might Be Expected from These?	
3.	Are These	
1.	Linked to the body of the paper?	
2.	Informed by available knowledge?	
3.	Compatible with policy in a free society?	
4.	CONCLUSIONS	10
1.	Highlights Key Points?	
2.	Wraps up the Paper?	
5.	COMMUNICATION SKILLS	15
1.	Grammar	
2.	Flow	
3.	Cohesion	
4.	Logic	
6.	OTHER PRINCIPLES OF UNDERGRADUATE LEARNING	5
7.	PROFESSIONAL APPEARANCE	5
	(no penalty for having a cheap printer)	

PENALTIES:

- | | | |
|----|---|-----|
| 8. | Reference format – was it ASA or APA? | -10 |
| 9. | Deadline – was the paper submitted on time? . . . min | -15 |

BACHELOR OF SCIENCE IN PUBLIC AFFAIRS DEGREE (BSPA)

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

Mary Smith will be able to work effectively both independently and as a member of a team to manage organizations and personnel in a variety of public, nonprofit and for profit organizations. She will be able to identify and analyze operational and strategic problems, evaluate alternatives to solve problems, help implement and manage programs and projects, and communicate complex technical information to decision makers, stakeholders, and lay people who have responsibility or are interested in these problems.

The Bachelor of Science in Public Affairs (BSPA) degree with a major in Management is a liberal arts degree with a professional orientation. First, within the framework of the general education coursework, the program provides students with a broad-based experience in the arts and sciences. Second, students are prepared to assume management positions in public, non-profit and private sector organizations and provide analytical support to decision-making bodies. Graduates of the program are expected to be able to communicate effectively both orally and in writing, and possess the knowledge, values and skills that will enable them to assess organizational challenges, determine appropriate solutions and translate these into organizational goals and objectives. They are also expected to understand how to promote and protect public welfare, individual rights, and cultural diversity.

Learning Outcomes:

The learning outcomes for courses in the Management major are identified in Appendix 1A. The learning for the program are operationalized as follows—

Upon successful completion of the program, students should have:

- A. Surveyed a broad range of the concepts, models, and techniques of operations management
- B. Applied a subset of those concepts, models and techniques to a real-world problem in operations
- C. Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings
- D. Identified a problem in a real-world operating system, and determined the nature and extent of the problem
- E. Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data
- F. Presented results orally and in written form, and defended proposals before a body of critical reviewers

Appendix 1B illustrates how these learning outcomes map onto the courses, and appendix 1C illustrates how the principles of undergraduate learning (communication & quantitative skills; critical

thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics) map onto the courses.

The liberal arts-oriented general education coupled with professional education in management will prepare students to enter the job market or pursue graduate study. In particular, our graduates work in the public, nonprofit, and private sectors and enter Masters and Doctoral programs in public affairs, law, business and nonprofit administration.

2. How will Mary learn these things?

Mary will learn skills through a carefully designed program that includes classroom instruction, guided classroom research projects, an internship or other practical, professional experience, an integrative capstone course, and informal interaction with faculty, other students, and professionals in the field.

More specifically, students learn the requisite skills and substantive knowledge in the general education and major requirements. Appendix 1A lists the learning outcomes of each course in the major and appendix 1B illustrates where the program learning objectives are addressed in the curriculum. Appendix 1C illustrates where in their general education and major courses students are introduced to the Principles of Undergraduate Learning.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

At graduation, Mary will be able to demonstrate her knowledge and skills through her grades, examples of her written work, and her ability to engage in thoughtful conversation about substantive issues of managing organizations. In particular, Mary should be able to point to her capstone project as an illustration of her ability to apply her education to the identification, analysis and solution of actual, real-world management problems.

The curriculum in the BSPA degree with a major in Management is designed to address the stated learning outcomes as described in Appendices 1A and 1B. Initial mastery of the desired learning outcomes is demonstrated in the general education courses (CLAS curriculum plus E201 Micro Economics, E202, Macro Economics, Y103 American Government, statistics and computer skills) and three introductory courses in the major dealing with public policy, process and institutions (V170 Introduction to Public Affairs; two of V221 Nonprofit Sector, V264 Urban Structure and Policy, E272 Introduction to Environmental Science). Students take an introductory management course (V263 Public Management or V362 Nonprofit Management and Leadership), and more advanced management courses, covering organizational behavior and human resources management, financial management, operations, law, and information technology. This process culminates in the applications course (V473 Management Applications Seminar).

For evidence of mastery of the program's learning outcomes, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, we rely on the faculty in the English department to provide content in W131 and W231 that will provide the knowledge and skills needed by our undergraduate students as they take courses in the management curriculum. The second level of review and documentation is provided by the

courses within the major. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as knowledge of the particular substantive area. Mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. Course performance within the major is evaluated on a continuing but informal basis within a faculty committee set up for the purpose and meeting monthly. The final evidence of student learning is reflected in the assessment process used in the capstone course.

The capstone course (V368) is an experientially-based project course that requires students to identify a problem in an actual organization, usually the organization within which they work. The problem must be a significant one, worthy of a semester’s work. Students must secure the cooperation of a client. Their work is judged on the basis of the practical contribution it makes to the organization. Students must use models and data to explore the nature and extent of the problem and to find and justify solutions to the problem. A syllabus is attached (appendix 3A).

A performance evaluation summary instrument has been prepared (appendix 3B). It uses the student papers, “lab” presentations, examination, exercises and oral defense as the basis for performance evaluation. The summary results are given below.

ASSESSMENT: B.S.P.A.—MANAGEMENT

Capstone: V368 Managing Government Operations (Gleeson)

“Upon successful completion of the course, the student should have”:

A. “Surveyed a broad range of the concepts, models, and techniques of operations management”

Minimal	Average	Superior	Performance	(Sources: a,b,d,e,f)	
1	2	3	4	5	
		2	8	3	2001
2		5	8	1	2000
1	2	5	1		1999

B. “Applied a subset of those concepts, models and techniques to a real-world problem in operations”

Minimal	Average	Superior	Performance	(Sources: a,b)	
1	2	3	4	5	
	2	3	4	4	2001
2		3	7	4	2000
2	2	3	2		1999

C. “Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings”

Minimal	Average		Superior		Performance (Sources: a,b,c,d)
1	2	3	4	5	
		4	6	3	2001
2		2	9	2	2000
1	2	2	4		1999

G. “Identified a problem in a real-world operating system, and determined the nature and extent of the problem”

Minimal	Average		Superior		Performance (Sources: a,b)
1	2	3	4	5	
	1	2	3	7	2001
2			8	5	2000
1	4	3	2		1999

H. “Proposed changed in that operating system, and justified those changes with analysis using appropriate models and data”

Minimal	Average		Superior		Performance (Sources: a,b,c)
1	2	3	4	5	
	2	3	2	6	2001
2			10	3	2000
3	4	2	1		1999

I. “Presented results orally and in written form, and defended proposals before a body of critical reviewers”

Minimal	Average		Superior		Performance (Sources: a,b,c)
1	2	3	4	5	
		2	4	7	2001
2		2	8	4	2000
2	2	3	2		1999

Sources of assessment: a) paper, b) labs, c) oral defense, d) class participation, e) exam, f) exercises

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The faculty completed a formal review of the BSPA program in 1999-2000 that included meetings with students and stakeholders/employers and reviews of student performance. This extensive process led to significant changes in the degree program. The degree was changed from a concentration format to a major formal (increasing consistency with other SPEA campuses and IUPUI degrees). The CLAS general education requirements were adopted, promoting consistency across the campus. Increased electives allowed for combining the major with a minor or certificate. Considerable restructuring of the curriculum strengthened course selection and integration of courses. In addition, staffing changes were instituted putting more full-time faculty in the major classes. A mentoring system for adjunct faculty was formalized.

The assessment system was not in place in time for the formal review of the degree, but has since been used. A faculty committee was formed, and meets monthly. That committee reviewed the results of the assessment process as summarized above (with two designated faculty also reviewing the raw data on which that summary was produced). The committee has drawn the following conclusions from those data:

Conclusions Drawn From the Assessment Data

- A. Students need and benefit from practice using what they (are supposed to) have learned.
- B. Students work at a rather high level of sophistication in applying management skills to real world situations.
 - i) They are quite good at identifying problems and justifying the importance of those problems.
 - ii) They have somewhat more difficulty in describing the “operating system” within which those problems arise and within which solutions can be fashioned.
 - iii) They need help in picking the models that will allow them to analyze those problems and solutions.
 - iv) They have some difficulty in collecting data to implement those models.
 - v) They need practice in implementing the models using the data—and validating the models.
 - vi) They are very good in finding possible solutions to the problems, and with some encouragement, at building an argument that those solutions can improve the situation (and in what mixes, and with what cost-justification).
 - vii) They are quite good at presenting their findings—orally and in writing.
 - viii) They are very good at defending their conclusion before a knowledgeable and critical audience.

- C. Students work at a quite sophisticated level in relating their work to organizational behavior and culture, and political and practical and ethical considerations.
- D. Students need considerable encouragement to work hard, meet deadlines and show initiative.
- E. There has been improvement over the three years for which we have data, though this is due in part to the addition of deadlines throughout the course (added at the suggestion of the students themselves).
- F. Assessment using formal data collection is useful, but must be accompanied by continuous and frequent informal discussion among faculty in real time about student learning and impediments to learning and improvements that should be made in the curriculum.

Based on these conclusions a number of actions have been taken, and a number of others are being considered.

Actions We Have Taken (and are Undertaking) in Reaction to Our Assessment

- A. Up-grading the staffing, systematizing and content of introductory classes (V170, V261).
- B. Up-grading the staffing, scheduling and selection of management courses.
- C. Succeeding in getting our students to enroll in quantitative but important courses-- V346/356 Accounting and Financial Reporting , V369 Managing Information Technology.
- D. Formalizing a BSPA Committee to oversee the Degree and its assessment and improvement.
- E. Change the capstone to a pure applications class (versus a class with specific content), offering it with full-time faculty, while continuing to make it an experiential course and using it for program assessment.
- F. Improve the specification of desired learning outcomes for the Major.
- G. Improve the understanding of and implementation of the relationship among the courses in the program to each other and to the learning objectives.
- H. Increase the repeated practice we give students in using management skills across the curriculum.
- I. Continue evaluating course content, course selection and pedagogy.

Appendix 1A – Learning Objectives for BSPA Courses

Upon completion of the course, students should/should have:

V263-Public Management:

- Understand the agencies and systems set up to implement policy;
- Understand the role of the manager in these agencies/systems, in particular as an organizer of people for work, as a decision-maker, as a performance evaluator, as an actor in a democratic system.

V346-Governmental Accounting and Financial Reporting:

- Understand the basics of governmental accounting and financial reporting;
- Perform basic accounting entries;
- Understand how such entries are reflected in financial reports;
- Read and understand financial reports.

V348-Management Science:

Structure managerial and policy problems using models from operations research;

Organize information in order to implement such models;

Analyze problems using such models and data;

Present results in ways that are relevant to managers (all of this at least at an introductory skill level).

V362-Nonprofit Management and Leadership:

- Familiarity with major works in the nonprofit management literature
- Knowledge of nonprofit management methods and practices
- Understanding of laws and standards applicable to nonprofit organizations
- Experience in analyzing management dilemmas and proposing responses
- Experience in presenting and defending positions
- Familiarity with resources useful for further investigation of nonprofit management.

V366-Managing Behavior in Public Organizations:

- Apply the theory and practice of organization behavior to actual work situations, specifically the theory and practice of motivation, individual and group decision-making, communication in organizations, leadership, conflict and negotiation, organization and work design, performance appraisal and reward systems.

V368-Managing Government Operations:

- Surveyed a broad range of the concepts, models, and techniques of operations management
- Applied a subset of those concepts, models and techniques to a real-world problem in operations
- Gained practice in determining which concepts, model and techniques are appropriate to what problems and settings
- Identified a problem in a real-world operating system, and determined the nature and extent of the problem
- Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data
- Presented results orally and in written form, and defended proposals before a body of critical reviewers.

V369-Managing Information Technology:

- Experience group learning, project development, and problem solving through electronic media ignoring traditional constraints of time and geography;

- Enhance individual learning and experiences through modern information technologies;
- Understand of how modern information systems are structured and interrelate;
- Understand, recognize, and experience information technology tools and their importance in communications;
- Understand the conceptual framework of:
 - A market economy
 - Adapting the business of an organization towards e-strategies
 - Information technology as a strategic asset
 - Redefining business practices to wield strategic business advantages to the organization
- Experience and develop dynamic/adaptive business and government strategies caused by situational change;
- Utilize information technology to learn course concepts.

V370-Research Methods in the Applied Social Sciences:

- Apply the basic methods of evaluation research;
- Critically evaluate existing research;
- Find existing sources of data and assess their quality;
- Assess ethical issues in evaluation research.

V372-Government Finance and Budgets:

- Understand the basic concepts, forms, and procedures of public sector financial management and budgeting;
- Understand fiscal institutions;
- Understand the economic principles, which underlie budget and tax policy.

V373-Public Personnel Management:

- Understand the major human resources management needs and activities of public organizations;
- Understand some of the major issues confronting public personnel managers, including job analysis, recruiting and selecting job candidates, determining compensation systems, appraising performance, dealing with equal opportunity and affirmative action issues, and handling grievances and labor relations;
- Become involved in the managing of human resources of the student's own organization regardless of the student's specialty or type of organization.

V376-Law and Public Affairs:

- Acquire a general background of the legal, practical and political context of the policy process;
- Understand the general processes through which policy is made in the legislative, judicial and executive branches;
- Understand the individual's legal rights and responsibilities when dealing with government'
- Use, at least in a basic way, the resources of a law library.

Appendix 1B – LEARNING OUTCOMES OF BSPA MANAGEMENT MAJOR

Learning Outcomes of Management Major	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Courses in Major:</i>
A. Surveyed a broad range of the concepts, models, and techniques of operations management.	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V348 Management Science V368 Managing Government Operations
B. Applied a subset of those concepts, models and techniques to a real-world problem in operations	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy

Learning Outcomes of Management Major	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Courses in Major:</i>
C. Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
D. Identified a problem in a real-world operating system, and determined the nature and extent of the problem.	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical

		Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
E. Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data.	Math M118, SPEA K300, SPEA V261, Econ E201, Econ E202, Pols Y103, Humanities/Social Science/Science requirements	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
F. Presented results orally and in written form, and defended proposals before a body of critical reviewers.	Eng W131, Eng W231, Comm R110	V263 Public Management V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V362 Nonprofit Management and Leadership V366 Managing Behavior in Public Organizations V368 Managing Government Operations

		V369 Managing Information Technology V370 Research Methods and Statistical Modeling V372 Government Finance and Budgets V373 Human Resources Management in the Public Sector V376 Law and Public Policy
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Appendix 1C - PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Courses in Major:</i>
<p>Communication & Quantitative Skills</p> <ul style="list-style-type: none"> -Written Communication -Oral Communication -Mathematics -Computers 	<p>Eng W131 and Eng W231</p> <p>Comm R110</p> <p>M118 Finite Math and K300 Statistics</p> <p>V261 Computers in Public Affairs</p>	<p>All courses numbered 300+ require written assignments. The capstone, V368, requires substantial writing leading to and including a research report.</p> <p>All courses numbered 300+ require heavy class participation and/or presentations</p> <p>Many courses require quantitative problem solving and use of the computer, including</p> <ul style="list-style-type: none"> V346 Intro to Government Accounting & Financial Reporting/V356 Intro to Nonprofit Accounting & Reporting V348 Management Science V368 Managing Government Operations V369 Managing Information Technology V370 Research Methods and Statistical Modeling
<p>Critical Thinking</p>	<p>Minimum of 9 credit hours in Communications, 18 credit hours in Social Sciences and Humanities and 9 credit hours in quantitative methods and 8 credit hours in Natural Sciences.</p>	<p>All courses</p>

Appendix 1C: PRINCIPLES OF UNDERGRADUATE LEARNING – continued

<p>Intellectual Depth, Breadth, & Adaptiveness</p>	<p>All general education courses, including courses in the social sciences, humanities, and natural sciences</p>	<p>All courses, but particularly V170 Introduction to Public Affairs E272 Introduction to Environmental Sciences V221 Nonprofit and Voluntary Sector V264 Urban Structure and Policy V376 Law and Public</p>
<p>Understanding Society & Culture</p>	<p>All general education courses, but particularly in the social sciences, humanities, and natural sciences</p>	<p>All courses, but particularly V170 Introduction to Public Affairs E272 Introduction to Environmental Sciences V221 Nonprofit and Voluntary Sector V264 Urban Structure and Policy V376 Law and Public</p>
<p>Values & Ethics</p>	<p>All general education courses, but particularly in the social sciences, humanities, and natural sciences</p>	<p>All courses, but particularly V170 Introduction to Public Affairs E272 Introduction to Environmental Sciences V221 Nonprofit and Voluntary Sector V264 Urban Structure and Policy V376 Law and Public V473 Management Applications Seminar And the capstone V368 Managing Government Operations</p>

INDIANA UNIVERSITY
School of Public and Environmental Affairs

V368 Managing Government Operations
Spring Semester, 2002
Mondays and Wednesdays, 2:30-3:45, BUS/SPEA 2004

Instructor: Michael E. Gleeson

Office: 4065 Business/SPEA Building Phone: (317) 274-2717

E-Mail: gleeson@iupui.edu

Office Hours: Mondays, 4:00 – 5:15; Fridays, 1:30-3:00; and by appointment.

