

General Education Review Committee Agenda

March 27, 2009

ADM 204

12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

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

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair's Report

VI. Course Action Requests

Chg CEL A450 Civic Engagement Capstone (3 cr) (2+2) (pg. 3-8)

Chg ACCT A452 Auditing (3 cr) (3+0) (pg. 9-14)

Chg JUST A251 Criminology (3 cr) (3+0) (pg. 15-19)

Add EDFN A304 Comparative Education (3 cr) (3+0) (pg. 20-26)

Chg BIOL A378 Marine Biology (3 cr) (3+0) (pg. 27-32)

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

General Education Review Committee Summary

March 20, 2009

ADM 204

12:30 p.m. – 1:30 p.m.

I. Call to Order

Roll

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

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2)

Approved

IV. Report from Associate Vice Provost Bart Quimby

Went to conference about General Ed Assessment, found there is no dominant way of doing this. e-Portfolios as part of process discussed

PWSCC is committed to incorporating e-Portfolio's, Fairbanks looking into them as well.

V. Chair's Report

VI. Course Action Requests

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

Approved (paired with CHIN 102)

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

Approved (paired with CHIN 101)

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

Tabled

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

Approved

VII. Old Business

None

VIII. New Business

Erik Hirschman brought copies for committee to review HIST A341, was not on agenda. Course Approved.

IX. Informational Items and Adjournment

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



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division		1c. Department Civic Engagement	
2. Course Prefix CEL	3. Course Number A450	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (2+2)
6. Complete Course/Program Title Civic Engagement Capstone					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program				9. Repeat Status No # of Repeats 0 Max Credits 3	
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Fees				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG	
11. Implementation Date semester/year From: Fall/2009 To: 9999/9999				12. <input type="checkbox"/> Cross Listed with N/A	
				<input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course Certificate in Civic Engagement					
14. Coordinate with Affected Units: UAA Faculty listserv Department, School, or College					
_____ Initiator Signature _____ Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Integration of major and GER coursework through an individual civic engagement project.					
17a. Course Prerequisite(s) (list prefix and number) None		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Completion of GER Tier I (basic college-level skills) and GER Tier II courses and instructor approval		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action (a) remove CEL A292 and CEL A395 as prerequisites, remove requirement of enrollment in Civic Engagement Certificate program					

Initiator (faculty only) _____ Date

Initiator (PRINT NAME)

Approved

Disapproved: _____
Department Chairperson _____ Date

Approved

Disapproved: _____
Curriculum Committee Chairperson _____ Date

Approved

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

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson _____ Date

Approved

Disapproved: _____
Provost or Designee _____ Date

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

Date of Initiation Spring 2009

Course Information

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

Attributes of an Integrative, Civic Engagement Capstone Project:

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

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

Instructional Goals: Faculty instructor and community partner supervisor will:

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

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

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

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

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

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

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

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

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

Course Level Justification:

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

Topical Course Outline

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

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

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

Suggested Texts:

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

Readings will draw from civic engagement core themes, including

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

and methodological techniques for

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

Bibliography

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



Curriculum Action Request

University of Alaska Anchorage

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

1a. School or College CB CBPP		1b. Division ADBP Division of Business Programs		1c. Department ACCT	
2. Course Prefix ACCT	3. Course Number A452	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Auditing <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats N/A Max Credits N/A		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Co-requisites <input type="checkbox"/> Class <input type="checkbox"/> Level <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Capstone GER			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Business Administration, Accounting					
14. Coordinate with Affected Units: Listserv Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Study of professional standards applicable to independent auditor's examination of financial statements and related expression(s) of opinion.					
17a. Course Prerequisite(s) (list prefix and number) (ACCT A302 and ACCT A316) with minimum grade of C		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) College of Business and Public Policy majors must be admitted to upper-division standing. Completion of all GER Tier 1 (basic college-level skills) courses.			
18. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee					
19. Justification for Action Revised content to meet the GER Integrative Capstone requirements.					

Initiator (faculty only) Date
Fred Barbee

Initiator (PRINT NAME)

Approved

Disapproved: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated March 25, 2009

II. Course Information

College/School: College of Business and Public Policy
Department: Accounting
Program: Bachelor of Business Administration, Accounting
Course Title: Auditing
Course Number: ACCT A452
Credits: 3
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
6 hours outside of class per week x 15 weeks = 90 hours
Grading Basis: A - F
Course Description: Study of professional standards applicable to independent auditor's examination of financial statements and related expression(s) of opinion.
Course Prerequisites: (ACCT A302 and ACCT A316) with minimum grade of C
Registration Restrictions: College of Business and Public Policy majors must be admitted to upper-division standing. Completion of all GER Tier 1 (basic college-level skills) courses.
Fees: Standard CBPP computer lab fee

III. Course Activities

- A. Lecture
- B. Class discussions
- C. Case studies

IV. Guidelines for Evaluation

- A. Exams
- B. Quizzes
- C. Homework
- D. Case studies
- E. Presentations
- F. Peer evaluation

V. Course Level Justification

The national standard for this course is 400-level. It is traditionally one of the final accounting courses completed in a BBA degree program. It requires extensive knowledge in accounting and business as indicated by the prerequisites of ACCT A302 and ACCT A316.

