I. Call to Order

Roll
( ) Vacant UAB/COH Social Sciences
( ) Utpal Dutta UAB/SOE
( ) Kevin Keating UAB/Library
( ) Kathryn Hollis-Buchanan UAB
( ) Vacant UAB
( ) Suzanne Forster CAS Humanities
( ) Len Smiley CAS Quantitative Skills
( ) Marcia Stratton CAS Oral Communication
( ) Walter Olivares CAS Fine Arts
( ) Robert Capuozzo COE
( ) Sandra Pence CTC/COH/Chair
( ) Kyle Hampton CBPP Social Sciences
( ) Deborah Fox Mat-Su Written Communication
( ) 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 Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair’s Report – Sandra Pence

VI. Course Action Requests
Chg CIS A376 Management Information Systems (3 cr)(3+0)(pg. 4-9)
Chg CHEM A441 Principles of Biochemistry I (3 cr)(3+0)(pg. 10-16)

VII. Old Business
A. General Education Assessment (pg. 17-18)

VIII. New Business
A. Review of GER Templates

IX. Informational Items and Adjournment
General Education Review Committee
Summary

12:30-1:30
March 30, 2012
ADM 204

I. Call to Order

Roll
( ) Vacant UAB/COH Social Sciences
(x) Utpal Dutta UAB/SOE
(x) Kevin Keating UAB/Library
(e) Kathryn Hollis-Buchanan
( ) Vacant UAB
(e) Suzanne Forster CAS Humanities
(x) Len Smiley CAS Quantitative Skills
(x) Marcia Stratton CAS Oral Communication
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(e) Kyle Hampton CBPP Social Sciences
(x) Deborah Fox Mat-Su Written Communication
(x) Hilary Davies UAB Ex officio/UAB Chair
( ) Bart Quimby UAB Ex officio/OAA
( ) Vacant Student

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Summary (pg. 2-3)
Deborah Fox should marked as excused for the last meeting
Approved as amended

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair’s Report – Sandra Pence
Last week Sandra took the by-laws to the UAB meeting as an informational item
This week they have been inserted into the Faculty Senate by-laws and are again present on the UAB agenda for their approval
Sandra let the Faculty Senate president know that the committee is working on the GER Assessment plan

VI. Course Action Requests

<table>
<thead>
<tr>
<th>Chg</th>
<th>Course</th>
<th>Description</th>
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<tr>
<td>Chg</td>
<td>CHEM A103</td>
<td>Survey of Chemistry (3 cr)(3+0)(pg. 4-12)</td>
</tr>
<tr>
<td>Chg</td>
<td>CHEM A103L</td>
<td>Survey of Chemistry Laboratory (1 cr)(1+0)(pg. 13-21)</td>
</tr>
<tr>
<td>Chg</td>
<td>CHEM A104</td>
<td>Introduction to Organic Chemistry and Biochemistry (3 cr)(3+0)(pg. 22-29)</td>
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<td>Chg</td>
<td>CHEM A104L</td>
<td>Introduction to Organic Chemistry and Biochemistry Laboratory (1 cr)(0+3)(pg. 30-37)</td>
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<td>Chg</td>
<td>CHEM A105</td>
<td>General Chemistry I (3 cr)(3+0)(pg. 38-48)</td>
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<td>CHEM A105L</td>
<td>General Chemistry I Laboratory (1 cr)(0+3)(pg. 49-58)</td>
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<td>Chg</td>
<td>CHEM A106</td>
<td>General Chemistry II (3 cr)(3+0)(pg. 59-67)</td>
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<td>Chg</td>
<td>CHEM A106L</td>
<td>General Chemistry II Laboratory (1 cr)(0+3)(pg. 68-76)</td>
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</tbody>
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Unanimously Approved

Chg | LEGL A101 | Introduction to Law (3 cr)(3+0)(pg. 77-84)

Unanimously Approved

VII. Old Business
A. General Education Assessment (pg. 85-86)
Discussion took place on the workload and type of release from their teaching responsibility.
The course release statement was deleted to leave negotiations open at the time of appointment.
Motion to move the recommendation to UAB as an informational item and then on to Faculty Senate.

