Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person: Michael Ruscio. Email address: rusciom@cofc.edu. Phone: 953-7106

1. Department: Psychology

2. Course number and title: Hormones and Behavior, PSYC 353
   Number of Credits: 3    Total hrs/week: 3
   Lecture: ☒    Lab: ☐    Recitation: ☐    Seminar: ☐

   For Independent study courses:
   Research: ☐    Field experience: ☐
   Clinical Practice: ☐    Internship: ☐
   Practicum: ☐    Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   Hormones modulate most social behaviors (reproductive, parental, aggressive) expressed by animals. This course examines how hormones interact with the nervous system to produce these complex behaviors. Taking a comparative approach, the course draws examples of neuroendocrine function from throughout the animal kingdom including fish, birds, reptiles, amphibians and mammals.

5. CIP Code: 42.99, Psychology, Other or 26.99, Biological Sciences, Other (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☒
   This course will be cross listed with: BIOL 353
   Rationale for cross listing: This class incorporates elements of behavior and its biological bases. The course includes detailed instruction on the endocrine system and its physiological and behavioral impact on animals. The course has been offered three times as a special topics course and the class profile has included both biology and psychology majors. It will serve as an elective course in the Psychology and Biology Departments. It will be also be an elective in the neuroscience minor, an interdisciplinary minor including faculty from both Biology and Psychology Departments.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.

No. In addition to psychology the material in this course is relevant to several academic disciplines, most closely biology. However, the Biology Department currently does not have an endocrinologist who would teach a similar course or staff the proposed course.

b) Please explain overlap with any existing courses.

Currently, the College of Charleston offers no courses in Behavioral Endocrinology or Endocrinology; therefore there is very little overlap with existing classes. The course is interdisciplinary in nature and draws from a diversity of disciplines including psychology, biology, neuroscience and animal behavior, but does not replicate material covered in courses in these disciplines.

8. Prerequisites (or other restrictions):

The prerequisites for this course will be PSYC 103 and PSYC 214 or PSYC 313.

(Please note: The course draws students from diverse academic backgrounds, but primarily from Biology and Psychology majors. Within each department (PSYC or BIOL) there are different set of prerequisites for upper level courses and the prerequisites reflect these paths in each department. Due to the interdisciplinary nature of the course it would be overly prescriptive to require a multitude of prerequisites from both biology and psychology for every student. Biology and psychology students typically enrolled in this course when it was offered as a special topics. They came in with different academic experiences which enhanced the development of the course and class discussion).

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?

1. To gain a working knowledge of the basic components of the endocrine system and neuroendocrine function.
2. To understand experimental procedures and measurements used by behavioral neuroendocrinologists.
3. To understand the neuroendocrinology of sexual behavior and parental behavior.
4. To understand the value of the comparative method using animal models of behavior.
5. To understand the evolutionary conservation of neuroendocrine function.

b) How does the course support the mission statement of the department and the organizing principles of the major?

This course focuses on understanding the neuroendocrine mechanisms which underlie behavior. It provides a biological understanding of the complex emergent behaviors that are essential for any animal including reproduction, aggression and parental behavior.
Proposal for a New Course

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course will serve as an elective within the psychology and biology majors. It will also serve as an elective for the neuroscience minor. It requires basic knowledge of behavioral and biological processes, but expands and enhances that background in a more advanced and applied fashion.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   This course is interdisciplinary, drawing from elements of biology, psychology, animal behavior and neuroscience. Students in any of these fields would benefit from an understanding of endocrine effects on behavior as would any student interested in pre-medical or clinical fields.

11. Method of teaching:
   This will be a lecture and discussion based course. It will expose students to facts, research and current topics related to behavioral endocrinology. It will require application of this knowledge as part of class discussion, tests and papers related to primary source scientific articles. A complete syllabus is included from this course's most recent offering (Fall 2010) as a special topics course.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   As an elective course offered once a year, this course should have very little impact on college-wide patterns of enrollement. The course has been offered as a special topics course three times within the psychology department and has not had any detrimental effects on enrollment patterns.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   This course should not require any changes to staffing within the psychology or biology departments.

c) Frequency of offering:
   each fall: ☒ each spring: ☐
   every two years: ☐ every three years: ☐
   other ☐(Explain):

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      NA

   b) Budget:
      NA
Proposal for a New Course

c) Library:
   NA

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Elective in the Psychology and Biology Majors. Elective in the Neuroscience Minor.

