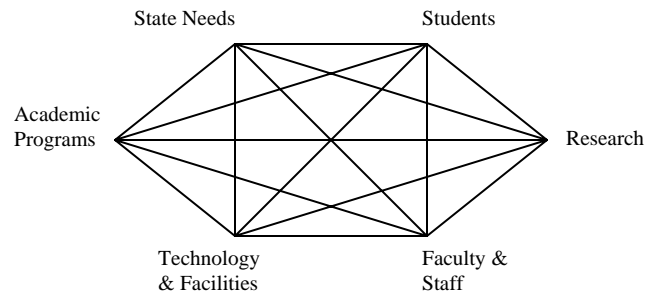


University of Alaska New Program Approval
Board of Regents Summary Form



MAU: University of Alaska Anchorage

Title and brief description: *Certificate in Civic Engagement* prepares undergraduate and post-baccalaureate students to become active, effective, ethical citizens in their professional and personal lives.

Target Admission date: Spring, 2007

Relation to the Academic Mission of the University of Alaska

The proposed Certificate program provides a coherent academic pathway for enacting Community Engagement, one of four core priorities in the *UAA Academic Plan 2005-2009*, and a unit priority in the UA Regents' Strategic Plan 2009.

This proposal was initiated by Dr. Nancy Andes, Director of UAA's Center for Community Engagement & Learning (CCE&L) and Dr. Tracey Burke, Assistant Professor of Social Work, in consultation with the Center's advisory board. The Center, created by the UA Board of Regents and housed in the division of Community Partnerships, fosters the development of community-based service-learning courses and research and has invested in strong collaborative relationships with many businesses, community-based, and civic organizations. Through the proposed Certificate, UAA students will build on this institutional foundation to plan a meaningful academic journey using an array of available community-based classes. Existing courses are supplemented by a new foundation class, an individual service-learning internship, and a capstone experience. The Certificate is designed to develop engaged civic leaders from students in a variety of disciplinary majors

UAA recently received national recognition as one of 81 universities that exemplify excellence in civically engaging students. Now UAA joins other schools across the country in developing a curricular civic engagement program. Schools with certificates or minors include: UCLA, Portland State University, the College of New Jersey, and Washington & Lee College. Other variants include graduate programs, colleges and departments, and community-engaged research programs. The development of this proposal was supported in part by a grant from the Bonner Foundation Civic Engagement Project, Fund for the Improvement of Post-Secondary Education, U.S. Department of Education. Implementation will be supported in part by a grant from Princeton University Community-based Research Network, Learn and Serve, Corporation for National and Community Service.

State Needs met by this program.

An important role of public universities is to provide "access to as much education as possible, for as many students as possible" [Kellogg Commission]. An engaged university is more

accessible to the public, more responsive to public needs, and connected to communities through partnerships. This certificate program brings students, faculty, and communities together promoting a common goal. Its aim is to create a learning environment that supports those wishing to apply the knowledge and skills obtained in their majors toward solutions to the state's more complex problems.

Engaged citizens, able to analyze public issues and propose thoughtful, viable solutions to problems, are crucial to a functioning democracy. As the largest unit of Alaska's public university system, UAA educates many of Alaska's future leaders and voters. Educating and socializing students to be engaged citizens benefits all Alaskans. The Certificate is an important tool in educating citizens in that it expands students' areas of concerns beyond their disciplines to the larger community and creates a cohort of students who can support each other as they explore civic habits for the public good. A variety of Anchorage-based and statewide community organizations will benefit from the growing concern and expertise of UAA students and their faculty instructors and mentors. Certificate students are also encouraged to do their internships and capstone projects in rural areas of the state or in international locations. Thus, not only do communities in outlying areas profit by their collaboration with UAA, but students gain a greater knowledge of Alaskan and global challenges while contributing to solutions.

Student Opportunities and Outcomes

Students who earn the Certificate in Civic Engagement in tandem with a disciplinary degree will achieve **outcomes** in three domains: academic, personal, and civic.

Academically, students will achieve the outcomes of their majors and will be able to:

- relate service and professional ethics to civic engagement frameworks;
- translate theoretical perspectives and frameworks of their disciplinary majors into actions solving concrete public problems affecting Alaskan, U.S. and international communities, with substantive emphases on ethics, poverty and sustainability;
- apply critical thinking skills and empirical evidence to make judgments regarding public problems outside the classroom.