This is a survey of operations management in public and non-profit agencies. Emphasis is placed on the analysis, design and management of operating systems. Readings, lectures, and structured exercises are used to present concepts, models, and techniques; case projects and lab sessions are used to demonstrate their application.

The course has a very practical edge. It assumes that management of day-to-day operations is something one does, not merely something one studies. Consequently, the heart of this course is a project that each student will undertake to apply the course material to an actual (preferably his/her) work setting. The project will be evaluated on its contribution to improvement of actual, real-world operations.

Upon successful completion of the course, each student should have:

- Surveyed a broad range of the concepts, models, and techniques of operations management;
- Applied a subset of those concepts, models and techniques to a real-world problem in operations;
- Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings, and in what combinations;
- Identified a problem in a real-world operating system, and determined the nature and extent of the problem;
- Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data;
- Presented results orally and in written form, and defended proposals before a body of critical reviewers.

COURSE REQUIREMENTS

1. Assigned exercises (20% of grade).
2. Examination (20% of grade).
3. Two labs (20% of grade.)
4. Final paper (40% of grade).

Note: V348 is a prerequisite for this course. Readings are to be studied by the dates assigned. Exercises and lab assignments are due in class on the date indicated and will not be accepted for credit after that time. Topics may be changed or rescheduled to meet the needs of student projects. No incompletes will be given.

TEXTBOOK AND SOFTWARE

James A. Fitzsimmons and Mona J. Fitzsimmons, Service Management. Third Edition. New York: McGraw-Hill, 2000. Textbook includes software and additional software will be provided by the instructor; also, management science software (from V348) will be used again in this course.

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Exercise</u>
I. IDENTIFYING OPERATING SYSTEMS			
Jan. 7	Introduction	CHS. 1,2,4; Gleeson and Peterson "Improving the Titlehold Process in a Large Public Library, <u>Interfaces</u> Vol. 25, No, 4 pp.66-80 (July-August, 1995) [Reserve and IUPUI Library Stacks]	----
Jan. 9	Types and Techniques	CHS. 5, 8	----
Jan. 14	Types and Techniques, continued	CHS. 5, 8	----
Jan. 16	Lab 1	-----	----
Jan. 21	No Class (Martin Luther King holiday)	-----	----

Jan. 23	Lab 1, continued	-----	----
	II. ANALYZING OPERATING SYSTEMS		
Jan. 28	Simulating Operating Systems Lab 1 Paper Due	CH. 11	----
Jan. 30	continued	Handouts	----
Feb. 4	continued	Handouts	1
Feb. 6	continued	-----	----
Feb. 11	Queuing Theory Applications	CH. 12	2
Feb. 13	continued	-----	----
Feb. 18	Applications of Deterministic Models	CHS. 17, 16, 14	3
Feb. 20	continued	-----	----
Feb. 25	<u>EXAMINATION</u>	-----	----
	III. DESIGNING OPERATING SYSTEMS		
Feb. 27	Organization design	Handout; readings to be assigned	----
Mar. 4	continued	-----	----
	Outline of Final Paper Due		
Mar. 6	continued	-----	----
Mar. 18	Location, layout	CHS. 6, 7	----
Mar. 20	continued	-----	----
Mar. 25	Process and work design	CHS. 5 , 9, 13, 15	4
Mar. 27	continued	-----	----
Apr. 1	continued	-----	----
Apr. 3	Lab 2	-----	---

Apr. 8	Continued	-----	----
	IV. MANAGING OPERATING SYSTEMS		
Apr. 10	Quality	CHS. 3, 18	----
	Draft of Final Paper Due		
Apr. 15	Measurement and Information Systems	CHS. 3, 8, 9	----
Apr. 17	continued	-----	5
Apr. 22	Forecasting	CHS. 10, 19	----
Apr. 24	Continued	----	----
Apr. 29	continued Final Paper Due (multiple copies)	----	----

Date and Time to be announced **FINAL PRESENTATION**

V368: Managing Government Operations

Guidelines for Initial Project Report

On January 28, you will turn in an initial report on your term project. Basically, this will consist of one or more carefully drawn process diagrams reflecting a level of detail sufficient to begin to answer questions of interest. Accompanying the diagram(s) should be about 4-5 pagers of discussion, which at a minimum should include:

1. Background (brief!) on the organization, its “mission,” etc. to set the larger context.
2. An explanation (“walk through”) of your process flow diagram(s), including a description of important performance measures for the system and preliminary data estimates (e.g. capacity rates).
3. An operational level (“detailed”) description of the problem(s) to be addressed (referring to your diagram plus any other exhibits you feel necessary).
4. A justification of the importance of your project in terms of impact on some “bottom line” [to the extent possible, give ballpark estimates of this impact and justify your calculations.]
5. Your estimate of initial data needs for the project and your preliminary plan for obtaining them (including the possibility of “expert opinion” and how you would obtain that.

You will present an oral report to the class on January 16 or 23. This will give you a chance to try out your ideas and get comments. The written report need not be prepared until after you have presented your oral report.

You will probably want to identify and secure the commitment of a “client” for your project. This will make the project more useful, more real and more do-able.

ASSESSMENT: B.S.P.A.—MANAGEMENT

Capstone: V368 Managing Government Operations (Gleeson), Spring Semester, 2001

STUDENT: _____

“Upon successful completion of the course, the student should have”:

C. “Surveyed a broad range of the concepts, models, and techniques of operations management”

Minimal	Average		Superior	Performance (Sources: a,b,d,e,f)
1	2	3	4	5

Comments:

D. “Applied a subset of those concepts, models and techniques to a real-world problem in operations”

Minimal	Average		Superior	Performance (Sources: a,b)
1	2	3	4	5

Comments:

C. “Gained practice in determining which concepts, models and techniques are appropriate to what problems and settings”

Minimal	Average		Superior	Performance (Sources: a,b,c,d)
1	2	3	4	5

Comments:

J. “Identified a problem in a real-world operating system, and determined the nature and extent of the problem”

Minimal	Average		Superior	Performance (Sources: a,b)
1	2	3	4	5

Comments:

K. “Proposed changes in that operating system, and justified those changes with analysis using appropriate models and data”

Minimal	Average		Superior	Performance (Sources: a,b,c)
1	2	3	4	5

Comments:

L. "Presented results orally and in written form, and defended proposals before a body of critical reviewers"

Minimal	Average		Superior	Performance (Sources: a,b,c)
1	2	3	4	5

Comments:

Sources of assessment: a) paper, b) labs, c) oral defense, d) class participation, e) exam, f) exercises

BACHELOR OF SCIENCE IN PUBLIC HEALTH DEGREE (BSPH)—ENVIRONMENTAL SCIENCE AND HEALTH MAJOR

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

Mary Smith will be able to work effectively both independently and as a member of a team to identify and analyze environmental and public health problems, evaluate alternatives to solve problems, help implement and manage programs and projects, and communicate complex technical information to decision makers and lay people who have responsibility or are interested in these problems.

The Bachelor of Science in Public Health (BSPH) degree with a major in Environmental Science and Health has two major foci. First, within the framework of the general education coursework, the program provides students with a broad-based experience in the arts and sciences. Second, students are prepared to assume positions in public and private organizations whose mission is to promote environmental protection and improvement and protect public health against environmental hazards. Graduates of the program are expected to be able to communicate effectively both orally and in writing, and they will acquire the knowledge, values and skills that will enable them to rationally analyze the causes and sources of environmental hazards and the problems these agents pose to individuals and communities throughout the United States and the world. They will also be expected to understand how environmental organizations employ policy and management systems to promote and protect public health, social well-being, individual rights, and cultural diversity.

Major Learning Objectives:

The learning objectives for the Environmental Science and Health major are identified in Appendix A. In addition to demonstrating a mastery of the six Principles of Undergraduate Learning (communication & quantitative skills; critical thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics), students graduating with a BSPH degree in environmental science and health are expected to possess the knowledge and competencies presented in Appendix B. The learning objectives of the major include an understanding of: the nature and extent of environmental hazards; the causes of environmental problems; theories of environmental protection and improvement; how environmental pollution is monitored and measured; how environmental research is conducted; the organization and administration of environmental management agencies; environmental law and policy and its application; the history, evolution, organization and administration of environmental programs and agencies; and the major policies designed to control or reduce environmental pollution and protect public health and the environment.

The liberal arts-oriented general education coupled with professional education in environmental science and health will prepare students to enter the job market or pursue graduate study. In particular, our graduates work in the public and private sectors and enter Masters and Doctoral programs in environmental science, public affairs, public health, law, and other disciplines.

2. How will Mary learn these things?

Mary will learn skills through a carefully designed program that includes classroom instruction, guided classroom research projects, an internship or other practical, professional experience, an integrative capstone course, and informal interaction with faculty, other students, and professionals in the field.

More specifically, students learn the requisite skills and substantive knowledge in the general education and major requirements. Appendix C includes an explanation of where the substantive learning objectives are addressed in the environmental science and health curriculum. Appendix D provides a general discussion of where in their education students are introduced to the Principles of Undergraduate Learning.

The nature and extent of the various levels of student assessment are discussed in the answers to questions 3 and 4.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

At graduation, Mary will be able to demonstrate her knowledge and skills through her grades, examples of her written work, and her ability to engage in thoughtful conversation about substantive issues in environmental science and health and the complex array of factors that complicate solutions to environmental problems.

As described above, the curriculum in the BSPH degree with a major in environmental science and health is designed to address the stated knowledge goals and learning outcomes as described in Appendices A and B. Initial mastery of the principles of undergraduate learning is demonstrated in the general education courses and then students must utilize these skills in the advanced environmental health science courses. The material of the discipline is covered in a similarly systematic way within the concentration: The students acquire a foundation of knowledge of the basic areas of environmental science and health – ecology, population, toxicology, air, land, water, industrial hygiene, food safety and vectorborne diseases – in the introductory class and then explore each area in detail in a more advanced class on each topic. This process culminates in the capstone course, which attempts to integrate the undergraduate experience and document mastery of the basic skills.

For evidence of mastery of the broad areas covered under the principles of undergraduate learning, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, we rely on the faculty in the English department to provide content in W131 and W231 that will provide the knowledge and skills needed by our undergraduate students as they take courses in the environmental science and health curriculum. The second level of review and documentation is provided by the courses within the environmental science and health curriculum. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as knowledge of the particular substantive area. Finally, the capstone course serves as the final check on the overall level of performance of each student and of the program in general. Understanding of the discipline depends primarily on the latter two stages.

Evidence of mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. The environmental science and health courses provide a means of refining and expanding these basic skills and add breadth and depth of content in the discipline. The final evidence of is reflected in the grade received in the capstone course. This process requires that students both acquire the basic skills and retain and utilize them throughout their undergraduate careers.

Relying on grades as evidence of mastery of the desired set of skills depends on maintenance of consistent standards. Such a system must be monitored regularly in order to avoid a dilution of standards through grade inflation. The health faculty strives to maintain uniform standards and grading for themselves and the adjunct faculty who help deliver courses in the environmental science and health program. Full-time faculty serves as mentors to the adjunct faculty to make sure course expectations and grading methods are consistent between full- and part-time faculty. When problems are identified, they are investigated, and corrective action is taken.

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The faculty completed a review of the BSPH program in 2000-2001 that included meetings with students to learn about their perspectives on the BSPH program and reviews of student work. These reviews led, for example, to changes in expectations and to development of the learning outcomes summarized in Appendixes A and B. For example, full-time and adjunct faculty agreed that the writing skills of many students were poor and needed to be improved. As a result, course requirements for writing were changed. More generally, each of the faculty routinely assesses student knowledge and skills through grades for coursework.

To try to ensure consistency across the program, the health faculty mentors and monitors the performance of part-time faculty teaching courses within the program. This process involves discussing course content and performance, as well as, reviewing syllabi and attending class sessions. Related to this process, the Director of Undergraduate Programs reviews the student teaching evaluations and grade distribution for each SPEA course in the curriculum. The faculty also has on-going contact with representatives of environmental science and health agencies that work with our students through service learning, practicum and internship activities. Feedback from these individuals is sought in order to determine if our students are performing at or above the level of entry-level practitioners. The faculty member who is responsible for delivering the “capstone” course (H416) explicitly assesses student performance and mastery of both the basic principles of undergraduate learning and the content of the field. The instructor would meet with other faculty to address any shortcomings noted in the environmental science and health curriculum.

As a result of the above-described process, a number of changes have been implemented over the past few years. For example, our constituent agencies reported that our students needed better communication skills, more computer application experience, and a stronger background in science.

The faculty revised the environmental science and health curriculum by adding a second required course in speech and computer applications. Courses in physics and microbiology were added to the general education requirements of the degree. Finally, written and oral presentations were incorporated into many of the courses that comprise the environmental science and health curriculum.

If at any time, the capstone faculty finds that the seniors, in the aggregate, are having difficulty or lack essential knowledge and skills as prescribed for the curriculum, the environmental science and health faculty will be convened to discuss these matters and appropriate action will be taken to remedy them.

Appendix A
Learning Outcomes for Environmental Science and Health Majors

1. Identify environmental agents in the home, workplace, and community; identify pathways of human exposure to biological, chemical and physical hazards; and explain how these hazards cause acute and chronic diseases in humans and affect ecological health.
2. Apply the basic natural sciences and public health sciences in the identification, prevention and control of chronic and infectious diseases and injuries and in management of programs to protect the ambient environment
3. Assess the degree of risk posed by environmental agents in the home, workplace, and community that can cause acute and chronic diseases in humans and affect ecological health.
4. Communicate risks to a variety of groups, ranging from the lay public to the scientific and political community.
5. Determine appropriate use of data and statistical methods for problem identification and resolution, program planning, implementation, and evaluation.
6. Correctly use information search and management skills with databases and electronic search sources.
7. Present accurately and effectively demographic, statistical, programmatic, and scientific information for lay and professional audiences using written, graphic/tabular, and oral formats.
8. Interact sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational and professional backgrounds and with persons of all ages and lifestyle preferences.
9. Identify, interpret, and implement environmental laws, regulations, and policies related to specific programs.

Appendix B

Knowledge Domains for Entry Level Environmental Science and Health Practitioners

This is a list of the knowledge requirements identified for undergraduate students who are prepared to enter the environmental health profession at the entry level. It is expected that individuals with this knowledge would be prepared for practically any entry level consulting, laboratory, or regulatory position.

CHEMISTRY

General Principles

atomic structure, electron balance and configuration, chemical bonding, covalent, ionic, empirical formulas, molecular formulas-weight, structural formulas, isomers, functional groups (OH, COOH, etc.), polarity, reaction mechanisms, ions, free radicals, acids and bases (Bronstead-Lowry), electrophiles, nucleophiles/acids and bases, balancing equations.

Quantitative aspects

Periodic table groupings (metals, alkali earth, etc) and basic properties, properties of matter (density, solids, liquids), behavior of gases, fundamental gas laws, kinetic and potential energy, Beers law, life compounds (nitrogen, phosphorous), oxidation-reduction, oxidizing compounds, hydrolysis, gram molecular weights, moles, molar weights, stoichiometry, normality, molarity and laboratory safety.