VI. Outline

- A. The Auditing Profession
 - 1. The Certified Public Accountant (CPA) profession
 - 2. Professional ethics and legal liability
 - 3. Research tools available to the auditing profession
- B. The Audit Process
 - 1. Audit planning and analytical procedures
 - 2. The impact of information technology on the audit process
 - 3. Materiality and risk
 - 4. The role of statistical sampling in the audit process
 - 5. Sarbanes-Oxley Section 404 audits of internal control and control risk
 - 6. Tests of controls and substantive tests of transactions
 - 7. Audit sampling
 - 8. Audit evidence
- C. Application of the Audit Process to Transaction Cycles
 - 1. Sales and collection cycle
 - 2. Acquisition and payment cycle
 - 3. Payroll and personnel cycle
 - 4. Capital acquisition and repayment cycle
- D. Completing the Audit
 - 1. Resolving audit problems
 - 2. Review of subsequent events
 - 3. Issuing the audit report
- E. Other Assurance and Nonassurance Services
 - 1. Review and compilation services
 - 2. Other audits or limited assurance engagements
 - 3. Prospective financial statements
 - 4. Review of interim financial information

VII. Suggested Texts

- Arens, A., Elder, R., & Beasley, M. (2010). *Auditing and assurance services*, (13th ed.). Upper Saddle River: Prentice Hall.
- Trussel, J., & Fraser, J. (2008). *Lakeside company: case studies in auditing*. (11th ed.). Upper Saddle River: Prentice Hall.

VIII. Bibliography

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- Committee of Sponsoring Organizations. (2006). *Internal control over financial reporting – guidance for smaller public companies*. New York: AICPA.
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- Dauber, N. (2009). *The complete guide to auditing standards and other professional standards for accountants*. Hoboken: Wiley.
- Guy, D., Carmichael, D., & Whittington, O. (2001). *Audit sampling: an introduction*, (5th ed.). Hoboken: Wiley.
- Hayes, R., Dasse, R., Schilder, A., & Wallage, P. (2005). *Principles of auditing: an introduction to international standards on auditing*. (2nd ed.). Upper Saddle River: Prentice Hall.
- Ricchiute, D. (2006). *Auditing*. (8th ed.). Mason: South-Western.
- Rittenberg, L, Johnstone, K.,& Gramling, A. (2009). *Auditing a business risk approach*. (7th ed.). Mason: South-Western.
- Sarbanes-Oxley Act of 2002.
<http://news/findlaw.com/hdocs/docs/gwbush/sarbanesoxley072302.pdf>
<http://www.soxlaw.com>
- Statements of Auditing Standards
<http://www.aicpa.org>
<http://www.pcaob.org>

IX. Instructional Goals and Student Outcomes

<p>A. Instructional Goals. The instructor will:</p>
1. Introduce the auditing profession and explain the obligations and responsibilities of the CPA.
2. Introduce students to professional resources (research tools) available to the auditor (Financial Accounting Standards Board, Generally Accepted Auditing Standards, Securities and Exchange Commission, Public Company Accounting Oversight Board, and International Financial Reporting Standards).
3. Explain the audit process and the auditing standards that govern the conduct of the audit.
4. Demonstrate the application of auditing standards and procedures to the major transaction cycles of the business.
5. Discuss the form and content of the auditor's report.
6. Discuss the role audited financial statements play in supporting the efficient distribution of resources in the capital markets and the impact of recent corporate scandals.