1st Len Smiley
2nd Walter Olivares
Unanimously Approved

VIII. New Business

IX. Informational Items and Adjournment
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>
</tr>
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<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>CIS</td>
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<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<td>(3+0)</td>
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6. Complete Course Title
Management Information Systems

Abbreviated Title for Transcript (30 character)

7. Type of Course
- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:
- [ ] Add
- [x] Change
- [ ] Delete

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [x] Cross-Listed/Stacked
- [x] Course Description
- [ ] Co-requisites
- [ ] Test Score Prerequisites
- [x] Registration Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [x] Other Update CCG (please specify)

9. Repeat Status
- [x] No
- [ ] # of Repeats
- [ ] Max Credits

10. Grading Basis
- [x] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
- From: Fall/2012
- To: /9999

12. Cross Listed with
- [ ] Stacked with
- [ ] Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

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.

<table>
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<tr>
<th>Impacted Program/Course</th>
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<th>Chair/Coordinator Contacted</th>
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Initiator Name (typed): Dave Fitzgerald
Initiator Signed Initials: __________ Date: __________

13b. Coordination Email
Date: 02/17/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 02/17/2012

14. General Education Requirement
Mark appropriate box:
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [x] Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Focuses on developing understanding of the role of Information Systems (IS) to achieve business goals and objectives. Emphasizes developing students' skills to become informed participants in the formation and implementation of IS requirements.

16a. Course Prerequisite(s) (list prefix and number) (CIS A280 or CIS A305 or COMM A241) with a minimum grade of C

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)
Completion of all Tier 1 GER courses and junior standing. BBA students must be admitted to upper-division standing.

17. □ Mark if course has fees
Standard CBPP computer lab fee

18. □ Mark if course is a selected topic course

19. Justification for Action
Updated CCG and changed course description, registration restrictions, and prerequisites.

Initiator (faculty only)
Dave Fitzgerald
Initiator (TYPE NAME)

Approved □ Disapproved □
Date __________

Dean/Director of School/College
Approved □ Disapproved □
Date __________

Undergraduate/Graduate Academic
Approved □ Disapproved □
Date __________

Board Chairperson
Approved □ Disapproved □
Date __________

Provost or Designee
Approved □ Disapproved □
Date __________

4
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<td>Philip Price</td>
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<td>Minnie Yen</td>
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COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF BUSINESS AND PUBLIC POLICY

I. Date Initiated
April 10, 2012

II. Course Information
College/School: College of Business and Public Policy
Department: Computer Information Systems
Program: Bachelor of Business Administration, Computer Information Systems
Course Subject: Management Information Systems
Course Number: CIS A376
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Approximately 6 -9 hours outside of class per week x 15 weeks = 90 - 135 hours
Course Title: Management Information Systems
Grading Basis: A – F
Course Description: Focuses on developing understanding of the role of Information Systems (IS) to achieve business goals and objectives. Emphasizes developing students’ skills to become informed participants in the formation and implementation of IS requirements.
Course Prerequisites: (CIS A280 or CIS A305 or COMM A241) with a minimum grade of C
Registration Restrictions: Completion of all Tier 1 GER courses and junior standing. BBA students must be admitted to upper-division standing.
Fees: Standard CBPP computer lab fee.

III. Course Activities
A. Lectures
B. Discussions
C. Case analyses
D. Guest speakers
E. Class projects

IV. Course Level Justification
This is a GER Integrative Capstone course. It builds upon oral and written analyses and computation skills taught in GER courses.
V. Outline

A. The Importance of Management Information System (MIS) to Obtain Competitive Advantages
   1. Collaborative IS
   2. Internal IS
   3. External IS
   4. E-commerce
   5. Business Intelligence

B. Information Technology
   1. Hardware
   2. Software
   3. Data, database management systems, and data storage
   4. Digital communication and networks
   5. Emerging technologies

C. Managerial Issues
   1. Business processes
   2. System development
   3. Security
   4. Legal and ethical issues

VI. Suggested Text


VII. Bibliography


### VIII. Instructional Goals and Student Learning Outcomes

#### A. Instructional Goals.

**The instructor will:**

1. **Knowledge Integration**
   - Integrate GER knowledge and business knowledge in presenting the history and foundations of IS.
   - Demonstrate integration of hardware, software, people, data, and telecommunications components in IS.

