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

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Report from Associate Vice Provost Bart Quimby

V. Chair’s Report

VI. Course Action Requests
Chg PSY A370 Behavioral Neuroscience (3 cr) (3+0) (pg. 4-10)

VII. Old Business

GER Outcomes Mapping

VIII. New Business

GER Survey

IX. Informational Items and Adjournment
I. Call to Order

Roll

(X) Suzanne Forster UAB/CAS Humanities

(X) Sue Fallon UAB/CHSW Social Sciences, GERC Chair

(X) Utpal Dutta UAB/SOE

(E) Kevin Keating UAB/Library

(X) Deborah Fox UAB/Mat-Su Written Communication

(X) Len Smiley CAS Quantitative Skills

(X) Shawnalee Whitney CAS Oral Communication

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(E) Sandra Pence CTC

(A) Kyle Hampton CBPP Social Sciences

(X) Hilary Davies UAB Ex officio/UAB Chair

(E) Bart Quimby UAB Ex officio/OAA

( ) Vacant Student

II. Approval of Agenda (pg. 1)

Postpone PSY A370 to 1/28

Approved

III. Approval of Summary (pg. 2)

Approved

IV. Report from Associate Vice Provost Bart Quimby

Vice Provost Tom Miller attended

Regarding the proposal by the Physics Department to modify PHYS 123L, 124L, 211L and 212L, additional considerations include:

• Student access to higher education, and the effects on availability and access of restrictive language in academic course descriptions. [See UA Regents’ Policy P10.04.010[1]]

• Effectiveness of teaching and learning modes are normally assessed by the faculty. Restriction or adoption of specific modes of delivery should consider comparable evidence of effectiveness from each mode.

• Discipline faculty from all UAA campuses should be involved in proposed curricular changes that effect students at their locations

V. Chair’s Report

Sue Fallon and Suzanne Forster will attend the AAC&U General Education and Assessment Meeting in March

VI. Course Action Requests

Chg PSY A370 Behavioral Neuroscience (3 cr) (3+0) (pg. 3-8)

Postponed to 1/28

Chg ENGL A311 Advanced Composition (3 cr) (3+0) (pg. 9-17)

Approved

Chg PHYS A123L Basic Physics I Laboratory (1 cr) (0+3) (pg. 18-22)

Chg PHYS A124L Basic Physics II Laboratory (1 cr) (0+3) (pg. 23-27)

Chg PHYS A211L General Physics I Laboratory (1 cr) (0+3) (pg. 28-32)

Chg PHYS A212L General Physics II Laboratory (1 cr) (0+3) (pg. 33-37)

All PHYS Lab courses approved with recommended revisions
Chg STAT A307 Probability and Statistics in Science (4 cr) (4+0) (pg. 38-42)

Approved with recommended revisions

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

Meeting adjourned
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
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<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<td>PSY</td>
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<th>6. Complete Course Title</th>
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<tr>
<td>Behavioral Neuroscience</td>
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Abbreviated Title for Transcript (30 character): 

<table>
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<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<td>☑ Academic</td>
<td>☑ Add</td>
<td>☑</td>
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If a change, mark appropriate boxes:

- ☑ Prefix
- ☑ Credits
- ☑ Title
- ☑ Grading Basis
- ☑ Course Prerequisites
- ☑ Test Score Prerequisites
- ☑ Other Restrictions
- ☑ Class
- ☑ Level
- ☑ College
- ☑ Major
- ☑ Other CCG (please specify)

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<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
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<td>☑ A-F</td>
<td>semester/year</td>
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<td>☑ P/NP</td>
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<tr>
<td>☑ NG</td>
<td>To: 1999</td>
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<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
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<tr>
<td>☑</td>
<td>List any programs or college requirements that require this course.</td>
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Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

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<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
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<td>2/19/10</td>
<td>uaa-faculty-listserve</td>
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<td>2. BIOL A452</td>
<td>334</td>
<td>1/11/10</td>
<td>Doug Causey</td>
</tr>
<tr>
<td>3. BA &amp; BS in Psychology, PSY A485</td>
<td>123; 459</td>
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Initiator Name (typed): Gwen Lupfer-Johnson