B. Student Outcomes. Students will be able to:	Assessment Method
1. Knowledge Integration <ul style="list-style-type: none"> a. Describe the changing role of auditing within the legal and regulatory environment b. Describe the interaction of the functional areas of a business and how that impacts the design of an audit c. Describe how information technology impacts the audit planning and testing process 	Exams, quizzes, homework, case studies, presentations, peer evaluations
2. Effective Communication <ul style="list-style-type: none"> a. Debate the implications of globalization of accounting standards b. Identify audit or accounting related issues requiring research or resolution and summarize findings in written report and/or oral presentation c. Analyze and discuss the form and content of the auditor's report 	Exams, quizzes, homework, case studies, presentations, and peer evaluations

<p>3. Critical Thinking</p> <ul style="list-style-type: none"> a. Perform the analytical procedures and identify the areas of greatest exposure in the planning stages of an audit b. Identify and measure the risk associated with industry and firm specific operations c. Evaluate internal controls and control risks in compliance with Section 404 of the Sarbanes-Oxley Act of 2002 d. Explain the objectives of the tests of controls and substantive tests of transactions and the role they play in the audit process 	<p>Exams, quizzes, homework, case studies, presentations, and peer evaluations</p>
<p>4. Information Literacy</p> <ul style="list-style-type: none"> a. Recognize and identify the auditing standards and procedures which apply to the major transaction cycles of a business b. Access and identify relevant generally acceptable auditing standards to support the opinion offered in the auditor's report 	<p>Exams, quizzes, homework, case studies, presentations, and peer evaluations</p>
<p>5. Quantitative Perspective</p> <p>Explain the importance of statistical sampling and identify strengths and weaknesses of various sampling techniques</p>	<p>Exams, quizzes, homework, and case studies</p>



Curriculum Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College HW CHSW		1b. Division AJUS Division of Justice		1c. Department Justice Center	
2. Course Prefix JUST	3. Course Number A251	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Criminology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats 0 Max Credits 3		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2009 To: /9999		
			12. <input type="checkbox"/> Cross Listed with N/A <input type="checkbox"/> Stacked with N/A _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Required for the B.A. in Justice; Required for the Minor in Justice					
14. Coordinate with Affected Units: Sociology & UAA Faculty Listserv Department, School, or College Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Theoretical perspectives on the causes, consequences, and control of crime and delinquency. Survey of the major theoretical perspectives in the study of crime and delinquency with special attention to the application of empirical research methods to important theoretical issues.					
17a. Course Prerequisite(s) (list prefix and number) JUST A110		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) None	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) None		
18. <input type="checkbox"/> Mark if course has fees N/A					
19. Justification for Action The Justice Center is updating the CAR and CCG to reflect current GER standards and recent developments in the field.					

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

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: February 2009

II. Course Information

- A. College: College of Health and Social Welfare
- B. Course Subject/Number: JUST A251
- C. Course Title: Criminology
- D. Credit Hours: 3.0
- E. Contact Hours: 3 + 0
- F. Grading Basis: A-F
- G. Implementation Date: Fall/2010
- H. Course Description: Theoretical perspectives on the causes, consequences, and control of crime and delinquency. Survey of the major theoretical perspectives in the study of crime and delinquency with special attention to the application of empirical research methods to important theoretical issues.
- I. Course Prerequisites: JUST A110
- J. Test Scores: N/A
- K. Co-requisites: None
- L. Registration Restrictions: None
- M. Course Fee: N/A

III. Instructional Goals and Student Outcomes

- A. The instructor will:
 1. Introduce students to competing theoretical perspectives on crime and delinquency while relating knowledge in this field to the historical context in which it developed and the human problems it addresses.
 2. Describe empirical approaches to the examination of relevant theoretical issues and distinguish between empirical and non-empirical truth claims.
 3. Foster critical thinking skills needed for students to compare and contrast the major theoretical perspectives.
 4. Guide students in the investigation of the complexity of criminal and delinquent behavior and explore institutional arrangements and practices that may have an impact on patterns of crime and delinquency.

B. Student outcomes and assessment measures:

Student Outcomes: The students will:	Assessment Measures May Include:
Identify and describe competing theoretical perspectives on crime and delinquency and relate knowledge in this field to the historical context in which it developed and the human problems it addresses.	Examination Writing assignment Group work

Student Outcomes: The students will:	Assessment Measures May Include:
Identify and describe major empirical approaches to the study of criminal and delinquent behavior and distinguish between empirical and non-empirical truth claims.	Examination Writing assignment
Compare and contrast the major theoretical perspectives on crime and delinquency with particular attention to the identification, causes, consequences, and control of crime and delinquency.	Examination Writing assignment
Investigate the complexity of criminal and delinquent behavior and explore institutional arrangements and practices that may have an impact on patterns of crime and delinquency.	Examination Writing assignment

IV. Course Level Justification

This is a survey of theoretical perspectives on crime and delinquency, requiring a basic understanding of social and justice system organization and the ability to identify and apply fundamental concepts in criminology. Students will compare and contrast competing theoretical explanations for crime and delinquency and examine empirical approaches to research and public policy.