2. **Effective Communication**
   - Identify and analyze the effects of globalization and IS on business practices.
   - Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS.
   - Empower students to be able to make clear business presentations on technological issues.

3. **Critical Thinking**
   - Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS.
   - Challenge students in identifying societal and business implications of emerging technologies.

4. **Information Literacy**
   - Empower students to be good information consumers and to be able to assess the credibility of business and non-business information posted online.
   - Engage students in library research involving online resources.

5. **Quantitative Perspectives**
   - Lead students in developing analysis and database tools to support quantitative decision making.

#### B. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th>Knowledge Integration</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe why businesses use IS and how IS has evolved to meet changing business needs while considering technological, economical, geographic, and cultural reasons.</td>
<td>a. Homework, class discussions, research paper, and written exams</td>
</tr>
<tr>
<td>b. Describe the interaction of people, hardware, software, databases, and network components of the information processing systems in support of business value creation.</td>
<td>b. Homework, class discussion, and written exams</td>
</tr>
<tr>
<td>c. Explain the central role people play in the planning, development and operation of IS.</td>
<td>c. Homework and class discussions</td>
</tr>
</tbody>
</table>
2. Effective Communication
   a. Debate implications of emerging technologies and globalization on businesses and on IS.
   b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.

3. Critical Thinking
   a. Identify and differentiate the competitive advantages attained through e-commerce and online transaction processing systems, as well as the implications of emerging technologies and globalization on businesses and on IS.
   b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.

4. Information Literacy
   a. Identify the options in acquiring and maintaining a system for a given business situation and how the system life cycle affects mission critical functions.
   b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer.
   c. Evaluate the human resources and societal implications of the Internet with emphasis on security, privacy, and ethical issues introduced for both technical and non-technical personnel.
   d. Engage in library research involving online resources.

5. Quantitative Perspectives
   Develop analysis and database tools to support quantitative decision making.

| 2. Effective Communication | a. Homework, class discussions, and written exams  
| a. Debate implications of emerging technologies and globalization on businesses and on IS.  
| b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.  |
| 3. Critical Thinking | a. Homework, class discussions, and written exams  
| a. Identify and differentiate the competitive advantages attained through e-commerce and online transaction processing systems, as well as the implications of emerging technologies and globalization on businesses and on IS.  
| b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.  |
| 4. Information Literacy | a. Homework, class discussions, and written exams  
| a. Identify the options in acquiring and maintaining a system for a given business situation and how the system life cycle affects mission critical functions.  
| b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer.  
| c. Evaluate the human resources and societal implications of the Internet with emphasis on security, privacy, and ethical issues introduced for both technical and non-technical personnel.  
| d. Engage in library research involving online resources.  |
| 5. Quantitative Perspectives | Homework and class discussion.  
| Develop analysis and database tools to support quantitative decision making.  |
**Course Action Request**  
**University of Alaska Anchorage**  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
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<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>CHEMISTRY</td>
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<th>2. Course Prefix</th>
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<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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**6. Complete Course Title**  
Principles of Biochemistry I

**Abbreviated Title for Transcript (30 character)**

<table>
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<th>7. Type of Course</th>
<th>8. Type of Action: Add or Change or Delete</th>
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<tbody>
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<td>Academic</td>
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**13a. Impacted Courses or Programs:** List any programs or college requirements that require this course.

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<td>3. see attached table</td>
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**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)*

A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.

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

BIOL A115 with minimum grade of C and CHEM A322 with minimum grade of C.

**16b. Test Score(s)**

**16c. Co-requisite(s) (concurrent enrollment required)**

**16d. Other Restriction(s)**

<table>
<thead>
<tr>
<th>College</th>
<th>Major</th>
<th>Class</th>
<th>Level</th>
</tr>
</thead>
</table>

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

Junior standing. Completion of all GER Tier 1 (basic college-level skills) courses. Completion of seven credits of GER Tier 2 courses in the Natural Sciences including BIOL A115.