Organic

Basic classes of organic chemicals and functional groups; hazards and properties of organic chemicals. Carbon structure in detail, carbon bonding-polarity, alkanes, alkenes, halogens, alcohols, phenols, ethers, aromatics, aldehydes, ketones, carboxylic acids, amines, fats/lipids, proteins, carbohydrates, nucleic acids

Analytical; Testing

Basic wet chemical work-titrations, precipitations, gravimetric, BOD, COD, physical tests, color, turbidity, understanding basics of: light absorption, emission of light energy, spectrophotometric methods (UV and IR), atomic absorption, NMR, mass spectrometry, flame photometry, gas chromatography, numerical data analysis, technical report writing, quality assurance/quality control, chain of custody, study design.

MATHEMATICS

Functions

Dependent variable, independent variable, defining functions (describing simple systems as an algebraic function, i.e. area, volume, flows), straight-line equations, slopes, intercepts, graphing.

Conversions/Units

Basic units or operations, area, mass, energy, work, heat, temperature, algebra of conversions, basic unit conversions for mass, volume, length, time, temperature, parts per million for air and water by volume by weight, percent, weight percent, volume percent.

Algebra

How to isolate variables and solve for variables, definition and use of a variable, commutative, associative, distributive properties, multiplicative property of 1, basic factoring, combinations of like terms, solving for unknowns with fractions, division using fractions, fraction laws and combining fractions, common multipliers and terms.

Logs/Exponents

Exponent laws (operations) for addition, subtraction, division and multiplication, combining exponents, graphical representation of exponents, basic definitions of logarithms using different bases including natural logs, logarithm operations and graphing.

Significant figures/scientific notation

Definitions, rounding, significance of rounding, operations with scientific notation

Geometry

Basic use of areas and definitions for circles, areas of triangles, rectangles, volumes of cylinders, blocks, three dimensions.

Calculus

Practical application of limits and integrals for: acceleration, gravity, rate of change, volume, area.

Models

Basic categorical types, use, limitations, use of simple models for GW, air, biological systems.

GEOLOGY/HYDROLOGY/ HYDROGEOLOGY

Hydrologic systems, soil structure and composition, minerals, rocks, igneous, sedimentary, metamorphic, geologic time and structure, weathering, river systems, landforms, basic soil structure and composition, surface water, precipitation, infiltration, groundwater systems, aquifers, confining layers, recharge, migration, advection, dispersion, retardation, hydraulic gradient, porosity, potentiometric surface, transmissivity and storage, specific capacity.

Monitoring wells/GW sampling

location, composition, screening, well development, drilling, design, purge, sampling

Surface water sampling

Lentic and lotic environments, basic sampling, basic water quality, physical, chemical and biological parameters of water quality, water quality standards, whole effluent

toxicity testing, storm water, water and wastewater treatment processes, industrial waste and waste treatment.

BIOLOGY

Basic understanding of biological systems, classes of organisms, bacteria, viruses, lower order animals, mammals, cell structure, organ structure, functional biological operation, metabolism, fundamental anatomy and physiology, ecological systems, aquatic organisms, indicator organisms, microbiological testing.

COMMUNICATION

Written: label parts of speech, use proper tense and subject-verb agreement, identify dangling phrases and incomplete sentence constructions, construct complete sentences, use proper referencing within text and for bibliography, use footnotes and endnotes properly, prepare table of contents, prepare appendix, create tables and figures that are properly labeled and professional in appearance, know how to paraphrase properly and with attribution, prepare outline, reads critically and analytically, can distill information that is complex and from multiple sources into concise, coherent and correct writing.

Verbal: prepare outline and note cards, prepare coherent speech that fulfills intended purpose, make an effective delivery with eye contact, voice projection and modulation; can distill information that is complex and from multiple sources into concise, coherent and correct writing.

MANAGEMENT

Graduates should understand the nature, function and operation of existing public sector organizations at the national, state and local level.

Graduates should possess an understanding of organizational behavior, public policy, and management.

Graduates should understand the theories of public management and how they relate to the practice of public administration. Competency areas include:

- personnel management and the structure of public personnel systems,
- differences between public, private, and non-profit management
- the political context of public administration
- the Federalist System
- roles of managers
- administrative responsibility and ethics
- steps in the policy process including policy development, implementation, and evaluation
- decision making techniques
- management

- information technology
- strategic planning
- "Privatization"
- political negotiations and
- public relations.

Graduates should have a working knowledge of the fundamental concepts and themes which generally shape the theory and practice of public administration.

ENVIRONMENTAL POLICY

Graduates should understand the evolution of the environmental movement and how it has influenced contemporary environmental policy and processes.

Graduates should understand the policy process and how it works at the local, regional, national, and international levels.

Graduates should understand the many variables that can exert a positive and/or negative impact environmental policy formulation such as:

- gridlock
- incrementalism
NIMBY
- economics
- the media
- special interest groups, and
- public opinion
- environmental equity and ethics
- cost benefit analysis
- risk assessment
- crisis events

Graduates should understand the key provisions of major environmental laws in the U.S. including:

The Clean Air Act (CAA)

The Clean Water Act (CWA)

The Safe Drinking Water Act (SDWA)

The Resource Conservation and Recovery Act (RCRA)

The Comprehensive Environmental Response, Compensation, and Liability Act (Superfund) and

The Toxic Substances Control Act (TSCA)

Graduates should be able to critically analyze environmental laws and issues and identify those factors that have had or will have an influence on environmental policy in 2000 and beyond.

Appendix C – LEARNING OUTCOMES OF ENVIRONMENTAL SCIENCE AND HEALTH

Learning Outcomes of Environmental Science and Health	Where Learning Outcomes are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>Environmental and Health Courses:</i>	
Identify environmental agents in the home, workplace, and community; identify pathways of human exposure to biological, chemical and physical hazards; and explain how these hazards cause acute and chronic diseases in humans.	N100 – Contemporary Biology N251 - Microbiology P201 – General Physics C101/C121 - Elementary Chemistry I C110/C115 – Elementary Chemistry II	H316 - Environmental Health H322 - Epidemiology H428 - Food Science and Sanitation H433 - Industrial Hygiene E410 – Environmental Toxicology E431 – Water Supply and Wastewater Treatment E452 - Solid and Hazardous Waste E451 – Air Pollution
Apply the basic natural sciences and public health sciences in the identification, prevention and control of chronic and infectious diseases and injuries.	N100 – Contemporary Biology N251 - Microbiology P201 – General Physics C101/C121 - Elementary Chemistry I C110/C115 – Elementary Chemistry II	H316 - Environmental Health H322 - Epidemiology H428 - Food Science and Sanitation H433 - Industrial Hygiene H459 – Environmental Science and Health Data Analysis H460 – Techniques in Environmental Science and Health E410 – Environmental Toxicology E431 – Water Supply and Wastewater Treatment E451 – Air Pollution E452 - Solid and Hazardous Waste
Assess the degree of risk posed by environmental agents		H322 – Epidemiology

<p>in the home, workplace, and community that can cause acute and chronic diseases in humans.</p>		<p>H459 – Environmental Science and Health Data Analysis H460 – Techniques in Environmental Science and Health E326 – Mathematical Methods in Environmental Sciences E410 – Environmental Toxicology E451 – Air Pollution</p>
<p>Learning Outcomes of Environmental Science and Health</p>	<p>Where Learning Outcomes are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>Environmental and Health Courses:</i></p>	
<p>Communicate risks to a variety of groups, ranging from the lay public to the scientific and political community.</p>	<p>Eng W131 and Eng W231 or Bus X204 Comm R110 and C223</p>	<p>H322 – Epidemiology E410 – Environmental Toxicology H416 – Environmental Health Policy E451 – Air Pollution H460 – Techniques in Environmental Science and Health H433 – Industrial Hygiene</p>
<p>Determine appropriate use of data and statistical methods for problem identification and resolution, program planning, implementation, and evaluation.</p>	<p>K300 Statistical Techniques V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>H322 – Epidemiology H459 – Environmental Science and Health Data Analysis H460 – Techniques in Environmental Science and Health E326 – Mathematical Methods in Environmental Sciences E410 – Environmental Toxicology E451 – Air Pollution H433 – Industrial Hygiene</p>
<p>Correctly use information search and management skills with databases and electronic search sources.</p>	<p>Eng W131 and Eng W231 or Bus X204</p>	<p>H316 - Environmental Health H322 – Epidemiology H416 – Environmental Health Policy</p>

<p>Present accurately and effectively demographic, statistical, programmatic, and scientific information for lay and professional audiences using written, graphic/tabular, and oral formats.</p>	<p>Eng W131 and Eng W231 or Bus X204</p> <p>Comm R110 and C223</p> <p>K300 Statistical Techniques</p> <p>V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>H316 – Environmental Health H322 – Epidemiology H416 – Environmental Health Policy H459 – Environmental Science and Health Data Analysis H460 – Techniques in Environmental Science and Health E326 – Mathematical Methods in Environmental Sciences E410 – Environmental Toxicology E451 - Air Pollution H433 – Industrial Hygiene</p>
<p>Interact sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational and professional backgrounds and with persons of all ages and lifestyle preferences.</p>		<p>H367 – Environmental Science and Health Practicum V380 – Internship in Public and Environmental Affairs or H466 – Public Health Field Experience</p>
<p>Learning Outcomes of Environmental Science and Health</p>	<p>Where Learning Outcomes are Addressed in the Degree Requirements</p>	
<p>Identify, interpret, and implement environmental laws, regulations, and policies related to specific programs.</p>	<p><i>General Education Courses:</i></p>	<p><i>Environmental and Health Courses:</i></p> <p>H416 – Environmental Health Policy H428 - Food Science and Sanitation H433 - Industrial Hygiene H459 – Environmental Science and Health Data Analysis H460 – Techniques in Environmental Science and Health E431 – Water Supply and Wastewater Treatment E452 - Solid and Hazardous Waste E451 – Air Pollution</p>

Appendix D - PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>Environmental and Health Courses:</i>	
<p>Communication & Quantitative Skills</p> <ul style="list-style-type: none"> –Written Communication –Oral Communication –Mathematics –Computers 	<p>Eng W131 and Eng W231 or Bus X204</p> <p>Comm R110 and C223</p> <p>M153, M154, and K300 (Statistics)</p> <p>V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>Most environmental science and health courses numbered 300+ require written assignments. H416 requires substantial writing, including a large research paper, and H459 and H460 require technical writing in the form of laboratory reports.</p> <p>All environmental courses numbered 300+ require heavy class participation and/or presentations</p> <p>H459 and H460 – Environmental Science and Health Data Analysis and Techniques in Environmental Science and Health ; E451 and H433 require quantitative problem solving and use of the computer</p>
<p>Critical Thinking</p>	<p>Minimum of 12 credit hours in Social Sciences and Humanities and 21 credit hours in Natural Sciences.</p>	<p>All environmental and health courses</p>
<p>Integration & Application of Knowledge</p>	<p>Upper division General Education Courses</p>	<p>All 300 & 400 level environmental and health courses</p>

Appendix D: PRINCIPLES OF UNDERGRADUATE LEARNING – continued

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Environmental and Health Courses:</i>
Intellectual Depth, Breadth, & Adaptiveness	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences	Achieved through completion of 36 credit hours in environmental science and health courses H416* in particular
Understanding Society & Culture	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 36 credit hours in environmental science and health courses
Values & Ethics	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of a minimum of 49 credit hours in environmental science and health

H416* This course is the capstone course for the BSPH degree with a major in Environmental Science and Health. Final assessment takes place in this course. In order for students to pass this course and be eligible for graduation they must demonstrate not only a strong understanding of all areas of environmental science and health, but also demonstrate a mastery of the Principles of Undergraduate Learning.

School of Public and Environmental Affairs
H416 Environmental Health Policy
Spring, 2002

Instructor:	Dr. David McSwane	Classroom:	BS3014
Office:	BS 4067	Class Time:	M/W 1:00 – 2:15 p.m.
Telephone:	274-2918	Fax Number:	274-7860
E-mail Address:	dmcswane@iupui.edu		
Office Hours:	Monday and Wednesday 10:00 a.m.- noon Friday by appointment only		

PURPOSE AND OBJECTIVES: This is the capstone course for students majoring in Environmental Science and Health. The course is designed to sharpen a student's critical thinking skills in addition to introducing the student to variety of environmental issues and the policy process on the local, regional, national, and international scales. We will study the basic elements of policy-making and the many variables that comprise the dynamic framework for environmental policy formulation. Contemporary thinking about these issues will be surveyed and questions posed about the politics, economics, science, tragedies, events, and processes that influence the nature and scope of environmental policy making. The development, adoption, implementation and interpretation of modern environmental laws, rules and regulations will also be considered.

At the conclusion of the course, the student will better understand our modern environmental laws, how they are formulated, and their current status and impact. Students will be able to critically analyze these laws and issues and identify those factors that have had or will have an influence on environmental policy in the current decade and beyond.

METHODOLOGY: This is a seminar course and students are expected to initiate and, to a large degree, take responsibility for their own learning. The instructor will be a facilitator, evaluator and source of ideas and information. You will learn in proportion to your investment of time and effort. If the learning environment provided does not satisfy your needs, you are invited to make suggestions to the instructor. Suggestions for additional presentations, areas of study, seminars or guest lecturers are welcome. The class topic and schedule may be changed from time to time to accommodate speakers, special presentations, or additional topics.

Students are encouraged to read current newspapers, popular magazines, professional journals, and relevant web sites to discover the "latest" events on the environmental agenda. Time will be provided in each class period for sharing this information.

The critical elements that constitute basic policy formulation will be reviewed. Those items that are intrinsic to environmental policy will be presented and analyzed. Readings germane to the discussion topic will be assigned, and class participation is an essential ingredient in the course. **Since this is viewed as a capstone course for environmental science and health majors, a prior knowledge of the scientific and technical aspects of environmental issues will be assumed.**

TEXTS:

1. Vig, Norman J. and Michael E. Kraft (2000). Environmental Policy in the 1990s, Fourth Edition, Congressional Quarterly Inc., Washington, D.C.

2. Smith, Zachary A. (2000) The Environmental Policy Paradox, Third Edition, Prentice Hall, Upper Saddle River, New Jersey.
3. Goldfarb, Theodore D. (2000). Taking Sides: Clashing on Controversial Environmental Issues, 9th. Edition, Dushkin/McGraw-Hill, Guilford, CT.

GRADING: The final grade in this course will be determined based upon the following criteria.

Debate	25%
Research Project and Oral Report	25%
Midterm examination:	25%
Final examination:	25%

Final Grade Scale

A+:	98 - 100	C+:	78 - 79
A :	93 - 97	C :	73 - 77
A-:	90 - 92	C-:	70 - 72
B+:	88 - 89	D+:	68 - 69
B :	83 - 87	D :	63 - 67
B-:	80 - 82	D-:	60 - 62
	F :		Less than 60

DEBATE RULES:

1. Each debate participant will have up to 10 minutes (7 minutes for 3 member teams) to present a constructive argument;
2. After each speaker makes his/her constructive speech, a member of the other side will have up to four minutes to ask questions. A questioner may receive input from other members of his/her team but must ask the questions. Questioners must ask questions NOT make statements. Questioners may only refer to material presented by the presenters. Answers must be relevant to the question asked. Hostility or pointless harassment is counterproductive. Any participant may challenge the form of a question or answer by objecting to the hearing officer. The hearing officer's ruling is non-debatable;
3. After each group has presented its case and undergone questioning, the debate will stand in recess for 5 minutes; and
4. Each group may take up to 6 minutes to refute earlier arguments, reinforce their own arguments, summarize and emphasize the strengths of their position. No new material is admissible during summary. Groups must make their record during direct presentation and questioning.

	SPEAKER	TIME
1st Affirmative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
1st Negative	Questions to Affirmative	4 min.
2nd Affirmative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
2nd Negative	Questions to Affirmative	4 min.
1st Negative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
1st Affirmative	Questions to Negative	4 min.
2nd Negative	Constructive Speech	10 min. (7 min. for each member of a 3 member group)
2nd Affirmative	Questions to Negative	4 min.
	RECESS – 5 min.	
	Negative Rebuttal & Summation	6 min.
	Affirmative Rebuttal & Summation	6 min.