Students enter this course after having successfully completed Justice A110.

V. Topical Course Outline

- I. The Nature and Extent of Crime and Delinquency In America
 1. Defining Crime and Delinquency
 - a. Changing Conceptions of Crime and Delinquency 1700-2008
 - b. Crimes, Torts, and Violations of Administrative Law
 - c. Delinquency: the Needs and Culpability of Juveniles
 2. Twentieth Century Crime Trends
 - a. Violent Crime
 - b. Property Crime
 - c. Governmental, Corporate and White Collar Crime
 - d. Delinquency: Criminal Offenses and Status Offenses
 3. Crime Rates Today
 - a. Violent Crime
 - b. Property Crime
 - c. Governmental, Corporate and White Collar Crime
 - d. Delinquency: Criminal Offenses and Status Offenses
- II. Empirical Approaches to the Study of Crime and Delinquency
 1. Measuring Crime: Official Crime Statistics
 - a. Uniform Crime Reports
 - b. Victimization Surveys
 - c. International Crime Statistics
 2. Understanding Crime:
 - a. Self Reports

- b. Observational Research
 - c. Life Histories and Life Course Research
- III. Theoretical Perspectives on Crime and Delinquency
 - 1. Pre-Scientific Perspectives
 - a. “Evil Spirits”
 - b. Rational Choice
 - 2. Science: Individual Perspectives
 - a. Biological Differences
 - b. Psychology
 - 3. Early Sociological Perspectives
 - a. Focus on Structure: Anomie and Social Disorganization
 - b. Focus on Process: Differential Association, Control Theories
 - 4. Contemporary Criminological/Sociological Perspectives
 - a. Labeling Theory
 - b. Conflict Theory
 - c. Feminist Theory
 - d. Routine Activities
- IV. Public Policies and Practices Intended To Control Crime and Delinquency
 - 1. Criminal Justice System Strategies
 - a. Identification and Arrest
 - b. Juvenile Diversion
 - c. Trial and Conviction
 - d. Sentencing: Incapacitation and Deterrence
 - e. Crime Control in a Democratic Society
 - 2. Community/Societal Crime Prevention
 - a. Eliminating Poverty
 - b. Addressing Discrimination
 - c. Strengthening Neighborhoods
 - d. Violence and Male Socialization Practices
 - 3. Developmental Crime Prevention
 - a. Early Intervention Programs for High-risk Children
 - b. Aid to Families: Day Care, Health Care, Shelters
 - c. Educational Intervention: Improving Schools

VI. Suggested Texts

Barkan, S. E. (2009). *Criminology: A sociological understanding*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Brown, S. E., Esbensen, F., Geis, G. (2006). *Criminology: Explaining crime and its context* (6th ed.). Charlottesville, VA: Lexis Nexis.

Hagan, F. E. (2007). *Introduction to criminology: Theories, methods, and criminal behavior* (6th ed.). Thousand Oaks, CA: Sage.

Reid, S. T. (2003). *Crime and criminology* (10th ed.). Boston: McGraw Hill.

Siegel, L. J. (2008). *Criminology: Theories, patterns, and typologies* (10th ed.). Belmont, CA: Wadsworth.

VII. Bibliography

Barkan, S. E., & Snowden, L. L. (2001). *Collective violence*. Boston: Allyn and Bacon.

Bernard, T. J. (1992). *The cycle of juvenile justice*. New York: Oxford University Press.

Carper, D. L., Mietus, N. J., West, B. W., & Miekus, N. J. (1995). *Understanding the law* (3rd ed.). New York: West Publishing.

Chambliss, W. J. (1988). *On the take: From petty crooks to presidents* (2nd ed.). Bloomington, IN: Indiana University Press.

Cohen, A. K. (1955). *Delinquent boys*. Glencoe, IL: The Free Press.

Hillyard, P. (1993). *Suspect community*. London: Pluto Press.

Lupton, D., & Tulloch, J. (2000). Theorizing fear of crime: Beyond the rational/irrational opposition. *British Journal of Criminology*, 50, 507-523.

Sutherland, E. H. (1983). *White collar crime: The uncut version*. New Haven, CT: Yale University Press.

Turkel, G. (1998). *Law and society: Critical approaches*. Boston: Allyn and Bacon.

Walsh, A. (2002). *Biosocial criminology: Introduction and integration*. Cincinnati, OH: Anderson.

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: Fall 2008

II. Information for the Course Action Request

College/School: College of Education

Department: EDTL

Subject: EDFN

Course Number: A304

Title: Comparative Education

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2009

Course Description: Compares P-12 educational systems and issues across nations and regions, focusing on case examples representing diverse cultural, historical, and political contexts. Examines theories in comparative education; purposes of schooling; socio-cultural contexts of education; policy, curricular, and pedagogical responses to diversity issues; and organizational and structural issues.