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

**19. Justification for Action**

Course content guide update. Include Chem 641 as a stacked option for graduate students.

**Initiator Name (typed): Colin McGill**  
**Initiator Signed Initials:** __________ **Date:** __________

**13b. Coordination Email**

Submitted to Faculty Listserv: [uua-faculty@lists.uaa.alaska.edu](mailto:uua-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

Date: 03/05/2012

**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)*

A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.

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**19. Justification for Action**

Course content guide update. Include Chem 641 as a stacked option for graduate students.

**Initiator Name (typed): Colin McGill**  
**Initiator Signed Initials:** __________ **Date:** __________

**Initiator (faculty only) Colin McGill**  
**Initiator (TYPE NAME) Colin McGill**

**Approved Disapproved**

**Initiator (faculty only) Colin McGill**  
**Initiator (TYPE NAME) Colin McGill**

**Approved Disapproved**

**Initiator (faculty only) Colin McGill**  
**Initiator (TYPE NAME) Colin McGill**

**Approved Disapproved**

**Initiator (faculty only) Colin McGill**  
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**Approved Disapproved**

**Initiator (faculty only) Colin McGill**  
**Initiator (TYPE NAME) Colin McGill**

**Approved Disapproved**

**Initiator (faculty only) Colin McGill**  
**Initiator (TYPE NAME) Colin McGill**

**Approved Disapproved**
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<td>Dietetics and Nutrition <em>(CUDY 126, 786-4728)</em></td>
<td>3/26/2012</td>
<td>Tim Doebler</td>
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Course Content Guide for **CHEM A441**  
University of Alaska Anchorage  
College of Arts & Sciences

I. **Date of Initiation:** January 30, 2012

II. **Course Information**

A. **College:** College of Arts & Sciences
B. **Course Subject:** CHEM
C. **Course Number:** A441
D. **Number of Credits:** 3
E. **Contact Hours:** 3 + 0
F. **Course Title:** Principles of Biochemistry I
G. **Grading Basis:** A-F
H. **Implementation Date:** Fall 2012

I. **Course Description:** A study of the structure and function of amino acids, proteins, carbohydrates, nucleic acids, lipids and membranes. Special Note: Students who complete CHEM A441 as part of their undergraduate degree cannot receive credit towards their graduate degree from CHEM A641.

J. **Course Attributes:** UAA GER Integrative Capstone

K. **Prerequisites:** BIOL A115 with minimum grade of C and CHEM A322 with minimum grade of C.

L. **Test Scores:** N/A

M. **Corequisites:** N/A

N. **Registration Restrictions:** Junior standing. Completion of all GER Tier 1 (basic college-level skills) courses. Completion of seven credits of GER Tier 2 courses in the Natural Sciences including BIOL A115.
III. Instructional Goals and Student Learning Outcomes

A. Instructional Goals:

The instructor will:

1. Introduce students to the fundamental topics of biomolecules, protein structure function, mechanisms of enzymes action, and kinetics in biological systems.
2. Encourage knowledge integration by presenting biochemistry in an integrated context that relates knowledge from biology, chemistry and mathematics to understand macromolecular structure and function.
3. Encourage critical thinking by providing science reading assignments from primary literature, and requiring a written report (or oral presentation or in-class discussion) that requires critical assessments of the articles.
4. Encourage information literacy by instructing the use of bibliographic searches in finding topics in current scientific literature for their writing assignments.

B. Student Learning Outcomes:

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<th>Student Learning Outcomes – Students will:</th>
<th>Assessment Strategies and Student Artifacts</th>
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<td>Be able to demonstrate a working knowledge of biomolecules, protein structure function, mechanisms of enzymes action, and kinetics in biological systems.</td>
<td>Written reports, Exams</td>
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<td>Integrate knowledge from biology, chemistry, and math to understand macromolecular structure and function</td>
<td>Written reports, Exams</td>
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<td>Actively participate in and contribute to in-class discussion of primary research literature</td>
<td>Oral (or written) presentations and in-class discussion work facilitated by the instructor.</td>
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<td>Be able to demonstrate effective use of scientific literature to investigate questions and provide support for informed arguments</td>
<td>Written reports</td>
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IV. **Course Activities:**

