

# General Education Review Committee Agenda

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**12:30-1:30**

April 13, 2012

**ADM 204**

## **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

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**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	UAB	
( ) Vacant	UAB	
(e) Suzanne Forster	CAS	Humanities
(x) Len Smiley	CAS	Quantitative Skills
(x) Marcia Stratton	CAS	Oral Communication
(x) Walter Olivares	CAS	Fine Arts
(e) Robert Capuozzo	COE	
(x) Sandra Pence	CTC/COH/Chair	
(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 be 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**

Chg	CHEM A103	Survey of Chemistry (3 cr)(3+0)(pg. 4-12)
Chg	CHEM A103L	Survey of Chemistry Laboratory (1 cr)(1+0)(pg. 13-21)
Chg	CHEM A104	Introduction to Organic Chemistry and Biochemistry (3 cr)(3+0)(pg. 22-29)
Chg	CHEM A104L	Introduction to Organic Chemistry and Biochemistry Laboratory (1 cr)(0+3)(pg. 30-37)
Chg	CHEM A105	General Chemistry I (3 cr)(3+0)(pg. 38-48)
Chg	CHEM A105L	General Chemistry I Laboratory (1 cr)(0+3)(pg. 49-58)
Chg	CHEM A106	General Chemistry II (3 cr)(3+0)(pg. 59-67)
Chg	CHEM A106L	General Chemistry II Laboratory (1 cr)(0+3)(pg. 68-76)

**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  
1<sup>st</sup> Len Smiley  
2<sup>nd</sup> Walter Olivares  
Unanimously Approved*

**VIII. New Business**

**IX. Informational Items and Adjournment**



Impacted Courses for CIS A376, Management Information Systems – CAR Box 13a.			
Impacted Program/Course	Catalog Pages	Date of Coordination	Chair/Coordinator Contacted
Economics Major, BBA	138	02/17/2012	Paul Johnson
Finance Major, BBA	138	02/17/2012	Ed Forrest
Global Logistics and Supply Chain Management Major, BBA	138	02/17/2012	Philip Price
Management Major, BBA	138	02/17/2012	Ed Forrest
Marketing Major, BBA	138	02/17/2012	Ed Forrest
Management Information Systems, BBA	141	02/17/2012	Minnie Yen
Computer Information Systems, Minor	141	02/17/2012	Minnie Yen
Aviation Technology, BS, Aviation Management Emphasis	185	02/17/2012	Rocky Capozzi
Aviation Technology, BS, Air Traffic Control Emphasis	186	02/17/2012	Rocky Capozzi
CIS A360	362	02/17/2012	Minnie Yen
CIS A410	362	02/17/2012	Minnie Yen
CIS A430	362	02/17/2012	Minnie Yen
CIS A460	363	02/17/2012	Minnie Yen
CIS A489	363	02/12/2012	Minnie Yen
CIS A495	363	02/17/2012	Minnie Yen
CIS A498	363	02/17/2012	Minnie Yen

**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

Kroenke, D. (2011). *Using MIS* (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice-Hall.

## VII. Bibliography

Kroenke, D. & McKinney, E. (2012). *Processes, systems, and information*. Upper Saddle River, NJ: Prentice-Hall.

Laudon, K. & Laudon, J. (2011). *Essentials of management information systems* (10<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice-Hall.

Turban, E. & Volonino, L. (2009). *Information technology for management: Improving performance in the digital economy*. Hoboken, NJ: Wiley.

Valacich, J. & Schneider, C. (2010). *Information systems today* (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice-Hall.

Wallace, P. (2012). *Information systems in organizations*. Upper Saddle River, NJ: Prentice-Hall.

**VIII. Instructional Goals and Student Learning Outcomes**

<p><b>A. Instructional Goals.</b>  <b>The instructor will:</b></p>	
<p>1. Knowledge Integration</p> <ul style="list-style-type: none"> <li>a. Integrate GER knowledge and business knowledge in presenting the history and foundations of IS.</li> <li>b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS.</li> </ul>	
<p>2. Effective Communication</p> <ul style="list-style-type: none"> <li>a. Identify and analyze the effects of globalization and IS on business practices.</li> <li>b. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS.</li> <li>c. Empower students to be able to make clear business presentations on technological issues.</li> </ul>	
<p>3. Critical Thinking</p> <ul style="list-style-type: none"> <li>a. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS.</li> <li>b. Challenge students in identifying societal and business implications of emerging technologies.</li> </ul>	
<p>4. Information Literacy</p> <ul style="list-style-type: none"> <li>a. Empower students to be good information consumers and to be able to assess the credibility of business and non-business information posted online.</li> <li>b. Engage students in library research involving online resources.</li> </ul>	
<p>5. Quantitative Perspectives</p> <p>Lead students in developing analysis and database tools to support quantitative decision making.</p>	