Course Prerequisites(s):

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions: Completion of all GER Tier I (Basic College-level Skills) courses.

Course Fee: No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Present theories in comparative education
2.	Explain purposes of schooling from a comparative perspective
3.	Present conceptions of culture and the relationship between culture and education
4.	Provide examples of education policy, curricular, and pedagogical responses to issues of diversity in education
5.	Explain organizational and structural issues of schooling in comparative perspective

B. Student Outcomes/Assessment Procedures

Student Outcomes	Assessment Procedures
Upon successful completion of the course, the student will be able to do the following:	This outcome will be assessed by one or more of the following:

1.	Explain theories in comparative education	Exam Essay
2.	Analyze purposes of schooling using a comparative framework	Comparative Case Study Education Philosophy Statement (Standards-based Assessment required in elementary program) Oral Presentation
3.	Explain socio-cultural context of schools, including the relationship of culture to learning and schooling.	Comparative Case Study Essay Exam
4.	Identify and critique education policy, curricular, and pedagogical responses to issues of diversity in education	Comparative Case Study Exam
5.	Present comparative analysis of organizational and structural models and issues of schooling	Comparative Case Study Essay

IV. Course Level Justification

This course entails use of analytical and critical thinking skills to achieve student outcomes. It is an Integrative GER Capstone course requiring completion of all GER Tier I (basic college-level skills) courses..

V. Course Outline

- 1.0 Examining Theories in Comparative Education
 - 1.1 History of Comparative Education
 - 1.2 Structural-functionalist Perspectives
 - 1.3 Marxist and Neo-Marxist Perspectives
 - 1.4 Symbolic-interactionist Perspectives
 - 1.5 Post-modernist Perspectives

- 2.0 Comparing Purposes of Schooling
 - 2.1 Economic Development
 - 2.2 Human Development
 - 2.3 Social Development
 - 2.4 Nation Building and Political Socialization

- 3.0 Comparing Education in Socio-cultural Contexts
 - 3.1 Conceptions of Culture, Learning, and Education
 - 3.2 Globalization and Education
 - 3.3 Colonial and Post-colonial Contexts of Schooling
 - 3.4 Teaching in Socio-cultural Contexts
 - 3.5 School Administration in Socio-cultural Contexts
 - 3.6 School Success and Student Achievement in Socio-cultural Contexts

- 4.0 Comparing Education Policy, Curricular, and Pedagogical Responses to Diversity Issues
 - 4.1 Educational Access and Opportunities
 - 4.2 Culture
 - 4.3 Gender
 - 4.4 Race and Ethnicity
 - 4.5 Sexual Orientation
 - 4.6 Language
 - 4.7 Social Class: Poverty, Wealth, Distribution
 - 4.8 Indigenous Affairs
 - 4.9 Human Rights

- 5.0 Organizational and Structural Models and Issues
 - 5.1 School Governance
 - 5.2 Curriculum
 - 5.3 Assessment and Accountability
 - 5.4 School Attendance
 - 5.5 Teacher Professionalism
 - 5.6 Family and Community Involvement

VI. Integrative Capstone Justification

A. Knowledge Integration

This course draws from sociology, social psychology, political science, and history to examine the purposes and practices of education from nations and regions representing diverse socio-cultural, political, and historical contexts. The course expects students to draw from perspectives of multiple disciplines to complete a case study that compares educational systems and/or issues from at least two nations or regions. Students will also integrate knowledge in analyzing groups of case studies, providing for a broad comparative and international perspective.

B. Effective Communication

This course requires written assignments and oral presentations. At least three written assignments require comparative analysis of comparative education theories, educational systems, policies, curricula and teaching practices. Students will be assessed based on speaking and writing clearly using APA style in written assignments.

C. Critical Thinking

The written assignments and oral presentations require students to critically examine theories, socio-cultural contexts, policies, diversity issues, and organizational and structural issues of schooling. Students' academic reasoning will be assessed through assignments that require them to define issues clearly, identify problems accurately, and describe situations precisely from multiple perspectives.

D. Information Literacy

The demonstration of skills and aptitudes of information literacy are required for this course. Students will be required to use sources such as electronic databases, seminal texts in the field, and popular media to identify theories, research findings, and contemporary issues related to comparative education. Students will be assessed based on effective, ethical, and critical use of information literacy.

VII. Suggested Texts.

Feinberg, W., & Soltis, J.F. (2004). *School and society*. New York: Teachers College Press.