TIME LIMITS WILL BE CLOSELY MONITORED AND ENFORCED DURING THE DEBATES. DEBATERS WILL BE CUT OFF WHEN THEIR ALLOTTED TIME HAS BEEN USED.

DEBATE TIPS:

1. The group must organize right away. Identification of skills, division of labor, work schedules, meetings, dry runs, and so forth all have to be worked out ASAP;
2. The argument should flow consistently and logically toward its conclusions. The first speaker for each group has the responsibility of clearly outlining the group's position and argument;
3. If you use visual aids, be sure that the audience can see them and digest them in the time allotted;
4. Asking good questions takes practice. Formulating penetrating questions requires knowledge and skill. Craft your questions to elicit simple clear answers, which help your case. If you don't think the answer will help, don't ask it. A series of short answers and questions generally works much better than long complicated questions and answers.

Don't make statements or get argumentative while questioning. If you are attempting to answer a question, it will be to your advantage to refrain from expounding at length. Stick to the question. You don't make points during the question period; you make them in your closing speech. Therefore, you must keep track of the answers to your questions;

5. Dress up. It adds verisimilitude to an otherwise bald and unconvincing discourse; and
6. Remember that you win or lose in your closing statement.

RESEARCH PROJECT: Each student will be required to write a research paper focusing on an **environmental policy issue**. This paper should contain an analysis of the problems and circumstances which caused the issue's rise to prominence, the variables which influenced its development, the intent of the resulting policy/law, the successes and failures of policy implementation and interpretation, and the current status of the policy and the issue that prompted it. Don't forget, the emphasis of your research must be on an environmental policy. This policy may be local, regional, national, or international in scope. Students will be required to present a 15-20 minute summary of their research during class sessions on April 16, 18, 23, 25, and 30. During this time you will be expected to present the findings of your research and answer questions posed by other members in the class. **As a courtesy to your classmates who will be making their oral presentations during these class periods, attendance at these five sessions is mandatory.** Research topics should be identified by February 12, 2001, in the form of a one-page outline and an initial bibliography consisting of at least five (5) primary, scholarly sources that have already been reviewed. Duplication of topic areas will be held to a minimum and it is therefore recommended that the topical outline be presented to the instructor for review and approval as soon as possible.

The paper should be approximately 15 - 20 typed, double-spaced pages and presented using an accepted scholarly format. **RESEARCH PAPERS ARE DUE ON APRIL 16, 2001.**

Research reports will be evaluated on the following criteria:

1. Applicability/Timeliness (Is the information presented in the paper current relevant to a contemporary environmental policy?)
2. Comprehensiveness (Does the research go beyond a simple description of a problem and the policy enacted to address it?)
3. Depth of Analysis (Does the research provide an analysis of the causes and effects of the problem and policy as well as the short- and long-term implications for society? Are the conclusions supported by the content of the paper?)
4. Quality of the Report (Does the research paper contain correct grammar and sentence structure?)
5. Quality of the Sources (Is there a sufficient number of sources provided, and are they timely and of acceptable quality?)

LATE PAPERS: A letter grade will be deducted for each day that a research paper is late unless there is a medical or personal emergency which can be documented.

EXAMINATIONS: The midterm and final examinations will be of the take home variety. Students will be allowed to use their notes, textbooks and other related materials when taking the midterm and final examinations. The final examination will be comprehensive and will cover topics presented in the class throughout the semester. Information presented during student research reports will be fair game for the final examination.

DATE	TOPIC	READINGS
January 7	Introduction - Setting the Stage	Text 1: Ch. 1- 5 Text 2: Ch. 1 and 2
January 9 and 14	Evolution of the Environmental Movement and The State of the Environment	Text 1: Ch. 1- 5 Text 2: Ch. 1 and 2
January 16 and 23	Federal Institutions and The Policy Process, Politics of Changing Environmental Policy-making and Public Policy Dilemmas	Text 1: Ch. 6 - 8 Text 2: Ch. 4
January 28	Strategic Directions for Environmental Programs and Services in Indiana. Guest speaker from the Indiana Department of Environmental Management	This class session will meet in room 4147 of the Regenstrief Health Center located between Wishard Hospital and Riley Hospital on Wishard Drive
January 30	The Impact of Lobbying on the Policy Process Guest Speaker: Joseph Lackey, Indiana Grocers and Convenience Store Association	
February 4	A Visit to the Indiana Legislature	This class will meet at the Indiana State Capitol Building
February 6	Economics, Incentives and Environmental Regulation	Text 1: Ch. 9 Text 2: Ch. 3 Text 3: Issues 1, 5 and 8

DATE	TOPIC	READINGS
February 11	Risk Assessment and Communication Strategies and Compliance Alternatives	Text 1: Ch. 10 Text 2: Ch. 3 Text 3: Issues 1, 2 and 6
February 13	Environmental Equity and Justice RESEARCH PAPER OUTLINE DUE	Text 1: Ch. 11 Text 3: Issue 6 Handout Materials
February 18 and 20	Global Population Policy	Text 1: Ch. 15 Text 3: Issue 7
February 25 and 27	Clean Air Policy	Text 2: Ch. 4 Text 3: Issues 12 and 18
March 4 and 6	Work on Earth Day Project and Midterm Examination Midterm Examination is due on March 6th.	
March 18 and 20	Clean Water Policy Debate 1 March 20	Text 2: Ch. 6
March 25 and 27	Energy, Natural Resources and Land Management Policy Debate 2 - March 28	Text 1: Ch. 14 Text 2: Ch. 7 and 9 Text 3: Issues 2 and 3
April 1 and 3	Controlling Solid and Hazardous Waste Debate 2 – March 28	Text 2: Ch. 8 Text 3: Issues 13, 14, 15 and 17
April 1	Work on Earth Day Project	
April 3	New Horizons in Environmental Results: How we can break through barriers to implement the environmental solutions we know are needed Mark Winstein – Guest Speaker	Text 1: Ch. 12 and 16 Text 2: Ch. 10 and 11 Text 3: Issues 16 and 19

DATE	TOPIC	READINGS
April 8	Food Safety Laws and Policy	Text 3: Issues 9, 10, and 11
April 10, 15, 17, and 29	Student Research Presentations ALL TERM PAPERS ARE DUE ON April 10	
April 22	Work on Earth Day Project	
April 24	Present Earth Day Project for the campus	
May 1	Final Examination Due	

New Horizons in Environmental Results: How we can break through barriers to implement the environmental solutions we know are needed

Mark is most interested in talking with students who want to implement policies and get results to protect and restore the environment. He will talk about some general aspects of leadership that are not commonly discussed at the college level, and then open the discussion to see how these paradigms of leadership could impact the issues students are tackling today. He will assume that students know about environmental problems as well as environmental solutions. The question remains: how can we accelerate our rate of implementing environmental solutions to match the rate at which problems are occurring? His talk will be both practical and inspiring.

Guidelines for Evaluating Student Performance in Writing and Presenting Major Projects in H474

1. Prior to evaluating any student's performance, one must keep in mind the goals and objectives related to the two aspects of grading for this project. For review purposes, the oral and written ethical analysis projects are included in this class to accomplish the following:

1. Demonstrate your ability to find, analyze, assimilate and report in written and oral format technical, statistical and philosophical data and analyses from key contributors in the field.
2. Strengthen conceptual and analytical ability
3. Build confidence and skills in making oral presentations
4. Strengthen written communication skills
5. Broaden knowledge about a particular ethical challenge facing the health care field
6. Assist in understanding and developing professional values
7. Familiarize student with most recent ethical policy topics in the field.

In general, I evaluate your written and oral presentations by asking the following questions. The first questions focus on the written assignment and the second set on the oral assignment.

Written Project (Individual)

1. Are structural and logical frameworks for the paper evident?
2. Does student present a convincing introduction identifying the issue?
3. Does student provide an appropriate overview of the major literature associated with this question?
4. Does paper identify and cite the major "shakers and movers" in the area of the selected ethical debate?
5. Does student identify options available to solve the ethical problem and provide some comparative evaluation?
6. Does the student clearly identify his/her own personal stance on the ethical issue and justify it with philosophical and empirical support?
7. Is the depth of analysis appropriate for the paper?
8. Are the uses of "state of the art" theory, principles, models, etc. apparent? Does student apply utilitarian, deontological or other approaches to the analysis.
9. Does the conclusion of the paper draw logically from the body of the paper.

Oral Presentation (Group)

1. Is the presentation well-planned, well-presented, and logically organized?
2. Is the structure appropriate for audience: use of overview, transition, summaries, and framing?
3. Is the level of presentation suitable for the situation and the audience?
4. Does the presentation make use of models, charts, graphs, tables, simulations or cases, etc. to improve content?
5. Does the student maintain appropriate eye contact with audience or does he/she read too much?
6. Does he/she seem nervous/ hesitant, or forgetful?
7. Does it appear that the presentation was practiced prior to class to reach an appropriate time? Did the presentation drag on too long and have to be cut off? Was the presentation too short?
8. Did student utilize impression management techniques in his/her presentation?

9. Is conclusion a strong summary, or does the presentation wander off without tying everything together?
10. Does it appear that each team member contributed appropriately to the presentation?

H416 Environmental Health Policy

Term Paper Evaluation

- _____ Applicability and Timeliness (10)
- _____ Comprehensiveness (20)
- _____ Depth of Analysis (20)
- _____ Quality of the Report (20)
- _____ Quality of the Sources (20)
- _____ Quality of Oral Report (10)

H416 Environmental Health Policy

Term Paper Evaluation

- _____ Applicability and Timeliness (10)
- _____ Comprehensiveness (20)
- _____ Depth of Analysis (20)
- _____ Quality of the Report (20)
- _____ Quality of the Sources (20)
- _____ Quality of Oral Report (10)

The paper should include the following components:

1. **Introduction:** identify what the ethical problem is that you are addressing and why it is an important issue for the health care field.

2. **Review of Literature:** include information from your assigned readings if appropriate, and from other sources both library and internet. These should allow you to identify the major thinkers, shakers and movers who work on this particular problem. Include some statistical information if relevant, covering things such as prevalence of the problem (number needing various types of organ donations, number of deaths that were potential physician assisted suicides, etc).

3. **What are the Philosophical Debates:** In this section you will provide an overview of both the pro and con side of the issue you have selected. Obviously, this section will include data contributed by your teammates in the oral presentation. You should share as much information as possible.

4. **What Is Your Philosophical Stance:** this portion of the paper must be totally independent of your teammates. You must present your own opinion and justify why you have come to that conclusion drawing from philosophical guidelines for decision making, philosophical paradigms such as deontology, etc. You may want to include a brief scenario about any personal experience you have had with this particular problem. That approach is optional and no points will be deducted if you have no personal experience with the problem.

5. **Conclusion:** provide a summary of the key points of the arguments, a brief review of your opinion that was presented in section 4 and end the paper with an analysis of why your opinion/choice is the stronger position among the options.

6. **Bibliography:** you may follow any notation type you prefer as long as you are consistent. My preference is the APA format, but many of you may have trained using the MLA approach and that is okay, too. Just be consistent. You must cite any internet sources used. You may not rely totally on internet sources. At least 50% of your resources must come from peer reviewed sources rather than technical reports on the internet.

7. **Appendices:** You may attach charts, tables, graphs, etc if you believe these will strengthen your arguments.

There are no hard and fast rules about length for this type of paper. The issue in grading is whether or not you have addressed the issues identified in the different sections. Because this class is a senior seminar, I expect you to be thorough and professional in preparation of this final product. We consider the written product from this capstone course as an outcome measure for the entire program. Therefore, we are looking for a demonstration from you that you have learned how to write skillfully, gather and assimilate a great deal of information, and present it in a professional format.

Debate Evaluation Form

Debate Topic 1: Ocean pollution is a serious problem and the earth's oceans are in peril from human generated waste and pollution.

First Affirmative –

Outstanding	Poor	Satisfactory		
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You provided a good introduction to the problem of ocean pollution, including the major sources and types of ocean pollution, the utility of oceans for different countries and the benefits of having healthy oceans. Your presentation was clear and concise. You responded well to questions from the negative and your questions to the negative were thought provoking. Your summary and final rebuttal were very good. Sorry that we had to delay this part of the debate until the next class period.

Second Affirmative –

Outstanding	Poor	Satisfactory		
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You provided a good discussion of the various impacts of ocean pollution on aquatic organisms and human health and well being. Your presentation was filled with good facts that supported your team’s position in the debate. In the second part of your presentation you provided viable solutions for controlling ocean pollution problems. You responded well to the questions posed by the negative and your questions to the negative were thought provoking

First Negative –

	Poor	Satisfactory	Outstanding	
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You argued that the magnitude of the ocean pollution was being blown out of proportion by the media, environmental zealots, etc. However, you did not present facts to back up that statement. Your point about being willing to give up things in order to curb ocean pollution was a valid one. This is something that people don't want to face. More information on the GOOS system and how it can help solve the problem would have valuable. Your questions to the affirmative were good, and your answers to questions from the affirmative were satisfactory.

Second Negative–

	Poor	Satisfactory	Outstanding	
Quality of Content of Constructive Speech 5	1	2	3	4
Effectiveness of Delivery of Constructive Speech	1	2	3	4 5
Quality of Questions to Opposition 5	1	2	3	4
Quality of Responses to Questions from the Opposition 5	1	2	3	4

You presented a comprehensive discussion of current laws, regulations, and strategies that are being used to combat ocean pollution. You presented viable facts and examples to support your argument. Many individuals in the audience did not agree with your premise that the degree of ocean pollution is over-stated and that prevents us from concentrating on the "real" environmental problems of air and groundwater pollution. However, the audience also thought you presented a convincing argument that more regulation may not be the solution to this problem.

General Comments

Overall, both teams served up arguments that provided for a spirited debate. It is always more difficult to be the first group to debate. You probably did not have any prior debate experience, and you did not have the opportunity to witness any other debates in the class. With these facts in mind, I think the overall performance of both teams was quite satisfactory.

Audience Vote on the Outcome of the Debate:

 8 votes for the affirmative

 1 votes for the negative

 1 tie

BACHELOR OF SCIENCE IN PUBLIC HEALTH DEGREE (BSPH)—HEALTH ADMINISTRATION MAJOR

1. Suppose a parent or employer asks you, “What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?”

Mary Smith will be able to work effectively both independently and as a member of a team to manage organizations and personnel in a variety of public, nonprofit and for profit health care organizations. She will be able to identify and analyze public health problems, evaluate alternatives to solve problems, help implement and manage programs and projects, and communicate complex technical information to decision makers, stakeholders, and lay people who have responsibility or are interested in these problems.

The Bachelor of Science in Public Health (BSPH) degree with a major in Health Services Administration has two major foci. First, within the framework of the general education coursework, the program provides students with a broad-based experience in the arts and sciences. Second, students are prepared to assume management positions in public and private health sector organizations that provide direct clinical services, develop health sector policies or provide analytical support to decision making bodies. Graduates of the program are expected to be able to communicate effectively both orally and in writing, and they will acquire the knowledge, values and skills that will enable them to assess organizational challenges, determine appropriate solutions and translate these into organizational goals and objectives. They will also be expected to understand how health care organizations promote and protect public health, social well-being, individual rights, and cultural diversity.

Major Learning Objectives:

The learning objectives for the Health Services Administration major are identified in Appendix A. In addition to demonstrating a mastery of the six Principles of Undergraduate Learning (communication & quantitative skills; critical thinking; integration & application of knowledge; intellectual depth, breadth, & adaptiveness; understanding of society & culture; and values and ethics), students graduating with a BSPH degree in health services administration are expected to possess the knowledge and competencies presented in Appendix B. The learning objectives of the major include an understanding of: ethical decision making guidelines in personal leadership activities as program development; analysis of data to determine problems, risks and best practice solutions; mission statements, goals and measurable objectives for health organizations; programmatic development and implementation within a particular political, social, cultural, legal and administrative process; staffing and quality control issues; financial analysis; leadership styles and philosophies; regulatory and legal parameters of the health service industry; evaluation strategies; presentation skills; risk assessment for population-based management; and how to work as a productive team member or leader.

The liberal arts-oriented general education coupled with professional education in health services administration will prepare students to enter the job market or pursue graduate study. In particular, our graduates work in the public, nonprofit, and private sectors and enter Masters and Doctoral programs in public health, law, business administration and health administration.