<p><b>B. Student Learning Outcomes.</b>  <b>Students will be able to:</b></p>	<p><b>Assessment Methods</b></p>
<p>1. Knowledge Integration</p> <ul style="list-style-type: none"> <li>a. Describe why businesses use IS and how IS has evolved to meet changing business needs while considering technological, economical, geographic, and cultural reasons.</li> <li>b. Describe the interaction of people, hardware, software, databases, and network components of the information processing systems in support of business value creation.</li> <li>c. Explain the central role people play in the planning, development and operation of IS.</li> </ul>	<ul style="list-style-type: none"> <li>a. Homework, class discussions, research paper, and written exams</li> <li>b. Homework, class discussion, and written exams</li> <li>c. Homework and class discussions</li> </ul>



<p>2. Effective Communication</p> <ul style="list-style-type: none"> <li>a. Debate implications of emerging technologies and globalization on businesses and on IS.</li> <li>b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology.</li> </ul>	<ul style="list-style-type: none"> <li>a. Homework, class discussions, and written exams</li> <li>b. Research paper and presentation</li> </ul>
<p>3. Critical Thinking</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society.</li> </ul>	<ul style="list-style-type: none"> <li>a. Homework, class discussions, and written exams</li> <li>b. Group project presentation and class discussions</li> </ul>
<p>4. Information Literacy</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer.</li> <li>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.</li> <li>d. Engage in library research involving online resources.</li> </ul>	<ul style="list-style-type: none"> <li>a. Homework, class discussions, and written exams</li> <li>b. Homework, class discussions, and written exams</li> <li>c. Research paper and presentation</li> <li>d. Homework</li> </ul>
<p>5. Quantitative Perspectives</p> <p>Develop analysis and database tools to support quantitative decision making.</p>	<p>Homework and class discussion.</p>



**CHEM A441 – Biochemistry I**

<b>Impacted Program/Course</b>	<b>Catalog Page(s) Impacted</b>	<b>Date of Coordination</b>	<b>Chair/Coordinator Contacted</b>
GER, Tier 3: Integrative Capstone, p. 85			
<i>Biological Sciences (CPSB 101P, 786-4770)</i>		3/26/2012	Fred Rainey
B.S. Biological Sciences, major requirement, p. 97			
<i>Chemistry (CPSB 101Q, 786-1238)</i>		3/26/2012	Eric Holmberg
B.S. Chemistry, major requirement, chemistry option, p. 99			
B.S. Chemistry, major requirement, biochemistry option, p. 99			
<i>Natural Sciences (CPSB 101P, 786-4770)</i>		3/26/2012	Fred Rainey
B.S. Natural Sciences, major requirement, environmental sciences option, p. 121			
B.S. Natural Sciences, major requirement, pre-health professions option, p. 123			
<i>Dietetics and Nutrition (CUDY 126, 786-4728)</i>		3/26/2012	Tim Doebler
B.S. Dietetics, major requirement, p. 203			
B.S. Nutrition, major requirement, p. 204			
Nutrition Science Emphasis, major requirement, p. 205			

*Chemistry (CPSB 101Q, 786-1238)*

3/26/2012

Eric Holmberg

CHEM A441, course listing, p. 357

CHEM A422, prerequisite, p. 347

CHEM A443, prerequisite, p. 347

CHEM A641, stacked with CHEM A441, p. 358

*Dietetics & Nutrition (CTC, CUDY 126, 786-4728)*

3/26/2012

Tim Doebler

DN A475, prerequisite, p. 377

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.

O. **Course Fee:** No

P. **Stacked With:** CHEM A641

### 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:**

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

**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

1. Garrett, R.H. and Grisham, C.M., *Biochemistry*, 4<sup>th</sup> ed. Brooks Cole, 2008.
2. Lehninger, A., Nelson, D.L. and Cox, M.M., *Lehninger Principles of Biochemistry*, 5<sup>th</sup> ed. Freeman, 2008.
3. Voet, D. and Voet, J.G., *Biochemistry*, 4<sup>th</sup> ed. Wiley, 2010.
4. Voet, D., Voet, J.G. and Pratt, C.W., *Fundamentals of Biochemistry: Life at the Molecular Level*, 3<sup>rd</sup> ed. Wiley, 2008.

## IX. Bibliography

1. Alberts, B., Johnson, A., Lewis, J., Raff, M., Roberts, K., and Walter, P., *Molecular Biology of the Cell*. Garland Publishing, 2002.
2. Fersht, A., *Structure and Mechanism in Protein Science: A Guide to Enzyme Catalysis and Protein Folding*. W.H. Freeman and Company, 1999.
3. Lewin, B., *Genes IX*. Jones & Bartlett Publishers, 2007.
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 an 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.
6. Generate assessment report.
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.

## **GER Assessment Recommendations**

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