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
I. Call to Order
Roll
(X) Erik Hirschman Mat-Su/UAB Social Sciences
(X) Mari Ippolito CAS/UAB Humanities
(X) Patricia Fagan CAS COE
(E) Robert Capuozzo COE
(X) Jack Pauli CBPP
( ) Jeane Breinig CAS Written Communication
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(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**

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<td>Civic Engagement Capstone</td>
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| Abbreviated Title for Transcript (30 character) | |
|--------------------------------------------------|
| Civic Engagement Capstone                       |

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<th>8. Type of Action</th>
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<td>Integration of major and GER coursework through an individual civic engagement project.</td>
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<td>(a) remove CEL A292 and CEL A395 as prerequisites, remove requirement of enrollment in Civic Engagement Certificate program</td>
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Initiator (faculty only) Date

Initiator (PRINT NAME) Date

Approved Disapproved: Dean/Director of School/College Date

Approved Disapproved: Department Chairperson Date

Approved Disapproved: Undergraduate or Graduate Date

Approved Disapproved: Academic Board Chairperson Date

Approved Disapproved: Provost or Designee Date

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

Date of Initiation: Spring 2009

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


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

<table>
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<tr>
<th>1a. School or College</th>
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| 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) |

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| 8. Type of Action | ✘ Add | | |
|-------------------|-------|------------|-----|--------------------------|
|                   | ✘ Change | | |
|                   |   | | |
|                   |   | | |
|                   | Delete | | |

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| 10. Grading Basis   | ✘ A-F | | |
|                     |       | P/NP | NG |

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| 12. Cross Listed with | |
|-----------------------| |
| Stacked               | |

| 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                |

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<td>Social Sciences</td>
<td>Natural Sciences</td>
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| 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) |
| College | Major | Class | 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. Mark if course has fees Standard CBPP computer lab fee |
|                                                          |

| 19. Justification for Action |
| Revised content to meet the GER Integrative Capstone requirements. |

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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


VIII. Bibliography


http://www.soxlaw.com

Statements of Auditing Standards

http://www.aicpa.org

http://www.pcaob.org
### IX. Instructional Goals and Student Outcomes

#### A. Instructional Goals.

The instructor will:

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:**

<table>
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<tr>
<th>Assessment Method</th>
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<tbody>
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<td>Exams, quizzes, homework, case studies, presentations, peer evaluations</td>
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**Assessment Method**

<table>
<thead>
<tr>
<th>Knowledge Integration</th>
<th>Effective Communication</th>
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<tbody>
<tr>
<td>a. Describe the changing role of auditing within the legal and regulatory environment</td>
<td>a. Debate the implications of globalization of accounting standards</td>
</tr>
<tr>
<td>b. Describe the interaction of the functional areas of a business and how that impacts the design of an audit</td>
<td>b. Identify audit or accounting related issues requiring research or resolution and summarize findings in written report and/or oral presentation</td>
</tr>
<tr>
<td>c. Describe how information technology impacts the audit planning and testing process</td>
<td>c. Analyze and discuss the form and content of the auditor’s report</td>
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</table>
3. Critical Thinking  
   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  

4. Information Literacy  
   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  

5. Quantitative Perspective  
   Explain the importance of statistical sampling and identify strengths and weaknesses of various sampling techniques  

<p>| Exams, quizzes, homework, case studies, presentations, and peer evaluations | Exams, quizzes, homework, case studies, presentations, and peer evaluations | Exams, quizzes, homework, and case studies |</p>
<table>
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<tr>
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<th>HW CHSW</th>
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<th>1c. Department</th>
<th>Justice Center</th>
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<td>☐ Oral Communication</td>
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<td>16. Course Description</td>
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<tr>
<td>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.</td>
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<td>The Justice Center is updating the CAR and CCG to reflect current GER standards and recent developments in the field.</td>
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Initiator (faculty only) | Date | Initiative (TYPE NAME) | Date | Dean/Director of School/College | Date | Undergraduate or Graduate | Date |
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15
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:

<table>
<thead>
<tr>
<th>Student Outcomes:</th>
<th>The students will:</th>
<th>Assessment Measures May Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Examination</td>
<td>Writing assignment Group work</td>
</tr>
</tbody>
</table>
**Student Outcomes:** The students will:

| 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
      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
      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