2. How will Mary learn these things?

Mary will learn skills through a carefully designed program that includes classroom instruction, guided classroom research projects, an internship or other practical, professional experience, an integrative capstone course, and informal interaction with faculty, other students, and professionals in the field.

More specifically, students learn the requisite skills and substantive knowledge in the general education and major requirements. Appendix C includes an explanation of where the substantive learning objectives are addressed in the health services administration. Appendix D provides a general discussion of where in their education students are introduced to the Principles of Undergraduate Learning.

The nature and extent of the various levels of student assessment are discussed in the answers to questions 3 and 4.

3. At graduation what **evidence** could you and Mary provide the parent and employer to demonstrate that Mary Smith knows and can do the things you told them she would learn?

At graduation, Mary will be able to demonstrate her knowledge and skills through her grades, examples of her written work, and her ability to engage in thoughtful conversation about substantive issues in health services administration and the complex array of factors that complicate solutions to micro- and macro-level health policy challenges.

As described above, the curriculum in the BSPH degree with a major in health service administration is designed to address the stated knowledge goals and learning outcomes as described in Appendices A and B. Initial mastery of the principles of undergraduate learning is demonstrated in the general education courses and then students must utilize these skills in the advanced health service administration courses. The material of the discipline is covered in a similarly systematic way within the concentration: The students acquire a foundation of knowledge of the basic areas of health services administration – ethics, accounting, finance, personnel management, health law, health policy, epidemiology, planning, operations analysis, marketing, leadership, quality control- and then explore each area in detail in a more advanced class on each topic. This process culminates in the capstone course, (H474), which attempts to integrate the undergraduate experience and document mastery of the basic skills.

For evidence of mastery of the broad areas covered under the principles of undergraduate learning, we have three stages of review. Initially we rely on the expertise and professionalism of our colleagues in their respective fields. For example, we rely on the faculty in the English department to provide content in W131 and W231 that will provide the knowledge and skills needed by our undergraduate students as they take courses in the health services administration curriculum. The second level of review and documentation is provided by the courses within the health services administration curriculum. In these courses students must demonstrate that they do, indeed, possess the skills addressed by the general education courses, as well as knowledge of the particular substantive area. Finally, the capstone course serves as the final check on the overall level of performance of each student and of the program in general. Understanding of the discipline depends primarily on the latter two stages.

Evidence of mastery at each of these levels is measured by student grades and by the review and feedback mechanisms described below. Students must pass each course (i.e., demonstrate minimal

mastery of the subject matter) and maintain a minimum overall (2.0) and school (2.3) grade point averages in order to graduate. As faculty members in the general education courses assign grades, they certify the level of mastery demonstrated by the students. The health services administration courses provide a means of refining and expanding these basic skills and add breadth and depth of content in the discipline. The final evidence of is reflected in the grade received in the capstone course. This process requires that students both acquire the basic skills and retain and utilize them throughout their undergraduate careers.

Relying on grades as evidence of mastery of the desired set of skills depends on maintenance of consistent standards. Such a system must be monitored regularly in order to avoid a dilution of standards through grade inflation. The health faculty strives to maintain uniform standards and grading for themselves and the adjunct faculty who help deliver courses in the health services administration program. Full-time faculty serves as mentors to the adjunct faculty to make sure course expectations and grading methods are consistent between full- and part-time faculty. When problems are identified, they are investigated, and corrective action is taken.

4. Have you and your colleagues looked collectively at the work of Mary Smith, Jeff Jones, and all the others in their class to see what, in general, they know and can do? If so, what do your findings imply for your work?

The faculty completed a review of the BSPH program in 2000-2001 that included meetings with students to learn about their perspectives on the BSPH program and reviews of student work. These reviews led, for example, to changes in expectations and to development of the learning outcomes summarized in Appendixes A and B. For example, full-time and adjunct faculty agreed that the writing skills of many students were poor and needed to be improved. Faculty also determined that courses in functional areas of health care such as hospital administration and long term care were no longer in today's market and that students needed a broader coverage of many components along the health care continuum. As a result, course requirements for writing were changed, and a new course integrating various components of the system was developed as an applied management course. More generally, each of the faculty routinely assesses student knowledge and skills through grades for coursework.

To try to ensure consistency across the program, the health faculty mentors and monitors the performance of part-time faculty teaching courses within the program. This process involves discussing course content and performance, as well as, reviewing syllabi and attending class sessions. Related to this process, the Director of Undergraduate Programs reviews the student teaching evaluations and grade distribution for each SPEA course in the curriculum. The faculty also has on-going contact with representatives of the health delivery environment and stakeholder agencies that work with our students through service learning, practicum and internship activities. Feedback from these individuals is sought in order to determine if our students are performing at or above the level of entry-level practitioners. The faculty member who is responsible for delivering the "capstone" course (H474) explicitly assesses student performance and mastery of both the basic principles of undergraduate learning and the content of the field. The instructor would meet with other faculty to address any shortcomings noted in the health services administration curriculum.

As a result of the above-described process, a number of changes have been implemented over the past few years. For example, our constituent agencies reported that our students needed better

communication skills, more computer application experience, and a stronger background in finance. The faculty revised the health services administration curriculum by adding a second required course in speech and computer applications. Additional courses in finance and health economics were added to the schedule. Finally, written and oral presentations were incorporated into many of the courses that comprise the environmental science and health curriculum. The capstone instructor identified a weakness in student's understanding of philosophical underpinning of ethical analysis, and a course in ethics was added to the general education curriculum.

If at any time, the capstone faculty finds that the seniors, in the aggregate, are having difficulty or lack essential knowledge and skills as prescribed for the curriculum, the health services administration faculty will be convened to discuss these matters and appropriate action will be taken to remedy them.

Appendix A

Learning Outcomes for Health Services Administration Majors

1. Demonstrate the capacity to apply ethical decision making guidelines to personal leadership activities and to program development activities.
2. Utilize state of the art data analysis products to determine problems, needs, and best practice options for problem solutions.
3. Develop mission statements, goals and measurable objectives for health care organizations.
4. Prepare implementation plans for programmatic and policy initiatives taking into account the political, social, cultural, legal and administrative processes.
5. Design staffing models and job descriptions that integrate total quality management philosophies to improve productivity, effectiveness, and efficiency.
6. Design budgeting models to track financial health of health care organizations.
7. Develop organizational leadership philosophy and design incentives for motivating staff and colleagues to achieve organizational goals.
8. Recognize regulatory and legal parameters of program management in the health care field.
9. Design evaluation plans and select structure, process, and outcome measures for formative and summative evaluations including components of quality, cost and client satisfaction.
10. Prepare graphic and other media supported presentations and publications to educate and persuade stakeholders and decision makers concerning organizational needs and goals.
11. Apply basic natural sciences and public health sciences in the assessment of risk, prevalence of disease, service utilization patterns for population-based management.
12. Work as a productive team member or leader in ongoing group tasks/activities.

Appendix B

Knowledge Domains for Entry Level Health Service Managers

This a list of knowledge requirements identified for undergraduate students who are prepared to enter the health services administration profession at the entry level. These concepts are agreed upon by AUPHA for program certification. It is expected that individuals with this knowledge would be prepared for practically any entry level management, consulting or policy position in the health care field.

General Liberal Arts content

Communication (Written and Oral): Written: label parts of speech, use proper tense and subject-verb agreement, identify dangling phrases and incomplete sentence constructions, construct complete sentences, use proper referencing within text and for bibliography, use footnotes and endnotes properly, prepare table of contents, prepare appendix, create tables and figures that are properly labeled and professional in appearance, now how to paraphrase properly and with attribution, prepare outline, read critically and analytically, can distill information that is complex and from multiple sources into concise, coherent and correct writing.

Verbal: prepare outline and note cards or graphic support, prepare coherent speech that fulfills intended purpose, make an effective delivery with eye contact, voice projection and modulation; can distill information that is complex and from multiple sources into concise, coherent and correct oral presentation.

Quantitative: Functions: Dependent variable, independent variable, defining functions (describing simple systems as an algebraic function), straight-line equations, slopes, intercepts, graphing.

Algebra: How to isolate variables and solve for variables, definitions and use of a variable, commutative, associative, distributive properties, multiplicative property of 1, basic factoring, combination of like terms, solving for unknowns with fractions, division using fractions, fraction laws and combining fractions, common multipliers and terms.

Logs/exponents: exponent laws (operations) for addition, subtraction, division and multiplication, combining exponents, graphical representation of exponents, basic definitions of logarithms using different bases including natural logs, logarithm operations and graphing.

Significant figures/scientific notation: definitions, rounding, significance of rounding, operations with scientific notation

Geometry: basic use of areas and definitions for circles, areas of triangles, rectangles, volumes of cylinders, blocks, three dimensions.

Calculus: practical application of limits and integrals for: rate of change, proportional hazards.

Models: basic categorical types, use, limitations, use of simple models for utilization patterns.

Natural/Biological Sciences: Basic understanding of biological systems, in particular human, classify organisms, bacteria, viruses, lower order animals, mammals, cell structure, organ structure, functional biological operation, metabolism, fundamental anatomy and physiology, ecological systems, genetic structure.

Technical Competencies

General Management

Theories of management with content in business, law, and organization theory and behavior

Functional areas of management

Accounting

Financial Management

Human resources management

Management Information Systems

Marketing

Operations analysis

Planning

Quality management

Research methods

Statistics

Managerial Skills

Interpersonal skills

Leadership

Strategic Management

Health Services management

1. Determinants and measurement of health and disease (epidemiology and public health)
2. Health services organization and delivery (structure and function of health organizations, professions and delivery systems across the continuum of care.
3. Characteristics of the economic, historical, legal, managerial, political, regulatory and social aspects of health services organization and delivery. This area may include bioethics, health finance, health law, health economics, and health policy.

Demonstration of integration of conceptual and technical competencies.

Appendix C – LEARNING OUTCOMES OF HEALTH SERVICES ADMINISTRATION

Learning Outcomes of Health Services Administration	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Health Services Administration Courses:</i>
<p>Demonstrate the capacity to apply ethical decision making guidelines to personal leadership activities and to program development activities.</p>	<p>Philosophy P120 Ethics</p>	<p>H120 Contemporary Issues in Public Health H316 - Environmental Health H320 –Intro to the U.S. Health Care System H322 – Epidemiology H441 Health Law H420 Health Policy H474 Health Administration Seminar</p>
<p>Utilize state of the art data analysis products to determine problems, risks, needs and best practice options for problem solutions.</p>	<p>K300 Statistical Techniques SPEA V261 Computers in Public Affairs SPEA V369 Managing Information Technology SPEA V370 Research Methods and Statistical Modeling</p>	<p>H316 - Environmental Health H322 - Epidemiology H320 Intro to U. S. Health Care System H352 Health Finance and Budgeting H401 Strategic Planning for HCO H353 Advanced Health Finance and Budgeting H354 Health Economics H432 Health Care Marketing H420 Health Policy H474 Health Administration Seminar</p>
<p>Develop mission statements, goals and measurable objectives for health care organizations.</p>		<p>H322 – Epidemiology H320 Intro to U.S. Health Care System V263 Public Management V362 Nonprofit Management and</p>

		Leadership V366 Management Behavior in Public Organizations H401 Strategic Planning in Health Care Organizations H432 Health Care Marketing
Learning Outcomes of Health Services Administration	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Health Service Administration Courses:</i>
Prepare implementation plans for programmatic and policy initiatives taking into account the political, social, cultural, legal and administrative processes.	Social Science and Humanities electives ECON E201 Introduction to Microeconomics ECON E 202 Intro to Macroeconomics	H320 Intro to U.S. Health Care Systems H322 – Epidemiology H316 Environmental Health H420 Health Policy H401 Strategic Planning H472 Applied Health Administration Practice H474 Health Administration Seminar
Design staffing models and job descriptions that integrate total quality management philosophies to improve productivity, effectiveness and efficiency.		SPEA V263 Public Management SPEA V 362 Nonprofit Management and Leadership SPEA V366 Management Behavior in Public Organizations SPEA V368 Managing Government Operations SPEA V373 Personnel Management in the Public Sector
Design budgeting models to track financial health of health care organizations.	Math M118 K300 Statistics	H352 Health Finance and Budgeting H353 Advanced Health Finance and Budgeting H354 Health Economics V348 Management Science V368 Managing Government Operations
Develop organizational leadership philosophy and	Social Science and Humanities electives	SPEA V263 Public Management SPEA V362 Nonprofit Management and

design incentives for motivating staff and colleagues to achieve organizational goals	PHIL P120 Ethics	Leadership SPEA V366 Management Behavior in Public Organizations SPEA V373 Personnel Management H401 Strategic Planning for Health Organizations
Recognize regulatory and legal parameters of program management in the health care field.		H441 legal Aspects of Health Care Administration H320 Intro to U.S. Health Care Systems V368 Managing Government Operations V373 Personnel Management H472 applied management H474 Seminar in Health Administration
Learning Outcomes of Health Services Administration	Where Learning Outcomes are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Health Services Administration Courses:</i>
Design evaluation plans and select structure, process, and outcome measures for formative and summative evaluations including components of quality, cost and client satisfaction.	K300 Statistics	H354 Health Economics H352 Health finance and budgeting V370 Research Methods and Statistical Modeling H472 Applied Health Management
Prepare graphic and other media supported presentations and publications to educate and persuade stakeholders and decisions makers concerning organizational needs and goals.	Eng W 131 Elementary Composition I Eng W 231 Professional Writing Skills (or) Bus X204 Business Communications Comm R110 Fundamentals of Speech Communication Comm C223 Business and Professional Communication SPEA V261 Computers in Public Affairs SPEA V369 Managing Information Technology	H354 Health Economics H352 Health finance and budgeting V370 Research Methods and Statistical Modeling H472 Applied Health Management H466 Internship
Apply basic natural sciences and public health sciences in the assessment of risk, prevalence of disease, service utilization patterns for population-based management.	BIOL N212 Human Biology and BIOL N213 BIOL N214 Human Biology and BIOL N215	H320 Intro to U.S. Health Care Systems H322 – Epidemiology H316 Environmental Health

		H472 Applied Health Administration Practice H474 Health Administration Seminar
Work as a productive team member or leader in ongoing group tasks/activities.		V366 Management Behavior in Public Organizations H420 Health Policy H472 Applied management H474 Health Administration Seminar H466 Internship

Appendix D - PRINCIPLES OF UNDERGRADUATE LEARNING

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements <i>General Education Courses:</i> <i>Health Service Administration Courses:</i>	
<p>Communication & Quantitative Skills</p> <ul style="list-style-type: none"> -Written Communication -Oral Communication -Mathematics -Computers 	<p>Eng W131 and Eng W231 or Bus X204</p> <p>Comm R110 and C223</p> <p>M153, M154, and K300 (Statistics)</p> <p>V261(Computers in Public Affairs) and V369(Managing Information Technology) or E400 (Geographic Information Systems)</p>	<p>Most health services administration courses numbered 300+ require written assignments. H474 requires substantial writing including a policy analysis paper as does H420 Health Policy. Several 300 and 400 level courses require executive memo problem analysis assignments.</p> <p>H352 Health finance and Budgeting, H353 Advanced Health Finance and Budgeting,, H354 Health Economics and V348 Management Science require quantitative problem solving and use of computers.</p>
<p>Critical Thinking</p>	<p>Minimum of 15credit hours in Social Sciences and Humanities and 6 credit hours in Natural Sciences.</p>	<p>All health services administration courses</p>
<p>Integration & Application of Knowledge</p>	<p>Upper division General Education Courses</p>	<p>All 300 & 400 level health services administration courses, particularly the capstone and internship.</p>

Appendix D: PRINCIPLES OF UNDERGRADUATE LEARNING – continued

Principles of Undergraduate Learning	Where PULs are Addressed in the Degree Requirements	
	<i>General Education Courses:</i>	<i>Health Services Administration Courses:</i>
Intellectual Depth, Breadth, & Adaptiveness	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences	Achieved through completion of 48 credit hours in health services administration courses H474* in particular
Understanding Society & Culture	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of 48 credit hours in health services administration courses
Values & Ethics	All general education courses, but particularly upper division courses in the social sciences, humanities, and natural sciences, and public affairs courses	Achieved through completion of a minimum of 48 credit hours in health services administration.