Kubow, P.K., & Fossum, P.R. (2007). *Comparative education: Exploring issues in international context* (2nd ed.). Upper Saddle River, NJ: Pearson.

Ritzer, G. (2004). *The McDonaldization of society: Revised New Century edition*.
Thousand Oaks, CA: Pine Forge Press.

VIII. Bibliography

Apple, M., Kenway, J., & Singh, M. (Eds.). (2005). *Globalizing education: Policies, pedagogies, & politics*. New York: Peter Lang.

Arnové, R., Torres, C. (Eds.). 2007. *Comparative education: The dialectic of the global and the local* (3rd ed.). New York: Rowman & Littlefield.

Crossley, M., & Tikly, L. (2004). Postcolonial perspectives and comparative and international research in education: A critical introduction. *Comparative Education*, 40(2), 147-156.

May, S., & Aikman, S. (2003). Indigenous education: Addressing current issues and developments. *Comparative Education*, 39(2), 139-145.

Mazurek, K., & Winzer, M.A. (2006). *Schooling around the world: Debates, challenges, and practices*. Boston: Pearson.

Noddings, N. (Ed.). (2005). *Educating citizens for global awareness*. New York: Teachers College Press.

Ofori-Attah, K. (2008). *Going to school in the Middle East and North Africa*. West Port, CT: Greenwood Press.

Report of the Global Commission on International Migration (2005). *Migration in an interconnected world: New directions for action*. Geneva, Switzerland: Global Commission on International Migration.

Smith, L.T. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.

- Steiner-Khamsi, G. (Ed.). (2004). *The global politics of educational borrowing and lending*. New York: Teachers College Press.
- Yoshiko, N. (2008). *War memory, nationalism, and education in postwar Japan, 1945-2007: The Japanese history textbook controversy and Ienaga Saburo's course challenges*. London: Routledge.
- World Bank. (2000). *Education for all: From Jomtien to Dakar and beyond*. Washington, DC: Author.
- World Bank. (2003). *Lifelong learning in the global knowledge economy: Challenges for developing countries*. Washington, DC: Author.
- Zajda, J., Davies, L., & Majhanovich, S. (Eds.). (2008). *Education and social inequality in the global culture*. (Vol. 1). Dordrecht, NL: Springer.
- Zajda, J., Davies, L., & Majhanovich, S. (Eds.). (2008). *Comparative and global pedagogies: Equity, access, and democracy in education*. (Vol. 2). Dordrecht, NL: Springer.
- Zajda, J., Davies, L., & Majhanovich, S. (Eds.). (2008). *Nation-building, identity and citizenship education: Cross-cultural perspectives*. (Vol. 3). Dordrecht, NL: Springer.

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

- I. Implementation Date:** Fall 2009.
- II. Course Information:**
- A. College:** College of Arts and Sciences.
 - B. Course Subject/Number:** BIOL A378.
 - C. Course Title:** Marine Biology.
 - D. Course Description:** An introduction to the marine habitat, with a focus on understanding the biological basis behind modern conservation and management issues, particularly in Alaska. The ocean as physical habitat, marine food webs and trophic dynamics, coastal, benthic, and pelagic ecosystem structure, and changes in physical and biological systems due to human impacts and climate regimes.
 - E. Credit Hours:** 3.0.
 - F. Contact Hours:** 3 + 0.
 - G. Grading Basis:** A-F .
 - H. Status of Course Relative to Degree Program:** Elective capstone course for BA-Biological Sciences, BS-Biological Sciences majors, Biology minors; BS-Natural Science majors; Environmental Science minors.
 - I. Course Fees (Yes/No):** No.
 - J. Lab Fees (Yes/No):** No.
 - K. Coordination:** UAA Faculty Listserv, UAA Deans and Directors, UAA Chemistry, Geography & Environmental Studies Program.
 - L. Prerequisites/Corequisite:** Prerequisites: BIOL A271 or ENVI A202.
 - M. Registration Restrictions:** Junior standing; completion of all GER Tier 1 courses (basic college-level skills) is required for GER Tier 3 credit.
 - N. Course Attributes:** UAA GER Integrative Capstone.

III. Course Activities:

This is primarily a lecture course, with several class sessions will involving presentations by outside experts in the areas of marine ecology, policy, fisheries management, etc. so that students gain an appreciation for the integration of disciplines inherent in modern marine biological sciences. Students are required to read, research and synthesize information from the primary literature and other resources to cover a topic of their choice related to the impact that humans are having on the marine ecosystem and/or how we study such impacts. This research will be presented by the students to the class.