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
   see attached
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

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   Number of Credits: 3   Total hrs/week: 3
   Lecture: ☒ Lab: □ Recitation: □ Seminar: □

   For Independent study courses:
   Research: □ Field experience: □
   Clinical Practice: □ Internship: □
   Practicum: □ Independent Course Work: □

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   Fall 2011

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   This course will be cross listed with: PSYC 353
   Rationale for cross listing: This class incorporates elements of behavior and its biological bases. The course includes detailed instruction on the endocrine system and its physiological and behavioral impact on animals. The course has been offered three times as a special topics course and the class profile has included both biology and psychology majors. It will serve as an elective course in the Psychology and Biology Departments. It will also be an elective in the neuroscience minor, an interdisciplinary minor including faculty from both Biology and Psychology departments.
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8. Prerequisites (or other restrictions):

The prerequisites for this course will be BIOL 111, 112, MATH 250 (or equivalent statistics course) or permission of instructor.

(Please note: The course draws students from diverse academic backgrounds, but primarily from Biology and Psychology majors. Within each department (PSYC or BIOL) there are different set of prerequisites for upper level courses and the prerequisites reflect these paths in each department. Due to the interdisciplinary nature of the course it would be overly prescriptive to require a multitude of prerequisites from both biology and psychology for every student. Biology and psychology students typically enrolled in this course when it was offered as a special topics. They came in with different academic experiences which enhanced the development of the course and class discussion).

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Proposal for a New Course

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   every two years: ☐
   every three years: ☐
   other ☐ (Explain):

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   a) Staff:
      NA

   b) Budget:
      NA
Proposal for a New Course

c) Library:
   NA

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Elective in the Psychology and Biology Majors. Elective in the Neuroscience Minor.

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
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Proposal for a New Course

16. Signature of Department Chair or Program Director:
   
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   Date: ________________________

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   Date: ________________________

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   ________________________________________________________________

   Date: ________________________

19. Signature of Curriculum Committee Chair
   
   ________________________________________________________________

   Date: ________________________

20. Signature of Faculty Senate Secretary:
   
   ________________________________________________________________

   Date Approved by Senate: ________________________

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This form was approved by FCC on 8/17/2010 and replaces all others.
Hormones and Behavior
Special Topics: Psychology 410
Fall 2010
College of Charleston

Class Meetings: Mon. Wed. & Fri. 11:00-11:50, MYBK 107.

Instructor:
Michael G. Ruscio, Ph.D. Office: 59 Coming St., #205.
Phone: 843-953-7106 e-mail: rusciom@cofc.edu
Office hours: Thurs 10-12:00; Fri. 1:00-2:00 and by appointment.


Additional Assigned Readings from:

Course Overview: Hormones can have both dramatic and subtle effects on an animal's behavior. Hormones regulate reproductive behaviors, parental behaviors aggressive behaviors and can modulate the degree of sociality expressed by animals. This course will examine how hormones interact with nervous system to produce these complex behaviors seen among all vertebrate species. Additionally, we will examine the neuroendocrinology of unique species specific behaviors. We will take a comparative approach and draw examples of neuroendocrine function from throughout the animal kingdom including fish, birds, reptiles and mammals (including humans).

Course Objectives:
- To gain a working knowledge of the basic components of the endocrine system and neuroendocrine function.
- To understand experimental procedures and measurements used by behavioral neuroendocrinologists.
- To understand the neuroendocrinology of sexual behavior and parental behavior.
- To understand the value of the comparative method and using animal models of behavior.
- To understand the evolutionary conservation of neuroendocrine function.