H474* This course is the capstone course for the BSPH degree with a major in health services administration. Final assessment takes place in this course. In order for students to pass this course and be eligible for graduation they must demonstrate not only a strong understanding of all areas of health services administration, but also demonstrate a mastery of the Principles of Undergraduate Learning.

**INDIANA UNIVERSITY
SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
BACHELOR OF SCIENCE IN PUBLIC HEALTH
H-474 SEMINAR IN HEALTH ADMINISTRATION
SPRING, 2002
Thursday, 1-3:40**

Karen S. Harlow, Ph.D., Associate Professor Public and Environmental Affairs
Adjunct Professor, Department of Family Medicine
Director, Institute for the Study of Government and the Nonprofit Sector
1110 West Michigan, LO 227B
278-0300

FAX: 274-4444 (o) or 826-1123 (h)

E-MAIL: kharlow@iupui.edu or ksharlow2@home.com

OFFICE HOURS: Wednesday, 1-3:30 and by appointment. Appointments are available excluding Monday.

INTRODUCTION: This course is designed as the capstone course of the undergraduate BSPH program for majors in health administration. As such, it is organized to bring together many concepts you have learned in your degree program and to provide an opportunity to apply that knowledge to managerial decision making. This course follows a case-study approach to examine ethical decision making challenges from an individual managerial perspective. Broader policy issues associated with ethical dilemmas at an institutional/societal level are also explored. The demonstration of professional values and specific job-oriented presentation and analytical skills is expected. Your work products are expected to demonstrate intellectual depth, an understanding of society and culture and how they influence the work environment; professional values and ethics, competency in communication and quantitative skills, skills in critical thinking, and ability to integrate and apply new knowledge to make decisions and further the goals of society.

OBJECTIVES

By the end of this course, students will be able to:

1. Demonstrate an understanding of ethical managerial decision making through applications of ethical analytical models and decision making strategies in health services delivery.
2. Prepare professional recommendations in executive memo format comparable to those that will be required in the job market upon graduation.
3. Identify and apply the guidelines for ethical decision making in various case studies.
4. Demonstrate successful team work, presentation skills, and written analytical skills.
5. Prepare independent study/research projects in self-directed research.

TEXTBOOKS:

1. E. P. Flynn. **Issues in Health Care Ethics**. Prentice Hall, 2000.
2. Beauchamp, D. and Steinbock, B. **New Ethics for the Public's Health**, 2001.

COURSE REQUIREMENTS

Students will be expected to read the assignments before the class and to take an active role in class discussion. Class discussion questions and case studies involving decision making will be analyzed in almost every class. The class will operate as a senior seminar so the expectations are for a high level of preparation and discussion. General lecture outlines will be available on ONCOURSE.

Early in the semester, we focus on general theories of ethical decision making and the social obligations of health care providers. A second focus for the term includes a series of case studies that illustrate ethical challenges in everyday managerial activities. Each case study will be presented by one student who presents a solution to the problem and one student who critiques that solution. A third emphasis will be on refining your research and presentation skills and will include a team presentation and development of an issue debate paper associated with the team topic..

The assignments reflect these different emphases.

1. **Case study analysis.** Each individual will choose one case study to orally present a solution (50 points) and a different case study to orally present a critique of someone else's solutions (50 points). All students are expected to read every case study and participate actively in each debate. A participation grade is assigned at the end of the semester based on your active involvement in the case study discussions (50 points). Therefore, missing class directly impacts your participation grade.
2. **Executive memo analysis of case.** Each individual will select one case (other than the ones selected for oral presentation solutions or critiques) and prepare an executive memo presenting a solution to the problem (2 page maximum). Written memos will be due on the day the topic is covered in class (100 points).
3. Student teams (maximum 4 per team) will be responsible for presentation of pro/con debates on topics covered during the semester. Each team is expected to use media to support their presentation (overheads, handouts, Powerpoint or Excel graphics) and to demonstrate use of internet resources to support the presentation. That information will be due to the professor two class days prior to the presentation date to enable placement on the web for classmates. A position paper associated with the presentation is expected from each team. Guidelines for the development of the formal paper will be provided on ONCOURSE. Both internet and peer-reviewed sources are required for the formal paper. Although presentation dates will vary by topics, **all position papers associated with the topics will be due on April 18.** This project (**team presentation and position paper**) is worth **150 points.** **All students will submit an evaluation form for each presentation and this component will constitute 10 points of the assignment grade. Evaluation of other team members will constitute an additional 10 points of the grade.**
5. A combination take-home and in-class **final exam** will be conducted on April 25 and May 2 (tentative date). Take-home questions will be distributed on or before April 18, and those responses will be due on April 25. The in-class portion will focus on readings assigned during the semester, and that portion of the exam is tentatively scheduled for May 2. The combined portions of the final will be worth 150 points.

Assignments are due on the scheduled day. Late work is usually not accepted. If late work is accepted due to extremely unusual circumstances, the work will receive a penalty of deducting one letter grade per day after the due date. You are encouraged to use my FAX number to send

assignments if you expect to be away from class.

Final course grades will be determined as follows:

Case study oral presentation	
Solution	50
Critique	50
Executive Memo	100
Team presentation and position paper	150
Final Exam	150
Class Participation	50

Total points available for the semester=550. Grades will be calculated by multiplying the total points by 94%, 90%, 88%, 84%, 80%, 78%, 74%, 70%, 68%, 64% and 60% to determine A, A-, B+ etc. Any total below 60% will receive a grade of F.

STUDENT ETHICS: Students are expected to adhere to professional principles of ethics and honesty in class work and to respect the rights and opinions of other students in the classroom. Cheating or plagiarism will not be tolerated and can result in your expulsion from the university. Class attendance (THROUGHOUT THE ENTIRE CLASS PERIOD) is expected.

COMMUNICATION WITH PROFESSOR: I will try to be available to you as much as possible for appointments. In addition to my regular office hours or scheduled appointments, I can meet with you before class either day or after class on Thursdays. I also encourage you to rely upon e-mail. I am a regular user and you can usually get to me much faster electronically than any other way. **When you send messages to me, please use both my addresses** because I work in different locations on different days and cannot always access both accounts. **Please do not leave important messages on my voice mail because I do not check it regularly. You must use e-mail for fast turnaround communication with me.**

ASSIGNMENT SCHEDULE:

*****Some modifications may be necessary during the semester if we have snow days. Check your e-mail regularly during the week to determine if any changes in the syllabus are necessary.*****

January 10: **Introduction of Syllabus, Class Philosophy and Overview of Ethical Guidelines**
Review class topics and sign up for case study assignments and team topics.

January 17: **Theoretical Orientations of Ethical Analysis**
“Introduction: Ethical Theory and Public Health,” p. 3 in Beauchamp and Steinbock.
“Race or Class...” by Vincent Navarro in Beauchamp and Steinbock, p 39.
“Ethical Decision Making in the Health Care Context,” Chapter 1 in Flynn, p. 3.

January 24: **Institutional and Business Ethics**
“Paternalism and Autonomy,” Ch 14 in Flynn p. 237.
“Professionalism in Health Care Occupations,” Ch 15 in Flynn, p. 249.

“What Brought Bernadine Healey Down? **NYTimes**, handout in class.

Film Study: **The Insider** Please be in class promptly because the movie takes almost the entire class time. Discussion on this topic will spill over into next week’s topic.

January 31: **Medicine and the Common Good**

“Roles of the Courts, Government, and Professional Societies in Health Care Ethics,” Ch 16 in Flynn.

“Medicine and Public Health, Ethics and Human Rights,” J. Mann, in Beauchamp and Steinbock, p. 83.

“Public Health as Social Justice,” Beauchamp, p 101 in Beauchamp and Steinbock.

Case Study Debate: Judge Pamela Smith-Martin, Ch. 16 in Flynn.

Presenters: Solution: _____; Critique: _____.

Case Study Debate: Who Owns the Genes? (Case Study Text can be downloaded on Oncourse)

Presenters: Solution: _____; Critique _____.

Case Study Debate: DNA Registry for Military, p. 98 in Flynn

Presenters: Solution: _____; Critique: _____.

Any of these may be selected as written case study assignment by those not presenting.

February 7: **Violence and Injury**

“Public Health Policy for Preventing Violence,” by Mercy, et al. in Beauchamp and Steinbock, p. 188.

“Violence Prevention: Criminal Justice or Public Health?” by Moore, in Beauchamp and Steinbock, p. 200.

Case Study Debate: DNA Crime Data Base (text can be downloaded on Oncourse)

Presenters: Solution: _____; Critique: _____

This case may be selected as written case study assignment by those not presenting.

February 14: **Alcohol, Tobacco and Other Drugs**

“New Dimensions in Alcohol Policy” Mosher and Jernigan, in Beauchamp and Steinbock, p. 135.

“Drug Prohibition: A Public Health Perspective,” by Steinbock in Beauchamp and Steinbock, p 150.

“Controlling Tobacco Advertising: The FDA Regulations and the First Amendment,” by Glantz in Beauchamp and Steinbock, p. 164.

February 21: **Applications of Genetic Science**

“Ethical Implications of Testing Asymptomatic Individuals” by Fost in Beauchamp and Steinbock, p. 344.

“Prenatal Genetic Testing and Screening: Constructing Needs and Reinforcing Inequities,” by Lippman in Beauchamp and Steinbock, p. 353.

“Germ-Line Gene Therapy,” by Walters and Palmer in Beauchamp and Steinbock, p. 366.

Case Study Debate: Genetic Screening of Employees (text can be downloaded on Oncourse)

Presenter: _____; Critique: _____

Case may be used as written case study assignment by those not presenting.

This topic is available for team presentation. If selected, Team Members are 1.

_____;

2. _____; 3. _____; 4. _____.

February 28: Caring for Compromised Newborns

“Caring for Compromised Newborns,” Ch 4 in Flynn, p. 69.

Case Study Debate: Adam Ford case in Flynn p. 81.

Presenters: Solution _____; Critique: _____

Film Study: The Case of Baby L.

This topic is available for a team presentation. If selected, Team Members 1. _____, 2. _____, 3. _____; 4. _____.

March 7: Abortion and Assisted Reproduction:

“Abortion,” Ch 2 in Flynn p. 25.

“Assisted Reproduction and Cloning,” Ch 3 in Flynn, p. 45.

“The Resurgence of Eugenics,” by Reilly in Beauchamp and Steinbock, p. 303.

“Infertility as a Public Health Problem: Why Assisted Reproductive Technologies Are Not the Answer,” by Heitman in Beauchamp and Steinbock, p. 314.

Case Study Debate: Marla Sitler Abortion Case, p. 42 in Flynn.

Presenters: Solution: _____; Critique: _____.

Case Study Debate: Sarah Johnson early menopause and infertility case, p. 65 in Flynn.

Presenters: Solution: _____; Critique: _____.

Either of these cases may be selected as a written case study assignment by those not presenting.

The Assisted Reproduction topic may be selected for a team presentation. If selected: Team members are

1. _____.
2. _____.
3. _____.
4. _____.

March 11-15: Spring Break

March 21: Fetal Tissue Transplants and Organ Retrieval

“Fetal Tissue Research and Transplantation,” Ch. 6 in Flynn

“Organ Retrieval and Transplantation,” Ch 10 in Flynn, p. 166.

Case Study Debate: Fetal Tissue Research Medical Facility Policy, p. 110 in Flynn.

Presenters: Solution: _____; Critique _____.

Case Study Debate: Theresa Rodriguez bone marrow transplant

Presenters: Solution: _____; Critique _____.

Organ Transplantation Policy is a topic that may be selected for a team presentation. If selected, team members are:

1. _____; 2. _____; 3. _____; 4. _____.

March 28: Field Work/Out of Class Assignment

Watch the movie “Whose Life Is It Anyway,” for discussion in class next week. It is an old movie and you need to make sure you can locate it at the library for rental or at any blockbuster, etc. Class will not meet this week because of religious holiday.

April 4: **End of Life Issues**

“Artificially Provided Nutrition and Hydration, Ch 7 in Flynn, p. 112.

Case Study Debate: Susan Stafford Case

Presenters: Solution: _____; Critique _____.

Film Study: Wit

April 11: **Experimentation in Medicine**

“Experimentation in Medicine,” Ch 9 in Flynn p. 149..

Case Study Debate: Fred Nadler, HIV case, p. 162 in Flynn.

Presenters: Solution: _____; Critique _____.

Case Study Debate: Breast Cancer Research Ethics (Text can be downloaded from ONCOURSE)

Presenters: Solution: _____; Critique _____.

Cases may be selected as topics for written case study assignment for those not presenting.

April 18: **More End of Life Issues**

“Advanced Directives,” Ch 11 in Flynn, p. 187.

Case Study Debate on Advanced Directives, Roger Allen case p. 201 in Flynn.

Presenters: Solution: _____; Critique _____.

Team Presentation: Euthanasia/Physician Assisted Suicide

Members: 1. _____; 2. _____ 3. _____; 4. _____.

Film Study: Calling Dr. Death

Take Home Exam Questions distributed today.

April 25: **Even More End of Life Issues**

“Euthanasia,” Ch. 12 in Flynn p. 203

“ Treatment of the Terminally Ill: Important Distinctions,” Ch 13 in ‘Flynn, Ch 13.

Case Study Debate: Jim Warner Case, p. 218 in Flynn

Presenters: Solution: _____; Critique _____.

Case Study Debate: Thelma Morgan, p. 233.

Presenters: Solutions: _____; Critique _____.

Either case may be selected for written case study assignment for those not presenting.

Take-Home Exam questions due today.

Review for In-Class Final Exam

Class evaluation is tentatively scheduled for this date.

May 2: **In-class portion of final exam is tentatively scheduled for regular class time.**

I am attaching an assignment planning sheet to this syllabus. I recommend you select your case studies as soon as possible and verify your selections with your professor for approval.

ASSIGNMENT PLANNING SHEET FOR H474

1. Case study selection for solutions assignment: _____ . Due date:
_____.
2. Case study selection for critique assignment: _____ . Due date:
_____.
3. Case study selected for executive memo _____ . Due date:
_____.
4. Team presentation topic
 a. Oral Presentation _____ Due date:
 b. Written Section _____ Due date:
 April 18
5. Take-home exam questions _____ Due date:
April 25
6. In-class final exam _____ Tentative-
May 2

Guidelines for Evaluating Student Performance in Writing and Presenting Major Projects in H474

1. Prior to evaluating any student's performance, one must keep in mind the goals and objectives related to the two aspects of grading for this project. For review purposes, the oral and written ethical analysis projects are included in this class to accomplish the following:

1. Demonstrate your ability to find, analyze, assimilate and report in written and oral format technical, statistical and philosophical data and analyses from key contributors in the field.
2. Strengthen conceptual and analytical ability
3. Build confidence and skills in making oral presentations
4. Strengthen written communication skills
5. Broaden knowledge about a particular ethical challenge facing the health care field
6. Assist in understanding and developing professional values
7. Familiarize student with most recent ethical policy topics in the field.

In general, I evaluate your written and oral presentations by asking the following questions. The first questions focus on the written assignment and the second set on the oral assignment.

Written Project (Individual)

1. Are structural and logical frameworks for the paper evident?
2. Does student present a convincing introduction identifying the issue?
3. Does student provide an appropriate overview of the major literature associated with this question?
4. Does paper identify and cite the major "shakers and movers" in the area of the selected ethical debate?
5. Does student identify options available to solve the ethical problem and provide some comparative evaluation?
6. Does the student clearly identify his/her own personal stance on the ethical issue and justify it with philosophical and empirical support?
7. Is the depth of analysis appropriate for the paper?
8. Are the uses of "state of the art" theory, principles, models, etc. apparent? Does student apply utilitarian, deontological or other approaches to the analysis.
9. Does the conclusion of the paper draw logically from the body of the paper.

Oral Presentation (Group)

1. Is the presentation well-planned, well-presented, and logically organized?
2. Is the structure appropriate for audience: use of overview, transition, summaries, and framing?
3. Is the level of presentation suitable for the situation and the audience?
4. Does the presentation make use of models, charts, graphs, tables, simulations or cases, etc. to improve content?
5. Does the student maintain appropriate eye contact with audience or does he/she read too much?
6. Does he/she seem nervous/ hesitant, or forgetful?
7. Does it appear that the presentation was practiced prior to class to reach an appropriate time? Did the presentation drag on too long and have to be cut off? Was the presentation too short?
8. Did student utilize impression management techniques in his/her presentation?