IV. Evaluation:

Course grading is A-F. The evaluation methods, while at the discretion of the faculty member teaching the course, may include written lecture exams, worksheets and other homework assignments, reading and interpreting selected primary literature and a research project with an associated paper in scientific format.

V. **Course Level Justification:**

Course Level Justification:

Students are required to learn and integrate information from a variety of scientific disciplines as it relates to marine ecosystems, to read, understand, and apply ideas conveyed by primary scientific literature, to synthesize biological knowledge and social considerations; and to apply course materials to current problems.

GER Integrative Capstone Justification:

Justifications for designating BIOL A378 Marine Biology as a GER Integrative Capstone course include its emphases on:

1. Knowledge Integration / Interrelationships and synergy among GER disciplines: Marine biology's relationship to the other natural and social sciences is an overall theme of the course. This course focuses on the interfaces between physical sciences (chemistry, physics, geology), biological sciences (biology, ecology, conservation, molecular biology etc), and the social sciences, particularly as they relate to anthropogenic impacts and interconnections between the ocean and terrestrial life.

2. Effective communication skills: Course success demands effective communication through essay examinations, individual classroom presentations, brief reports (oral and written) on hot topics from the local media, and a final research paper.

3. Critical Thinking: Students will succeed in this class if they are able to integrate information across disciplines, and critically evaluate the reliability of data and positions presented in lecture, texts, scientific, and popular viewpoints. Students' ability to critically evaluate diverse materials will be determined based on writing assignments, class presentations, and exams.

4. Information literacy: Students are expected to achieve and demonstrate computer and Internet skills for acquiring information relevant to current topics in marine biology. This will involve both research in the primary scientific literature (via library and internet resources) and the collection of information from more 'public' sources such as TV, Web, popular press magazines and newspapers, and advocacy organizations. Students must show that they can critically and appropriately evaluate scientific content in 'public' sources based on knowledge gleaned from 'scientific' sources.

5. Quantitative Perspectives: A critical understanding of marine biology requires that students grasp quantitative concepts such as how temperature influences solute and gas solubilities, how density impacts circulation, and how light levels influence productivity. In addition, students must be able to read and interpret scientific graphs (quantitative data, graphically displayed), and to generate graphs showing the relationship between different properties (such as fecundity and fish age, or the relationship between stock size, recruitment success, and fisheries returns). Exams will specifically test on these skills.

6. Evolving realities of the 21st Century: The growing understanding that humans are having large and potentially irreversible impacts on physical and biological processes in the ocean has been a recent focus of scientific, management, and policy discussions. These concepts are complex, and linked to societal views on the value of intact ecosystems and cultural values.

This course strives to help students understand the implications of changing environmental

and cultural views on marine ecosystem health and management.

VI. Course Outline:

- 1.0 Basic principles of physical oceanography
 - 1.1 Properties of water, salt, temperature, light
 - 1.2 Coriolis effect and tides
 - 1.3 Wind-driven and thermohaline circulation
- 2.0 Major ocean currents and domains
 - 2.1 Global circulation patterns
 - 2.2 Alaskan circulation patterns
 - 2.3 Thermoclines, fronts, gyres, eddies
- 3.0 Ocean climates & impact of global warming
 - 3.1 Seasonal patterns of heat flux
 - 3.2 Impact of ice on currents
 - 3.3 Feedback loops
- 4.0 Ecology of the open ocean
 - 4.1 Sources of organic and inorganic nutrients
 - 4.2 Phytoplankton diversity & adaptations
 - 4.3 Factors influencing primary productivity
- 5.0 Pelagic food webs
 - 5.1 Zooplankton and methods for exploiting phytoplankton
 - 5.2 Necton and foraging adaptations
 - 5.3 Trophic dynamics and foods webs
- 6.0 Fisheries and their ecological and social impacts
 - 6.1 Major fisheries species & locations
 - 6.2 Methods of resource exploitation
 - 6.3 Impact of over fishing on ecosystem
 - 6.4 Management methods and legislation
 - 6.5 Impact of different management regimes on fishers
- 7.0 Ecology of the coastal zones
 - 7.1 Physical challenges and adaptations
 - 7.2 Nutrients and tropho-dynamics in
 - 7.2.1 kelp forests
 - 7.2.2 reefs
 - 7.2.3 estuaries and mudflats
 - 7.3 Coastal polar ecosystems
- 8.0 Impacts of coastal development and use
 - 8.1 On physical habitat –
 - 8.1.1 nutrient influx
 - 8.1.2 temperature regimes
 - 8.1.3 contaminants & pollution
 - 8.2 On biological habitats
 - 8.2.1 species diversity & invasive species
 - 8.2.2 productivity & harmful algal blooms
 - 8.2.3 on health of the ecosystem
 - 8.3 Potential solutions / remediation