Grading: Grades will be assigned on the basis of the number of points that you have earned at the completion of the course. The number of points and the approximate percentage of the grade are indicated below.

<table>
<thead>
<tr>
<th>Source - Number of Points</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
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</tr>
<tr>
<td>Exam 2</td>
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</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
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<tr>
<td>Paper 1</td>
<td>50</td>
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<tr>
<td>Paper 2</td>
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<tr>
<td>Paper 3</td>
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</tr>
<tr>
<td>Final Exam</td>
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<tr>
<td>Attendance and Participation</td>
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</tr>
<tr>
<td>Total</td>
<td>600</td>
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</table>
*Grade Assignment:* The combined total for all the above will be 600 points. Your final grade in the course will be based on a straight percentage of points:

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Approx. % of Total Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>540-551</td>
<td>90-91.9</td>
<td>A-</td>
</tr>
<tr>
<td>522-539</td>
<td>87-89.9</td>
<td>B+</td>
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<td>498-521</td>
<td>83-86.9</td>
<td>B</td>
</tr>
<tr>
<td>480-497</td>
<td>80-82.9</td>
<td>B-</td>
</tr>
<tr>
<td>462-479</td>
<td>77-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>438-461</td>
<td>73-76.9</td>
<td>C</td>
</tr>
<tr>
<td>420-437</td>
<td>70-72.9</td>
<td>C-</td>
</tr>
<tr>
<td>402-419</td>
<td>67-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>378-401</td>
<td>63-66.9</td>
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<td>360-377</td>
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<td>D-</td>
</tr>
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<td>359 and lower</td>
<td>59.9% and lower</td>
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</tr>
<tr>
<td>Failure Due to Academic Dishonesty</td>
<td>XF</td>
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</tbody>
</table>

Tentative Schedule: The following schedule indicates approximate dates when specific chapters will be covered in class. These dates are subject to change based upon the amount of material we cover at each class meeting, and the specific needs of the class. I will make every effort to maintain the exam schedule. If unforeseen circumstances arise and it is necessary to change an exam date, it will be announced in class and posted on Web CT.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Introduction and History of Behavioral Neuroendocrinology</td>
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<tr>
<td>8/27</td>
<td>Neuroendocrine Methods</td>
<td>Ch1 &amp; Ch 2</td>
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<tr>
<td>8/30</td>
<td>Neuroendocrine Methods</td>
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</tr>
<tr>
<td>9/1</td>
<td>Endocrine System: Components</td>
<td>Ch 2</td>
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<tr>
<td>9/3</td>
<td>Endocrine System: Function</td>
<td>Ch 2: Paper Topic Assigned</td>
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<tr>
<td>9/6</td>
<td>Endocrine System: Function</td>
<td>Ch 2</td>
</tr>
<tr>
<td>9/8</td>
<td>Sex Determination: Intro</td>
<td>Ch 3</td>
</tr>
<tr>
<td>9/10</td>
<td>Current Topics in Behavioral Neuroendocrinology</td>
<td>Paper Due</td>
</tr>
<tr>
<td>9/13</td>
<td>Exam</td>
<td>Exam 1: Chs 1-3</td>
</tr>
<tr>
<td>9/15</td>
<td>Sex Determination</td>
<td>Ch 3</td>
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<tr>
<td>9/20</td>
<td>Sex Differences</td>
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<td>9/29</td>
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<td>Ch 4</td>
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<td>Ch 5</td>
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<td>10/8</td>
<td>Male Reproductive Behavior</td>
<td>Ch 5</td>
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<tr>
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<td>Notes</td>
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<tr>
<td>10/11</td>
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<tr>
<td>10/27</td>
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<td>Ch 7</td>
</tr>
<tr>
<td>11/3</td>
<td>Parental Behavior</td>
<td>Ch 7: Paper Topic Assigned</td>
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<tr>
<td>11/5</td>
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<td>11/10</td>
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<td>Ch 7</td>
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<td>11/12</td>
<td>Hormones and Social Behavior</td>
<td>Ch 8</td>
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<td>Current Topics in Behavioral Neuroendocrinology</td>
<td>Paper Due</td>
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<td>Exam</td>
<td>Exam 3: Chs 6-8</td>
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<td>11/22</td>
<td>Hormones and Social Behavior</td>
<td>Ch 8</td>
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<tr>
<td>11/24</td>
<td>------------------------------------------------</td>
<td>Thanksgiving - No Class</td>
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<td>------------------------------------------------</td>
<td>Thanksgiving - No Class</td>
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<td>11/29</td>
<td>Stress</td>
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<td>Ch 11</td>
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<tr>
<td>12/3</td>
<td>Stress</td>
<td>Ch 11</td>
</tr>
<tr>
<td>12/6</td>
<td>Exam Review</td>
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</tbody>
</table>