9. Is conclusion a strong summary, or does the presentation wander off without tying everything together?
10. Does it appear that each team member contributed appropriately to the presentation?

The paper should include the following components:

1. **Introduction:** identify what the ethical problem is that you are addressing and why it is an important issue for the health care field.

2. **Review of Literature:** include information from your assigned readings if appropriate, and from other sources both library and internet. These should allow you to identify the major thinkers, shakers and movers who work on this particular problem. Include some statistical information if relevant, covering things such as prevalence of the problem (number needing various types of organ donations, number of deaths that were potential physician assisted suicides, etc).

3. **What are the Philosophical Debates:** In this section you will provide an overview of both the pro and con side of the issue you have selected. Obviously, this section will include data contributed by your teammates in the oral presentation. You should share as much information as possible.

4. **What Is Your Philosophical Stance:** this portion of the paper must be totally independent of your teammates. You must present your own opinion and justify why you have come to that conclusion drawing from philosophical guidelines for decision making, philosophical paradigms such as deontology, etc. You may want to include a brief scenario about any personal experience you have had with this particular problem. That approach is optional and no points will be deducted if you have no personal experience with the problem.

5. **Conclusion:** provide a summary of the key points of the arguments, a brief review of your opinion that was presented in section 4 and end the paper with an analysis of why your opinion/choice is the stronger position among the options.

6. **Bibliography:** you may follow any notation type you prefer as long as you are consistent. My preference is the APA format, but many of you may have trained using the MLA approach and that is okay, too. Just be consistent. You must cite any internet sources used. You may not rely totally on internet sources. At least 50% of your resources must come from peer reviewed sources rather than technical reports on the internet.

7. **Appendices:** You may attach charts, tables, graphs, etc if you believe these will strengthen your arguments.

There are no hard and fast rules about length for this type of paper. The issue in grading is whether or not you have addressed the issues identified in the different sections. Because this class is a senior seminar, I expect you to be thorough and professional in preparation of this final product. We consider the written product from this capstone course as an outcome measure for the entire program. Therefore, we are looking for a demonstration from you that you have learned how to write skillfully, gather and assimilate a great deal of information, and present it in a professional format.

Self and Group Evaluation Form for H474

Name _____

Name of Group Members:

Topic of Presentation:

1. Describe the division of duties and estimated percent each person spent on each activity. Include your own time allocation as well as that of other members of your group.

Name _____

Graphics preparation
Text/paper preparation
Data gathering/research
Preparation of bibliography
Editing/finalizing/polishing

2. Group Process:

Did everyone contribute appropriately to the group process (attend meetings, make contributions)? If not, specify problems experienced?

Give each group member including yourself a grade in terms of their contribution to the final product.

Give each person including yourself a grade on the group/team work process (thinking about things such as leadership, cooperation, compromise, participation in process.)

Is there anyone in the group that made a particularly outstanding contribution that you believe should be rewarded? If so, what did they contribute that went beyond the normal group process requirements as you perceived them?

Name _____

Evaluation Reviews, H474

Title of Presentation:

.Name
Name
Name
Name.

On a scale of 10 with 10 being perfect with no mistakes or problems and 1 being no evidence of preparation or value, please rate the groups on the following measures. Do not think of a 9 as A, 8 as B etc. On this scale, a 5 would be an average, passing score. Add commentary about each presenter strengths or weaknesses as you feel appropriate. These will be summarized and typed to show to presenters without reference to names of evaluators.

1. Was the presentation well planned, well presented and logically organized? Score: _____
2. Did the presentation make use of models, charts, graphs, tables, simulations or cases, etc to improve content? Score _____
3. Did the presenters maintain appropriate eye contact with the audience or did any of the group read too much? Score _____
4. Did the presenters seem nervous/hesitant, or forgetful? (a low score represents a poor evaluation, and high score represents ease and comfort in the presentation) Score _____
5. Does it appear the presentation was practiced prior to class? Was the timing appropriate? Score _____
6. Were multiple ethical perspectives presented adequately? Score _____
7. Did the presentation include an overview of factual issues surrounding the policy concerns? Score _____
8. Did the team end with a strong conclusion and persuasive pitch for the importance and relevance of the topic? Score _____

Average Score: Add your scores and divide by 8

Average Score: _____

Please add any comments about individual presenters you felt were particularly good OR who had habits or styles that might need to be modified. Your identify will be kept confidential in summaries.

Matrix for Critical Thinking as a Learning Outcome Across the Campus

School	Approach to Critical Thinking	Learning Objectives Associated with Critical Thinking Skills	Strategies for Applying and Improving Critical Thinking Skills	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
SPEA	Recognize and define problems, develop multiple hypotheses, choose effective strategies/correct solutions, critique professional literature, and analyze rationales for reliability and validity	Integrated throughout all courses within the curriculum for undergraduate degrees. This is a specific course outcome in many general education and specialty courses that comprise each undergraduate degree and major.	Class discussions, written materials, individual and group projects, internships, field experience, and laboratory experiences stress critical thinking and problem solving.	Senior capstone courses are used to integrate critical thinking skills within disciplinary proficiencies. Assessment of course work, participation in course and group activities, capstone experience and laboratory/fieldwork are undertaken to assess critical thinking.	

Matrix for Intellectual Depth, Breadth and Adaptiveness Across the Campus

School	Forms of Depth, Breadth & Adaptiveness	Learning Objectives associated Depth, Breadth & Adaptiveness	Examples of Strategies for Applying and Improving Depth, Breadth & Adaptiveness	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
SPEA	The curricula are highly integrated and were created to enable students to build upon the knowledge and skills acquired through the general education component of the program. The specialty courses taken by students offer the opportunity to form depth, breadth & adaptiveness in their respective discipline.	Apply prior knowledge and experience to new situations. Content mastery in related disciplines is expected and commitment to life-long learning is nurtured.	Use case studies and problem based learning projects to encourage the integration and application of knowledge. Encourage students to take advantage of service learning, internship and community service opportunities.	Surveys from graduates and employers. Input from preceptors on internships and field experience.	

Matrix for Quantitative Analysis as a Student Learning Outcome Across the Campus

School	Forms of Quantitative Analysis	Learning Objectives associated with Quantitative Analysis	Strategies for Applying and Improving Quantitative Analysis	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
SPEA	The quantitative component of the curricula consists of mathematics, statistics, and computer applications. Problem-based learning and extensive training in mathematical and statistical techniques including management, analysis, computation and interpretation of data.	Ability to solve problems and perform quantitative analysis	Depending on the degree and discipline, students are provided a variety of opportunities via case studies, examinations, assignments and laboratory experiences that require quantitative analysis.	Individual faculty assessment of course assignments and examinations.	

Matrix for Comprehending, Interpreting, and Analyzing Texts as a Student Learning Outcome Across the Campus

School	Forms of Comprehending, Interpreting, and Analyzing Texts	Learning Objectives associated with Comprehending, Interpreting, and Analyzing Texts	Strategies for Applying and Improving Comprehending, Interpreting, and Analyzing Texts	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
SPEA	Research papers, class discussions, debates, reading assignments, and field and lab experiences.	Ability to understand and interpret written information related to discipline. Ability to compare, evaluate, and synthesize diverse information and building vocabulary unique to the student's discipline	Teach the techniques of critical analysis and provide opportunities to apply these skills inside and outside the classroom.	Text-based examinations, graduate and employer surveys, and capstone experiences.	

Matrix for Oral Communications as a Student Learning Outcome Across the Campus

School	Forms of Oral communication	Learning Objectives associated with Oral Communication	Strategies for Applying and Improving oral Communication	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of progress
SPEA	Student presentations, class discussions, debates, individual and group reports, oral case study reports, and communication with professionals and the general public during practicum and internship sessions.	Effective use of oral communication.	Use class discussion, group work, debates and presentation of research findings to practice and hone communication skills.	Some capstone courses include a process for assessing students' ability to communicate effectively and provide feedback to students on oral presentations.	

Matrix for Technology as a Student Learning Outcome Across the Campus

School	Forms of Technology	Learning Objectives associated with Technology	Strategies for Applying and Improving Technology	Evaluation and other means of gathering and reporting evidence of	Use of Evidence of Progress
SPEA	Library and internet searches for research, use of Oncourse in classes, computer applications for public affairs. Presentations in class using PowerPoint and other technology and information resources.	Use the World Wide Web; Manage information technology; Utilize Oncourse; Effective use of Internet and library resources.	Use of library and Internet searches; E-mail correspondence between students and faculty; Use of computer lab as part of Computer Applications course.	Student performance evaluations; Surveys from graduates and employers; Assessment of students' proficiency in computer applications course.	

Matrix for Writing as a Student Learning Outcome Across the Campus

School	Forms of Written Communication	Learning Objectives associated with Written Communication	Strategies for Applying and Improving Written Communication	Evaluation and other means of gathering and reporting evidence of progress	Use of Evidence of Progress
SPEA	Term papers, case studies, review of articles, essay exams, laboratory reports, and internship reports.	Communicate clearly and concisely; Varied writing styles are incorporated through different types of writing assignments; Emphasis is on proper grammar and sentence structure, higher order of thinking, synthesis of thought, logic and research and creative ideas; Collecting and analyzing data and making conclusions.	Written assignments including case studies, essay examinations, and article summaries; Organization and writing of term papers; Written correspondence including memos.	Writing is assessed in examinations, term papers, case studies, laboratory reports and internship reports; Feedback is provided by faculty to students on all written assignments; Evaluations from preceptors during internships.	

Matrix in Understanding Society and Culture

School	Learning Objectives for Understanding Society and Culture	Strategies for Building Knowledge of Society and Culture	Assessment of Student Progress on Learning Objectives
SPEA	Recognize the impact of social, cultural, economic and political systems on public affairs; Take societal differences into consideration when planning solutions to problems related to criminal justice, public affairs, and public health.	Class discussion on policy issues; Capstone course in each program provides opportunities through examinations, papers, presentations and exercises; Service Learning Internships and practicum experiences.	Ratings on internships and practicum experiences; Capstone course in each program evaluates performance on each learning outcome through examinations, papers, presentations and exercises

Matrix in Values and Ethics

School	Learning Objectives for values and Ethics	Strategies for Building Knowledge of Values and Ethics	Assessment of Student Progress on Learning Objectives
SPEA	<p>Graduates will adhere to the ethical standards of their respective profession.</p> <p>Graduates will incorporate ethical decision-making into practice.</p>	<p>Reading assignments and discussion in capstone course;</p> <p>Internships and field experience;</p>	<p>Evaluation of assignments;</p> <p>Assessment of field performance</p>

COMPREHENSIVE ASSESSMENT INITIATIVES

UNIVERSITY COLLEGE

1998-2002

Assessing Curricular aspects of the *Template for First Year Seminars*. Faculty Fellows, Ann Lowenkron and Richard Magjuka collected survey data and analyzed syllabi in order to assess how completely the curricular components and learning outcomes specified by the *Template* have been adopted and implemented in first year seminars. Findings were used to revise the template including reduction in the total number of total learning outcomes; imbedding diversity, critical thinking and information literacy across a number of learning outcomes; clarification of instructional team roles; and the addition of a section on classroom environment.

Review of Best Practices for Instructional Teams . Faculty Fellows Rebecca VanVoorhis and William Orme conducted a comprehensive review of the team approach to instruction in the learning communities. Results identified both best practices and challenges. Findings have been utilized to develop clearer definitions of the appropriate roles of advisors, librarians and student mentors and a revision of the materials used in the orientation and training of instructional team members.

Enhancing academic and faculty connections in UC Advising. Faculty Fellow, Rosalie Vermette undertook an “ethnographic” study of UC, with a focus on strengthening the connection between UC advisors and the faculty and schools to which students matriculate. The findings resulted in a re-organization of advising assignments; appointment of numerous joint advising positions, a more consistent role for advisors in the learning community instructional teams and a better integration of advisors in UC decision-making.

Peer Mentors in the First Year Seminar: Faculty Fellow, Linda Haas conducted a detailed analysis of the training, role definition, workload and supervision of peer mentors assigned to first semester learning communities. National literature on the use of student mentors in such courses was exhaustively reviewed. Findings resulted in a significant revision of our learning communities mentor program, including moving responsibility for it from the Learning Center to Orientation; significant enhancements to mentor training and supervision, closer involvement of faculty in recruitment of mentors, and clearer definition of peer mentor roles and responsibilities.

RUSS External Review of Learning Communities: Supported by a grant from the PEW Charitable Trusts, and in collaboration with Temple and Portland State Universities, a comprehensive review of the IUPUI first year learning communities

program was conducted . An intensive self-study was followed by a site visit conducted by four national higher education leaders. The recommendations in their final report have resulted in: strengthening the connection between the first year seminar and linked discipline courses; the development of schedule blocks; development of required academic support components; development of Honors learning communities; approach of “mainstreaming” transitional education supports; increased support for instructional team formation.

Learning Center Task Force: This task force assessed the various course-related student mentoring activities (Supplemental Instruction, department-based mentoring) supported by UC’s Learning Center. Of particular concern was the clear need to establish a closer connection between faculty teaching the supported courses and the mentoring activities. Programmatic changes based on task force recommendations include priority focus on freshman courses; redefinition of mentor role and method of compensation; enhanced communication with departments regarding mentoring; expansion of SLA model.

Gateway Retention Program: Conducted in collaboration with the Office of Professional Development, the Gateway Program encompasses a set of assessment and faculty development activities focused on increasing retention. One aspect of this has included regular meetings with departments which offer Gateway courses and a series of town hall discussions in an attempt to assess some common challenges to first year student learning and to identify effective strategies to meet these challenges. Findings from these conversations have resulted in a pilot project of an administrative withdrawal policy (to address the challenge of student attendance) and a document , *Principles of Good Practice in Gateway Courses* which is disseminated to Gateway faculty and departments.

Transitional Education Task Force: This group of faculty, advisors and staff was charged with assessing the needs of first year students for transitional support in the areas of collegiate-level reading, writing, analytic and learning skills; examining national best practices at peer institutions; and, recommending the development of new programs and strategies of academic support for IUPUI. The assessment work included analysis of student data and academic success predictors; site visits to other institutions; use of external consultants; and review of theoretical literature related to developmental education. The findings and recommendations of the task force have included: addition of U112, Critical Inquiry to the curriculum; replacement of prior reading placement test with ACT/COMPASS; new rubrics for in-coming student course placement by UC advisors; development of SLA model of student mentoring.

IMIR Standard Reports for Learning Communities

Understanding Learning Community Participant Characteristics (Needs and Process Assessment)

At the beginning of the Fall semester (shortly after the Fall census) we will produce a series of reports to monitor who is participating in Learning Communities at IUPUI. These reports will display the number of students enrolled in Learning Communities by section. We will also examine the basic demographics of beginning freshmen participants in Learning Communities to enhance understanding of this population as compared to the non-participants. Please see Table 1 and Table 2 in the Appendix to view examples of these reports.

Understanding the Impact of Learning Communities on Academic Performance and Persistence (Outcome Assessment)

Following a review of the Learning Community participants and non-participants we will determine the appropriate analyses to conduct to examine the impacts of LC participation on academic performance and retention. Shown in Table 3 in the Appendix are the types of analyses we will employ if it is deemed appropriate to compare participants with non-participants. In this series of reports, we will examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences.

We will also examine academic performance and retention rates of conditional and regular admit students by LC Type. An example of this type of report is shown in Table 4 in the Appendix. In an effort to identify those sections that are performing well and alternatively those sections where improvements may be needed, a series of reports that display the expected versus actual retention rate, Fall course grade, and DFW Rate for each LC Type will be completed. An Example of this type of report is presented in Table 5 of the Appendix.

Shown in Table 6 is an example of a report produce to examine LC program impact on long term retention.

Potential Follow-Up Studies and Inquiries (Process Assessment)

Learning Community implementation varies greatly across academic units and schools. In order to further understand what implementation strategies and components are contributing to differences in academic performance and retention, process evaluations and plans for further inquiry should supplement these standards reports. An integration of process data will facilitate understanding of why particular sections are successful and conversely why other sections are less successful. This integration will provide context and is likely to result in a better understanding of outcomes.