Personally, students will be able to:

- develop moral dispositions of judgment, civic participation and public commitments related to their personal values;
- be willing to enter unfamiliar situations with confidence and participate effectively;
- identify the disciplinary, societal, and cultural values that shape their own and others' responses to poverty and sustainability;
- assume responsibility for enacting public uses of their education and civic engagement in their anticipated vocational and personal trajectories.

Civically, students will be able to:

- utilize communication and problem-solving skills in addressing public problems at multiple levels;
- evaluate the places, interests and competing demands of others in the community and consider ethical implications to resolving them;

- demonstrate commitment to resolving public problems beyond their college careers and to fostering others' involvement;
- transform civic imaginations to enhance abilities of individuals, groups, and communities to embrace a vision for the future;
- assume leadership roles in groups and organizations capable of taking action on matters of common concern.

The Certificate's educational effectiveness will be assessed through surveys, student portfolios, and capstone projects. Surveys will be conducted with faculty, community partners, major advisors, and Certificate alumni. Although Center staff will initiate data collection, program faculty, CCE&L advisors, and external consultants will analyze and report on program performance.

Enrollment projections

Enrollment is expected to start at approximately 10 students in Year One with an increase of 2-3 students per year with a total enrollment of 18-22 new students per year four years after the initiation of the Certificate program.

Research opportunities

Several of the community-based courses from which Certificate students might choose include community-based research projects. Furthermore, an option for students' capstone projects is to design and implement a community-based research project, most likely drawing on their internship experience.

At another level, there is a growing scholarly/pedagogical literature on effective service learning and civic engagement, and ongoing evaluation of the Certificate itself will provide a fruitful area for UAA faculty and student investigations.

Faculty and Staff requirements

A part-time faculty position (0.5 FTE) will support the Certificate teaching and advising responsibilities as well as related research and service activities. The dedicated faculty member will ensure the quality and continuity of the program and perform the range of scholarly and administrative duties required for student success. New faculty appointments will be delayed until warranted by the number of certificate majors. The Center for Community Engagement and Learning will provide faculty and administrative support until those appointments are made.

An administrative staff position (0.5 FTE) will serve primarily to coordinate student applications, community partnerships and placements for courses, internships, and capstones. This person, dedicated to university-community partnerships, is quite literally the key to success (see Zlotkowski's *Successful Service-Learning Programs*, 1998).

The CCE&L Director will contribute administrative and academic oversight during the academic year. When a sufficient number of students have been admitted, the CCE&L Director's contract will be extended (0.2 FTE) to perform additional administrative and curricular activities related to the Certificate that occur outside of the regular academic year. Internships are likely to occur during the summer months, and the Faculty Director can teach during that time.

Budget Summary

Estimated costs for these positions and other Certificate program expenses follow:

Expenses	FY07 Estimated Amount	FY08 Estimated Amount	FY09 Estimated Amount
Personnel Total (Staff (0.5), Faculty (0.5), Director (0.2))	53,600	81,200	101,100
2000 (travel) Conference participation and professional development	2,500	2,500	2,500
3000 (contractual) Program assessment and reporting	2,000	2,000	2,000
4000 (commodities)	1,000	1,000	1,000
Total Expenses	59,100	86,700	106,600
Revenue			
CEL course tuition	2,900	13,500	16,000
Grants	1,500	1,500	1,500
Reallocation – Non Base - CCEL	29,700	27,000	
Reallocation – Non Base - Others		44,700	
Special Project Funds	25,000		
Reallocation - Base			89,100
Total Revenue	59,100	86,700	106,600

The above estimate of tuition cost-recovery is based on an entering cohort of 10 students; amounts are expected to increase as time passes. Program expenses that are not covered by tuition will be covered by internal re-allocation of UAA resources by the Division of Community Partnerships, the Office of Academic Affairs, the Center for Community Engagement and Learning, and the College of Health and Social Welfare. Final sources of continuation funding of the program will be determined through the standard UAA funding process targeting a base allocation for FY 09.