VII. Bibliography


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<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>Selective for Bachelor of Arts, Elementary Education and Post-Baccalaureate Certificate, Elementary Education (with Teacher Certification); Bachelor of Arts, Early Childhood Education and Post-Baccalaureate Certificate, Early Childhood Pre-K-Third Grade; Bachelor of Arts</td>
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<tr>
<td>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.</td>
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<th>19. Justification for Action</th>
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<tr>
<td>Supports UAA Strategic Plan's Instructional Priority for internationalization and intercultural programs by preparing students to understand educational systems and issues within a global, multicultural framework</td>
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</tbody>
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Initiator (faculty only) | Date
Approved: | Disapproved: |
Dean/Director of School/College | Date
Approved: | Disapproved: |
Department Chairperson | Date
Approved: | Disapproved: |
Academic Board Chairperson | Date
Approved: | Disapproved: |
Provisor or Designee | Date
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
Upon successful completion of the course, the student will be able to do the following:

Assessment Procedures
This outcome will be assessed by one or more of the following:

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Assessment Procedures</th>
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<tbody>
<tr>
<td>1. Explain theories in comparative education</td>
<td>Exam</td>
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<td>2. Analyze purposes of schooling using a comparative framework</td>
<td>Essay</td>
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<tr>
<td>3. Explain socio-cultural context of schools, including the relationship of culture to learning and schooling.</td>
<td>Comparative Case Study</td>
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<td>4. Identify and critique education policy, curricular, and pedagogical responses to issues of diversity in education</td>
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<tr>
<td>5. Present comparative analysis of organizational and structural models and issues of schooling</td>
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</table>

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.


VIII. Bibliography


1a. School or College
AS CAS

1b. Division
AMSC Division of Math Science

1c. Department
Biological Sciences

2. Course Prefix
BIOL

3. Course Number
A378

4. Previous Course Prefix & Number

5a. Credits/CEU
3

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

6. Complete Course/Program Title
Marine Biology

7. Type of Course
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☐ Non-credit
☐ CEU
☐ Professional Development

8. Type of Action
☐ Course
☐ Program

☐ Add
☐ Prefix
☐ Credits
☐ Title
☐ Grading Basis
☐ Course Description
☐ Test Score Prerequisites
☐ Other Restrictions
☐ Class
☐ Level
☐ College
☐ Major

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☐ Contact Hours
☐ Repeat Status
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☐ Course Prerequisites
☐ Co-requisites
☐ Registration Restrictions
☐ Other

☐ Delete

9. Repeat Status No
# of Repeats
Max Credits

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

11. Implementation Date
semester/year
From: Fall/2009
To: /9999

12. ☐ Cross Listed with
☐ Stacked
with
Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
Elective capstone course for BA-Biological Sciences, BS-Biological Sciences majors, Biology minors; BS-Natural Science majors; Environmental Science minors.

14. Coordinate with Affected Units:
UAA Faculty Listserv, UAA Deans and Directors, UAA Chemistry, Geography & Environmental Studies Program.

15. ☐ General Education Requirement
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☐ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ Integrative Capstone

16. 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.

17a. Course Prerequisite(s) (list prefix and number)
BIOL A271 or ENVI A202.

17b. Test Score(s)
n/a.

17c. Co-requisite(s) (concurrent enrollment required)
n/a.

17d. Other Restriction(s)
☐ College
☐ Major
☐ Class
☐ Level

17e. Registration Restriction(s) (non-codable)
Junior standing; completion of all GER Tier 1 courses (basic college-level skills) is required for GER Tier 3 credit.

18. ☐ Mark if course has fees

19. Justification for Action
The revised course description reflects the ongoing integration of chemical, biological, ecological, and anthropological issues into modern marine biology curricula so that students emerge with an understanding of how marine ecosystems and processes are linked. This course is constructed to meet the characteristics of a GER Integrative Capstone so as to provide an opportunity for Biology majors to fulfill this GER requirement. Prerequisite changed to correct numbering error of Ecology (from BIOL A371 to BIOL A271).

Initiator (faculty only)
Jerry Kudennov
Initiator (PRINT NAME)
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:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Exams and written assignments.</td>
</tr>
<tr>
<td>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.</td>
<td>Exams, written assignments and in-class reports.</td>
</tr>
<tr>
<td>Effectively describe the marine ecosystem and human impacts on the system directly and indirectly.</td>
<td>In-class presentation, exams, and writing assignment.</td>
</tr>
<tr>
<td>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.</td>
<td>Presentations, exams, and written assignments.</td>
</tr>
</tbody>
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VIII. Suggested Text(s):


IX. Bibliography:

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

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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.