Initiator Signed Initials: __________ Date: __________

<table>
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<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: 2/19/09</th>
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<tr>
<td><a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
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</tbody>
</table>

14. General Education Requirement

Mark appropriate box:

- ☑ Oral Communication
- ☑ Written Communication
- ☑ Quantitative Skills
- ☑ Humanities
- ☑ Fine Arts
- ☑ Social Sciences
- ☑ Natural Sciences
- ☑ Integrative Capstone

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

Examines how behavior and cognition are mediated by biological processes. Covers neural activity, the organization of the nervous system, psychopharmacology, and biological bases of normal and abnormal behaviors.

Special Note: Although this course is one option for a university-wide integrative capstone, it does not meet the Psychology major capstone requirement.

16a. Course Prerequisite(s) (list prefix and number)

Grades of C or higher in (ENGL A111), and either (PSY A111 or PSY A150), and either (BIOL A102; BIOL A111 or BIOL A115), and either (ENGL A211, ENGL A212, ENGL A213, or ENGL A214)

16b. Test Score(s) N/A

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

16d. Other Restriction(s)

- ☑ College
- ☑ Major
- ☑ Class
- ☑ Level

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

Junior or Senior standing.

17. ☑ Mark if course has fees

18. ☑ Mark if course is a selected topic course

19. Justification for Action

Success in some upper-division courses in psychology hinges on mastery of material in key foundation courses (like PSY A111 or PSY A150), and basic skills in math and writing. Given the reliance on papers in this course, student success hinges on having proficiency in writing as covered in ENGL A111 and 200-level composition courses.
<table>
<thead>
<tr>
<th>Initator (faculty only)</th>
<th>Date</th>
<th>Dean/Director of School/College</th>
<th>Date</th>
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<tbody>
<tr>
<td>Gwen Lupfer-Johnson</td>
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<th>Department Chairperson</th>
<th>Date</th>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
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<thead>
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<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Provost or Designee</th>
<th>Date</th>
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5

5
I. Initiation Date: February 2010

II. Course Information
A. College: College of Arts and Sciences
B. Course Title: Behavioral Neuroscience
C. Course Subject/Number: PSY A370
D. Credit Hours: 3.0 Credits
E. Contact Time: Lecture hours: 3
   Lab hours: 0
F. Grading Information: A-F
G. Course Description: Examines how behavior and cognition are mediated by biological processes. The course overviews neural activity, the organization of the nervous system, psychopharmacology, and biological bases of normal and abnormal behaviors. Special Note: Although this course is one option for a university-wide integrative capstone, it does not meet the Psychology major capstone requirement.
H. Status of course relative to degree or certificate program:
   Applies to the BA and BS in Psychology
I. Lab Fees: No
J. Coordination: UAA faculty list-serve
K. Course Prerequisites: Grades of C or higher in (ENGL A111), and either (PSY A111 or PSY A150), and either (BIOL A102; BIOL A111 or BIOL A115), and either (ENGL A211, ENGL A212, ENGL A213, or ENGL A214)
L. Registration Restrictions: Junior or Senior standing.

III. Course Activities
Lecture
Assignment: Essay and multiple-choice exams; written assignments; anatomical diagrams.

IV. Evaluation
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on closed-book quizzes/exams (approximately 70% of course grade), APA- or CSE-style term papers covering topics such as the ethical aspects of using non-human animals in behavioral research (approximately 20% of course grade), and miscellaneous brief exercises (e.g., a brain lab in which structures are identified by students working in groups; approximately 10% of course grade).
V. **Course Level Justification**

Before taking PSY A370 students must understand the basic principles of survey courses in both psychology and biology. Additionally, PSY A370 will explore a variety of issues that are also covered from different perspectives in other courses, making PSY A370 most appropriate for students who have amassed enough credits to be Juniors or Seniors.