Impacts on Existing Technology & Facilities

Impacts on technology and facilities will be modest, in no case demanding additional resources. The 1-2 classrooms needed each semester will be scheduled. Distance Delivery technology will be used where possible to support students in internships in remote areas. This will include tele-conferencing, possible video conferencing, and Blackboard course management; all of which are available to the program.

UAA Catalog Copy

Certificate, Civic Engagement

The Certificate in Civic Engagement prepares undergraduates and people with bachelor's degrees to become active, effective, ethical citizens in their professional and personal lives. Students from any major degree program develop the reflective, analytic, and practical skills to link curricular and co-curricular learning to civic engagement outside the academy through service-learning classes, internships, and community-engaged scholarship and creative activity. The Certificate is intended for motivated students committed to action for the greater good.

Civic, personal, and academic growth are equally important in this program. Civic and personal growth are best accomplished through experiential education in the community together with critical reflection. Community-based, service-learning is defined as a course or competency-based, credit-bearing educational experience in which students:

- (a) participate in an organized service activity that meets identified community needs;
- (b) gain an enhanced sense of civic responsibility; and
- (c) reflect on the service activity in such a way as to gain further understanding of course content and a broader appreciation of the discipline.

Critical reflection entails describing activities, examining them in light of specific learning objectives, and articulating lessons and action plans from them. Reflection is widely recognized as a key means of linking scholarly ideas with the empirical world in everyday life.

Certificate Learning Outcomes & Competencies:

Students who earn the Certificate in Civic Engagement will gain competencies in three domains: academic, personal, and civic.

Academically, students will achieve the outcomes of their majors and will be able to:

- relate service and professional ethics to civic engagement frameworks;
- identify and analyze social, cultural, economic, environmental, technical, and political aspects of public problems;
- translate theoretical perspectives and frameworks of their disciplinary majors into actions solving concrete public problems affecting Alaskan, U.S. and international communities, with substantive emphases on ethics, poverty and sustainability;
- apply critical thinking skills and empirical evidence to make judgments regarding public problems outside the classroom.

Personally, students will be able to:

- develop moral dispositions of judgment, civic participation and public commitments related to their personal values;
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- evaluate the places, interests and competing demands of others in the community and consider ethical implications to resolving them;
- demonstrate commitment to resolving public problems beyond their college careers and to fostering others' involvement;

- transform civic imaginations to enhance abilities of individuals, groups, and communities to embrace a vision for the future;
- assume leadership roles in groups and organizations capable of taking action on matters of common concern.

Admissions Requirements

- A student must satisfy the Admission to Certificate Requirements in Chapter 7, “Academic Standards and Regulations.”
- A student must be enrolled in a major or pre-major baccalaureate degree program or have completed a baccalaureate degree.
- A student must submit a plan of study demonstrating integration of the Certificate with her/his major course of study, formulated in conjunction with Certificate and departmental advisors. Regular advising is a crucial component of the Certificate program. The Certificate Faculty Advisor approves courses selected by the student on a semester-by-semester basis.

Graduation Requirements

1. Meet all general University requirements for Undergraduate Certificates.
2. Concurrent completion of a baccalaureate degree program or completed baccalaureate degree.
3. Submission of a final Program of Study, which indicates all approved classes, to the Certificate Faculty Advisor, the Director of the Center for Community Engagement & Learning, and the Dean of the College of Health & Social Welfare. The Program of Study must be forwarded to Degree Services at least two semesters prior to graduation.
4. Completion of the following according to the student’s individual Program Plan:

Certificate core courses:

CEL A292 Introduction to Civic Engagement	3
CEL A395 Civic Engagement Internship, or approved alternative	6-9
CEL A450 Capstone Project, or approved alternative	3-6

Internship and Capstone credits should total 12; distribution may vary in consultation with the Certificate Faculty Advisor.

Area concentration courses, approved by Certificate Faculty Advisor:

Course with poverty or environmental sustainability as a substantive focus 3
A course that has a community-based learning component is preferred.

Course with community-building or public policy as a substantive focus 3
A course that has a community-based learning component is preferred.

Course with ethics as a substantive focus 3
Course must have a community-based learning component.

Electives, approved by the Certificate Faculty Advisor 6
Must have community-based learning component

1 lower division course (100-299)
1 upper-division course (300-499)

Total credits 30

5. Certificate Portfolio