

# General Education Review Committee Agenda

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**12:30-1:30**  
January 28, 2011  
**ADM 204**

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

# General Education Review Committee Summary

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**12:30-1:30**

January 21, 2011

**ADM 204**

## 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
(X) Walter Olivares	CAS	Fine Arts
(X) Beverly Barker	CAS	Natural and Physical Sciences
(E) Robert Capuozzo	COE	
(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**



Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Gwen Lupfer-Johnson</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

**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

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

## 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)**

Carlson, N. R. (2011). *Foundations of behavioral neuroscience* (8<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Pinel, J. P. J. (2008). *Biopsychology* (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Kalat, J. W. (2008). *Biological psychology* (10<sup>th</sup> ed.). Belmont, CA: Wadsworth.

**X. Bibliography**

Cuthill, I. C. (2007). Ethical regulation and animal science: Why animal behaviour is not so special. *Animal Behaviour*, 74(1), 15-22.

Dawkins, R. (1993). Gaps in the mind. In *The Great Ape Project* (pp. 80-87). Paola Cavalieri & Peter Singer (eds.), London, UK: Fourth Estate.

Fouts, R. & Fouts, D. (1993). Chimpanzees' use of sign language. In *The Great Ape Project* (pp. 28-41). Paola Cavalieri & Peter Singer (eds.), London, UK: Fourth Estate.

Gazzaniga, M. S. (Ed). (2004). *The cognitive neurosciences III*. Cambridge, MA: MIT Press.

Kandel, E. R., Schwartz, J. H., Jessel, T. M. (Eds.) (2000). *Principles of neural science* (4<sup>th</sup> ed.). New York, NY: McGraw-Hill.

- Kordower, J. H. (2009). Animal rights terrorists: What every neuroscientist should know. *The Journal of Neuroscience*, 29(37), 11419-11420.  
doi:10.1523/JNEUROSCI.3764-09.2009
- Magalhães-Sant'Ana, M. M., Sandøe, P. P., & Olsson, I. S. (2009). Painful dilemmas: The ethics of animal-based pain research. *Animal Welfare*, 18(1), 49-63.
- Miller, N. E. (1985). The value of behavioral research on animals. *American Psychologist*, 40, 423-440.