A. Lecture
B. Critical reading, analysis and discussion of primary research literature with written (or oral) reports
C. Assigned problems to be worked outside of class
D. Exams
E. Research and/or papers reviewing literature on a current theoretical or practical topic in biochemistry

V. **Guidelines for Evaluation**

A. At least 3 written exams, one of which is a comprehensive final exam
B. Reports (written or oral) on primary literature
C. Research paper
D. Grades will be assigned based primarily on exam performance with no more than 30% of the grade based on reports and a research paper. The grading scale is defined in the syllabus or assigned after a normal curve distribution.

VI. **Course Level Justification**

This course builds upon a foundation of knowledge in Tier 1 GER, Tier 2 GER, and lower- and upper-division courses in the major; requires extensive prerequisite multidisciplinary knowledge from biology, chemistry (a total of 2 years), and mathematics; requires integrating of this knowledge to solve new types of problems and understand new concepts.

VII. **Topic Course Outline**

A. Thermodynamic principles
B. Amino Acids
C. Nucleic Acids
D. Purification techniques
E. Covalent structures of proteins, structure, and dynamics
F. Sugars and Polysaccharides
G. Lipids and membranes
H. Enzymes, catalysis, and kinetics
VIII. Suggested Texts


IX. Bibliography

4. Scientific Journals such as (not a complete list):
   - Biological Chemistry
   - Biochemistry
   - Biophysical Journal
   - Cell
   - European Journal of Molecular Biology
   - Journal of Biological Chemistry
   - Journal of molecular Biology
   - Molecular Biology
   - Molecular Cell
   - Nature
   - Nature Structure
   - Proceedings of the National Academy of Sciences
   - Science
GER Assessment Recommendations

In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

A. The General Education Review Committee (GERC) recommends formation of a one-year General Education Requirements Assessment Task Force (GER Task Force). This task force will be funded through the Office of Academic Affairs. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee, a member of the Faculty Senate Academic Assessment Committee, and the Director of General Education (see below). Members of GERC may also serve on the GER Task Force as GER discipline area representatives or unit representatives.

The task force’s charge is to work with faculty involved in general education to develop as assessment plan for General Education Requirements at UAA. The assessment plan should include use of a Director of General Education as the primary facilitator of general education assessment. The task force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

B. The General Education Review Committee recommends formation of a “Center for General Education” that would report to a Vice-Provost in the Office of Academic Affairs. The Center for General Education would include a position for a Director of General Education and any necessary support staff. The director position should be established and filled prior to formation of the GER Task Force, and should receive at least a half-time course release on his/her faculty workload. The director should become an ex-officio member of the GERC and should be a member of the GER Task Force. Depending on the plan adopted by the task force, the role of the Director of General Education could be as follows:

1. Serve on the GER Task Force as primary investigator/researcher.
2. Lead the development of a General Education Assessment Plan using faculty collaboration.
3. Implement the assessment plan developed by the GER Task Force.
4. Collect, analyze, and interpret data, identifying deficient areas. This task may be delegated as needed to the Office of Institutional Research.
5. Consult with faculty in each category to determine recommendations for program improvement.
7. Present report to GERC for approval or further refinement and subsequent approval.
8. Facilitate implementation of corrective actions recommended in the assessment report.
9. Work with faculty governance (GERC) to refine and update assessment plan as needed.
10. Facilitate regular faculty review of GER Classifications including the nine GER outcomes and the outcomes of each of the eight classifications.
11. Ensure continuity between the nine General Education outcomes, the outcomes for each of the eight classifications, the seven Associate of Arts program outcomes, and the five Institutional Learning Outcomes. Representative faculty in each classification must approve outcomes for their respective classification.
Qualifications for the position of Director of General Education should include:

Required:
  Qualified for appointment as a member of the UAA Faculty

Preferred:
  Substantial/significant experience in General Education
  Substantial/significant experience in Institutional Accreditation
  Substantial/significant experience in Curriculum Development
  Substantial/significant experience in Assessment