VII. Instructional Goals and Student Outcomes:

A. The instructor will:

The instructor will:

- Provide a basic description of the physical, chemical, and geological properties of the ocean, and the different ocean habitats
- Build on this conceptual framework to describe how physical and biological ocean systems are impacted by changing climate and human activities
- Link physical features of the ocean habitat (pre- and post-human impact) to ocean trophic dynamics and food webs.
- Emphasize the extent and historical/geographic patterns of human impacts on the marine environment, and describe how these impacts are mediated by and through biological and physical processes.
- Provide detailed examples of how the physiological traits of organisms are uniquely linked to their habitat, and of how changes in that habitat may influence species diversity and abundance through impacts on physiological properties.
- Relate all of the above to current issues in Alaskan marine ecosystems and resources - with a focus on balancing the many values represented in our environment. Such values include economic value (fisheries, oil exploitation, mining), cultural value (subsistence use, coastal villages and their impact), conservation value (nursery ground habitats, marine protected areas), and future values (arctic exploration with shrinking ice etc), and expose students to discussions on these topics from local experts.
- Teach students how to evaluate and integrate information from a variety of different sources and perspectives.

B. Student Outcomes:

Students will be able to:	Assessment Method
Articulate in depth the processes of energy flow and material cycling in marine ecosystems. Conceptually link the chemistry and physiology of living organisms with the physical and biological aspects of the marine environment.	Exams and written assignments.
Critically integrate information read from scientific articles provided in lecture and textbook assignments, and apply this information to evaluate the scientific accuracy of popular press (TV, newspaper, magazine, web) reports on marine issues.	Exams, written assignments and in-class reports.
Effectively describe the marine ecosystem and human impacts on the system directly and indirectly.	In-class presentation, exams, and writing assignment.
Assess the nature of human impacts on the marine ecosystem through in depth study of current 'hot topics' such as global warming, fisheries collapse etc.	Presentations, exams, and written assignments.

VIII. Suggested Text(s):

Nybakken, J.W. & M.D. Bertness. 2004. *Marine Biology: an Ecological Approach*. 6th Ed. Benjamin Cummings.

Levington, J.S. 2001. *Marine Biology*. 2nd Ed. New York: Oxford University Press

IX. Bibliography:

In addition to textbook assignments, an extensive reference list of current literature from

scientific journals is utilized for this course and assigned and / or suggested to the students (all provided on blackboard); please contact Jennifer Burns, afjmb4, or 6-1527.

- Barber, R.T. & F.P. Chavez. 1983. Biological consequences of El Nino. *Science* 222 (4629):1203-1210
- Benson, J. & A. Trites. 2002. Ecological effects of regime shifts in the Bering Sea and eastern North Pacific Ocean. *Fish and Fisheries* 3: 95-113
- Estes, J.A., E.M. Danner, D.F. Doak, B. Konar, A.M. Springer, P.D. Steinberg, M.T. Tinker & T.M. Williams. 2004. Complex trophic interactions in kelp forest ecosystems. *Bulletin of Marine Science* 74(3): 621-638.
- Estes, J.A., M. T. Tinker, T. M. Williams & D. F. Doak. 1998. Killer whale predation on sea otters linking oceanic and nearshore ecosystems. *Science* 282: 473-476.
- Frank, K.T., B. Petrie, J.S. Choi & W.C. Leggett. 2005. Trophic cascades in a formerly cod-dominated ecosystem. *Science* 308: 1621-1623
- Greene, C.H. & A.J. Pershing. 2007. Climate drives sea change. *Science* 315: 1084-1085.
- Grebmeier, J.M., J.E. Overland, S.E. Moore, E.V. Farley, E.C. Carmack, L.W. Cooper, K.E. Frey, J.H. Helle, F.A. McLaughlin, S.L. McNutt. 2006. A major ecosystem shift in the Bering Sea.
- Overpeck, J.T., M. Sturm, J.A. Francis, D.K. Perovich. 2005. Arctic system on trajectory to new, seasonally ice-free state. *EOS* 86 (34): 309,312-313.
- Springer, A.M., J.A. Estes, G.B. van Vliet, T.M. Williams, D.F. Doak, E.M. Danner, K.A. Forney, & B. Pfister. 2003. Sequential megafaunal collapse in the North Pacific Ocean: an ongoing legacy of industrial whaling? *Proceedings of the National Academy of Sciences*. 100 (21), 12,223–12,228.