VI. **Outline**

A. Origins of behavioral neuroscience
B. Major issues in behavioral neuroscience
   1. The mind-brain relationship
   2. The genetics of behavior
   3. The use of non-human animals in research
      a. The ethical debate
      b. Degrees of opposition
      c. A possible compromise
C. Structure and function of cells
D. Structure and function of nervous system
E. Psychopharmacology
   1. Principles of psychopharmacology
   2. Sites of drug action
   3. Neurotransmitters and neuromodulators
   4. Pharmacology of commonly abused drugs
F. Methods and strategies of research
   1. Brain lesion studies
   2. Recording and stimulating neural activity
   3. Neurochemical methods
G. Sensory systems
   1. Vision
   2. Audition and body senses
H. Sleep and biological rhythms
I. Reproductive behaviors
J. Neurological disorders
K. Ingestive behaviors
   1. Drinking
   2. Feeding
L. Learning and memory
M. Schizophrenia, anxiety, and affective disorders
VII.  Instructional Goals and Defined Outcomes

<table>
<thead>
<tr>
<th>Instructor goals: The instructor will</th>
<th>Student Outcomes: Students will be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Explain the principles of psychopharmacology, including the mechanisms of action for common drugs of abuse and psychotropic medications.</td>
<td>B. Explain the principles of psychopharmacology, including the mechanisms of action for common drugs of abuse and psychotropic medications.</td>
</tr>
<tr>
<td>3. Explain the neurobiological mechanisms to the expression of behaviors such as feeding, aggression, and reproduction.</td>
<td>C. Describe the neurobiological mechanisms to the expression of behaviors such as feeding, aggression, and reproduction.</td>
</tr>
<tr>
<td>4. Describe the physiological basis of psychopathology.</td>
<td>D. Describe the physiological basis of psychopathology.</td>
</tr>
<tr>
<td>5. Present the empirical basis for current developments in biological psychology by using primary sources.</td>
<td>E. Relate quantitative results from empirical studies to brain mechanisms, behavior and cognition.</td>
</tr>
<tr>
<td>6. Discuss ethical principles relevant to conducting behavioral neuroscience research with animals and humans.</td>
<td>F. Apply bioethics as it relates to behavioral neuroscience research.</td>
</tr>
</tbody>
</table>

VIII. Integrative Capstone Justification

a. Knowledge Integration

This is a core objective of the course. Findings from biology and neuroscience are related to the traditional interest areas of psychology, including learning, memory, psychopathology, drug abuse, and behavior regulation. In addition, topics from philosophy such as ethics, free will, and the mind-brain problem are frequently considered in the course. The integration of knowledge relates to student outcomes B, C, D, E, & F, and will be assessed through exams and written assignments including a term paper covering the ethical aspects of animal research.

b. Effective Communication

The course requires written assignments and essay responses to exam questions. It is expected that there will typically be four written assignments, three of which will require the analysis of a research article. Students will be expected to submit clearly written assignments in either APA or CSE format. Effective communication relates to A, B, C, D, E, & F, and will be assessed
with essay questions, a term paper, and other written summaries of empirical findings.

c. **Critical Thinking**
   The written assignments will require the careful evaluation of empirical studies with attention to the appropriateness of the author’s conclusions. An examination of the connection between neuroscience data and psychological function is central to the course. Students will be asked to identify what is and is not shown by available research. Critical thinking relates to student outcomes B, C, D, E, & F, and will be assessed by exam questions and written assignments.

d. **Information Literacy**
   Students will use sources such as PsychInfo and CSA to identify recent research contributions relevant to the central topics in the course. Information literacy relates to student outcome B, C, D, E, & F. Information literacy will be assessed with written assignments in which students are required to identify, select, and summarize empirical findings related to topics including schizophrenia, hunger regulation, major depression, Alzheimer’s disease, Parkinson’s disease, and recovery from stroke.

IX. **Suggested Text(s)**


X. **Bibliography**