Another source of data that could be potentially used to understand student learning outcomes (self-reported) by section is the U110 Evaluation Form. Results that could be traced back to an individual instructor would not be reported.

Appendix

Learning Community Report Examples

Table 1 – Example of Learning Community Participants

Course		Sect.	Beginning Freshmen	Transfers	Other Students	Total
AHLT W101		A037	26	2	0	28
		A039	25	4	0	29
BUS X103		A770	20	4	4	28
		A771	19	4	4	27
		A772	17	3	8	28
		A773	13	6	5	24
		A774	14	2	11	27
		A775	17	1	7	25
		A776	9	1	17	27
		A777	13	3	10	26
		A778*	26	0	0	26
		A779*	8	3	1	12
		A780	9	9	9	27
		A781	20	3	3	26
		A782	8	8	6	22
		A783	13	5	4	22
		A784	6	6	4	16
	A785	8	3	3	14	
	A786	19	3	4	26	
	A787	20	4	3	27	
	A788	18	6	3	27	
	A789*	22	3	0	25	
	A790	18	2	7	27	
	A791	5	2	4	11	
EGTC	CNT 105	B569	16	4	2	22
	CPT 102	B469	20	0	0	20
		B471	17	3	0	20
		B474	13	4	1	18
	EET 103	B932	15	3	1	19
	ENGR 195	B971	26	2	1	29
		B972	21	4	2	27
		B973	35	0	0	35
		V004	26	4	1	31
	MET 101	C770	18	4	1	23
C771		16	6	0	22	
*Part of block scheduling						

Table 2 - Example of Beginning Freshmen Participants vs. Non-Participants in Learning Communities

FALL XXXX BEGINNING FRESHMEN					
		Total Beginning Freshmen	Learning Community Participants	Non-Participants	Pct. Participating in Learning Community
Total Beginners		100	80	10	80%
Gender	Female	60	45	15	75%
	Male	40	35	5	88%
Ethnicity	Afrn Amer	10	8	2	80%
	Asian Amer	5	3	2	60%
	Hispanic Amer	5	2	3	40%
	Natv. Amer	1	1	0	100%
	White Amer	107	82	25	77%
	International	5	4	1	80%
	Unknown	1	0	1	0%
Entry Type	Dual Admit	20	19	1	95%
	UC Regular	20	15	5	75%
	UC Conditional	60	46	14	77%

Note: Data are not real. This is just a sample report

Table 3 – Example of Report Comparing Participants with Non-Participants

Impact of Participation in a Learning Community:

Average First Semester GPA

	Learning Community	N	Average Fall GPA	Adjusted Fall GPA
<i>Regular Admits</i>	Non-Participants	219	2.68	2.70
	Participants	560	2.63	2.63
	Overall	779	2.65	
<i>Conditional Admits</i>	Non-Participants	397	1.88	1.89
	Participants	1067	2.00	2.00
	Overall	1464	1.97	

Note: Adjusted controlling for differences in demographics, enrollment, and academic preparation.

Differences in GPA among participants and non-participants are marginally significant for Conditional Admits (**p < .10**)

Data suggests that participation in a Learning Community adds on average of .118 points to Fall GPA - after controlling for background characteristics (conditional admits).

Impact of Participation in a Learning Community:

One-Year Retention

	Learning Community	N	Retention Rate	Adjusted Rate
<i>Regular Admits</i>	Non-Participants	274	67%	71%
	Participants	609	75%	73%
	Overall	883	73%	
<i>Conditional Admits</i>	Non-Participants	429	45%	51%
	Participants	1105	57%	55%
	Overall	1534	54%	

Note: Adjusted controlling for differences in Fall GPA (no LC) and Fall Hours taken.

Differences in retention among participants and non-participants are not significant for Regular or Conditional Admits.

Table 4 – Example of Report Displaying Retention by LC Type and Admit Type

**One Year Retention Rates for Learning Community Participants:
Regular Admits**

Learning Community	N	Retention Rate	Adjusted Retention Rate
Allied Health	21	81%	79%
Business	100	74%	76%
Engr Teaching	52	69%	68%
Herron	63	84%	78%
Journalism	13	92%	98%
Liberal Arts	10	40%	51%
Nursing	21	90%	77%
Science	92	71%	75%
Public & Env Aff	33	70%	74%
Social Work	2	100%	98%
Tourism, Conv., Event Mang.	11	82%	84%
University College	191	76%	75%
Overall	609	75%	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken).

**One Year Retention Rates for Learning Community Participants:
Conditional Admits**

Learning Community	N	Retention Rate	Adjusted Retention Rate
Allied Health	45	58%	63%
Business	242	60%	60%
Engr Teaching	112	60%	57%
Herron	3	100%	71%
Journalism	22	55%	66%
Liberal Arts	29	45%	53%
Nursing	42	55%	54%
Science	40	48%	50%
Public & Env Aff	77	48%	53%
Social Work	12	67%	56%
Tourism, Conv., Event Mang.	36	50%	57%
University College	445	58%	56%
Overall	1105	57%	

Note: Adjusted controlling for differences in enrollment (Fall GPA and Fall Hours taken) and academic preparation (units of math taken).

Table 5 - Example of Report Displaying Expected Verses Actual DFW Rates by LC Type

Actual v. Predicted **Course DFW Rate -
Fall 2000**

	Actual	Predicted	Difference
MET	20.0%	36.4%	-16.4%
CNT	16.7%	31.3%	-14.6%
SWK	14.3%	23.7%	-9.4%
CIMT	26.7%	36.0%	-9.3%
ENGR	14.1%	19.7%	-5.6%
NURS	31.8%	36.2%	-4.4%
AHLT	33.3%	36.7%	-3.4%
BUS	15.6%	17.6%	-2.0%
UCOL	24.9%	26.1%	-1.2%
TECH	27.5%	27.8%	-0.3%
HER	8.0%	7.6%	0.4%
SCI	21.8%	21.1%	0.6%
JOUR	32.8%	29.8%	3.1%
CPT	30.6%	26.0%	4.6%
SPEA	40.6%	30.6%	10.0%
RHIT ¹	50.0%	36.5%	13.5%
PSY	33.3%	19.7%	13.6%
SLA	57.4%	43.5%	14.0%

Table 6 – Example of Report Examining LC Impact on Long-Term Retention

Learning Communities - Retention to Spring 1999
 "New to IU" Beginning Students - Conditional Admits

Cohort	<i>Population Size</i>		<i>% Retained to Spring 1999</i>		p.level ¹	Sig.
	Participants	Non-Participants	Participants	Non-Participants		
Fall 1995	133	924	21.8%	27.8%	0.145	
Spring 1996	95	262	33.7%	22.1%	0.026	*
Fall 1996	309	1193	34.3%	29.8%	0.130	
Spring 1997	164	299	28.7%	24.4%	0.319	
Fall 1997	558	619	47.7%	41.7%	0.039	*
Spring 1998	179	123	45.8%	37.4%	0.146	
Fall 1998	823	751	80.6%	71.2%	0.000	*

¹p.level associated with chi-square test for independence of retained versus non-retained student by group (df=1)

Note: Non-participants include students enrolled in non-learning community sections of courses offering learning communities.

Excludes Educ X150 learning communities.

QUALITATIVE STUDIES OF UNIVERSITY COLLEGE PROGRAMS

Assessing First-Year Seminar Processes and Outcomes

- Processes:
 - Instructors' Interpretation and Prioritization of Outcomes
 - Instructors' Experience with Pedagogical Strategies
 - Students' Perception of Valuable Components
 - Students' Criticism of Seminar
- Outcomes:
 - Instructors' Ratings of Outcome Attainment
 - Students' Reports of Improvements in Ability
 - Students' Reports of Changes in Behavior

First study: Open-ended interviews with 18 faculty and 22 other members of instructional teams of Fall 2000 sections

Second study: Open-ended surveys and group discussions with 221 students in 15 Fall 2001 sections; post-semester feedback to instructors on findings

Findings on First-Year Seminar Processes:

Instructors' Experience

- Instructors used some common activities but varied in how they pursued several course goals.
- Team coordination was sometimes a problem.
- Instructors reported having to coordinate a lot of short-term assignments to cover outcomes.
- Instructors reported good experiences with extended, integrative assignments.
- Outcome priorities varied widely, and some instructors de-emphasized low-priority outcomes.

Instructors' Prioritization of Learning Outcomes

	<u>Min</u>	<u>Max</u>	<u>Mdn</u>
● Values of Higher Education	1	8	4.0
● Positive Learning Environment	1	8	3.5
● Communication Skills	1	8	4.0
● Critical Thinking	1	8	4.0
● Use of Library	2	8	4.0
● Use of Information Technology	1	8	6.0
● Self-Awareness as Learner	1	8	5.0
● Full Use of IUPUI Resources	1	8	7.0

(1=most important; 8=least important; n=18)

Students' Experience in First-Year Seminar

- 51% of 221 students reported positive experience, 28% mixed, and 21% negative.
- Most valuable aspects were getting to know each other, regular contact with advisors and instructors, and learning to find their way around IUPUI.
- Students were critical of some activities for lack of evident payoff, especially in other courses.

Findings on First-Year Seminar Outcomes:

Instructors' Ratings of Student Attainment

	<u>Min</u>	<u>Max</u>	<u>Mean</u>	<u>S.D.</u>
● Values of Higher Education	3	5	3.78	.81
● Positive Learning Environment	2	5	4.22	.94
● Communication Skills	2	5	4.17	.92
● Critical Thinking	1	5	3.39	1.09
● Use of Library	2	5	3.72	1.18
● Use of Information Technology	1	5	4.08	1.11
● Self-Awareness as Learner	1	5	3.94	1.11
● Full Use of IUPUI Resources	1	5	3.53	1.04

(1=low attainment; 5=high attainment; n=18)

Students' Report of Improvement in Abilities (n=221)

● Find resources at IUPUI	62%
● Use the library	53%
● Seek help when needed	52%
● Use online resources	51%
● Understand course expectations	47%
● Participation in class discussion	47%
● Manage own time	39%
● Cope with stress	28%
● Write for course assignments	24%
● Think critically	23%

Students' Report of Changes in Behavior

- About half the 221 students reported changes in one or both of two clusters of attitudes and behavior: becoming a better student and becoming more outgoing.
- Becoming a better student
 - Taking course demands more seriously
 - Developing better study habits
 - Organizing time better
- Becoming more outgoing
 - Trying to get to know students and instructors in other courses
 - Expressing self more, having more self-confidence

Program Implications for First-Year Seminar:

- Simplify, clarify template learning outcomes
- Front-load seminar in semester
- Differentiate, clarify, and integrate team member responsibilities
- Improve preparation and ongoing support for faculty
- Clarify relationship to linked academic course
- Give students more feeling of having accomplished something
- Make amount of work appropriate for one credit course
- Treat students like college students, not children

Assessing Summer Bridge Program

- Focus: Process and outcomes of pilot program (integrated with First-Year Seminar) in Summer 2001
- Assessment: Open-ended survey & discussion with students; feedback to instructors
- Process findings: Students were highly appreciative of experience, especially opportunity to getting to know each other and IUPUI before semester started.
- Outcome findings: Students reported that program had increased their self-confidence about doing well in college.
- Program Implications: Make program available to more first-year students; individualize math instruction.

Assessing Pilot Year of Critical Inquiry Course

- Focus: Processes and outcomes in pilot sections of Critical Inquiry course in Fall 2000 and Spring 2001.
- Assessment: Open-ended survey and discussions with students in 8 sections; post-semester feedback to instructors.
- Process Findings: For many, progress in the linked course was facilitated by increased class time and development of study skills, although skill focus varied with subject area of linked course.
- Outcome Findings: 90% of students would recommend CI to a new student, and 75% would take another CI section linked to another course; some were uncertain about meaning of CI; some expressed doubts about value of CI.
- Program Implications: Focus models of critical inquiry, tighten linkage to academic course.

University College Assessment

IMIR Reports and Analyses

IMIR provides a series of reports that provide an enhanced understanding of student characteristics, program participant profiles, and program impacts.

Student Profiles and Program Participation Rates

Student Profile - beginners vs. other, full-time vs. part time, ethnicity, admission status (conditional, regular, dual). IMIR also provides additional information including age, school, entry date, financial status, etc.

Number of Students Enrolled in Select Academic Support Programs

Number of Students Enrolled in Learning Communities

Course-Taking Patterns for Freshmen.

Freshman Courses with High DFW Rates or Enrollments

Program Impacts and Implementation Effectiveness

IMIR produces a series of on-going reports that examine program impacts on student retention and academic performance. In order to understand program-related effects, we examine participants versus non-participants with regard to Fall GPA and retention while controlling for background differences. Additionally, we examine predicted vs. actual retention, course grades, and DFW rates.

The following programs are examined by a series of analyses and reports:

Learning Communities - student participation rates by LC type, student participant demographics and background characteristics, program impact on academic performance, retention rates, and DFW rates, comparisons of learning communities by sponsoring school controlling for mentors' presence in the classroom, instructor type, etc.

Supplemental Instruction – program impact on course grade and course withdrawal rates.

Structured Learning Assistance – program impact on course grade and course withdrawal rate.

Critical Inquiry - program impact on course grade, course withdrawal rate and semester academic performance.

Gateway Courses - program impact on DFW and one-year retention rates for full-time freshmen; grade distributions and analysis of trends in select courses.

Summer Bridge Program – program impacts on student engagement (over-sampled on NSSE), Fall semester GPA, and retention (compared to a matched control group).

Administrative Withdrawal - initial review of policy implications (will continue to monitor implications of this policy with a series of reports and analyses).

Advising – student satisfaction with advising (advising satisfaction survey, Continuing Satisfaction and Priorities Survey)

Orientation – orientation exit surveys (program review currently in progress).

Performance Indicators – beginning freshmen matriculants’ participation in remedial courses, academic performance (avg. hours attempted, % hours passed, mean GPA, mean GPA in writing and math courses) and retention.

Block Scheduling – method of evaluation of block scheduling has not been planned. However, we foresee doing on-going analyses and reports similar to those produced for assessing Learning Community impact.

Student Surveys

Entering Student Survey

Continuing Satisfaction and Priorities Survey

National Survey of Student Engagement (NSSE)

Lilly Freshmen

Non-Returning Student Survey

Alumni

Advising

Orientation Exit Survey

IMIR Examples of Reports and Analyses

University College Current and Future Projects

2002

- 1. Orientation Task Force:** Campus-wide assessment effort including surveys of all stakeholders, individual interviews, and focus groups.
- 2. Study on Library Instruction in Learning Communities:** Faculty fellowship to study the feasibility and projected effectiveness of utilizing Tilt, a computerized library instruction model.
- 3. Academic Policy Issues:** Active and ongoing involvement in the process of evaluating the effect of standard academic policies on entering students in order to better serve the needs of freshmen and increase retention rates.
- 4. Course Templates:** Currently revising the template for academic objectives for learning communities and creating a template for *Critical Inquiry*.
- 5. Campus Portfolio Project:** taking an active role in the development of portfolio assessment for beginning students.

University College 3-Phase Assessment Framework

Needs Assessment	Entering Student Survey
	*Continuing Satisfaction and Priorities Survey
	IMIR Enrollment Reports
	Non-Returning Student Survey
	Task Forces (e.g., Transitional Education, Learning Center)
	Faculty Fellowships: advising, mentors, U110 Template
	**Gateway Program
Process Assessment	Qualitative Assessment of Program Processes (e.g., focus groups, personal interviews, questionnaires).
	Reports Displaying Participation Rates by Basic Demographics
	*National Survey of Student Engagement
	Course Participation and Enrollments
	Faculty Fellowships and Instructional Teams
	Self-Studies (e.g., RUSS)
Outcome Assessment	Program Impact on Retention and Persistence
	Program Impact on Academic Performance (GPA's)
	Self-Reported Learning Outcomes (focus groups, interviews, questionnaires, surveys)
	Student Satisfaction
	Student Engagement
	External Reviews (e.g., RUSS)

* Some campus-wide surveys appropriately serve to help understand students' needs, student activities and engagement, program processes, and the program outcomes.

** Internal on-going program assessments are a critical component of the UC Assessment Framework. These formative assessment activities involve all 3 phases: needs, processes, and outcomes.