**Web CT:** Power-point lectures will be made available on Web CT following presentation in class. Viewing the files is an excellent supplement to attending lecture, and helpful for exam review. Viewing the power point files is not equivalent to attending lecture. Additional material is presented in class not contained on the slides.

**FINAL EXAM**

Saturday Dec. 11th, 12-3.
Primary Readings and Current Topics in Behavioral Neuroendocrinology: Discussion Papers:

During the course you will be required to write three discussion papers. The papers will be based upon assigned reading from a primary resource (peer reviewed scientific journal or book chapter). In your paper you will be required to discuss the premises of the research, the methodologies used, the implication of the findings for the field of behavioral neuroendocrinology and the broader field of the behavioral sciences. These papers will be 3-5 pages in length. On the day the paper is due, we will have a class discussion regarding the journal article or book chapter that was assigned.

These readings have several goals. First, they allow you to explore one topic in greater depth. Second, they allow you to become familiar with the process of reading and evaluating the primary literature. Third, they continue the development of your critical thinking and writing skills.

On the discussion days listed in the syllabus, please come prepared to contribute to an interesting, informed, and friendly discussion about the target article. This means you need to read it carefully and thoughtfully in advance and bring your completed thought piece with you.

The discussion paper should be inspired by a close reading of the target article. A close reading of any paper reporting an experiment means asking yourself the following questions as you read to gain an understanding of the research:

- Why was the experiment done?
- What was the question asked?
- What was the hypothesis?
- What were the predicted results?
- What was the independent variable?
- What was measured?
- What was the critical dependent variable?
- What were the controls?
- Why were these particular controls needed?
- What was the main finding?
- What was the answer to the question posed in the introduction?
- Was the hypothesis confirmed?
- How solid (conclusive) was the evidence?
- What questions remain unanswered?
- What new questions are raised by the research?
- What would be an interesting and logical experiment to do next?

Your thought piece can be an informed critique of some scientific aspect of the paper, an alternative interpretation of the results, an idea for an additional or different experiment, a discussion of a question raised by the research, or (if you feel you didn’t understand the paper) a coherent statement of what you didn’t understand. Your thought piece should (a) show that you read the paper carefully, (b) demonstrate informed, analytical, clear and (whenever possible) creative thought and writing, and (c) be your best writing (proper grammar and spelling, no typographical or word processing errors, etc.). You should not summarize the article (except perhaps in an opening sentence or two) or simply repeat its content, nor do you need to write answers to the questions listed above. All information that is not your own should receive proper citations and references following the format in the Nelson text.

A printed copy of your paper is due at the beginning of class on the day listed on the syllabus. If you do not have your paper in class you will lose 5 points per day for each day late (weekends count). These 5 points will be deducted from the grade you earn on your paper.

Exams: Exams will be comprised of a combination of multiple-choice, fill-ins, figure completions, and short answer questions. Exams will cover material in the text as well as material discussed in class. You are responsible for material in the text that may not be covered in class.
Exam Policies:

- Students must take exams at the scheduled times; students arriving more than 10 minutes late will not be permitted to take the exam at that time under any circumstances.
- Each student is responsible for bringing one or two Number 2 pencils to each of the exams. A pen is appropriate for short answer questions.
- If you are an athlete and know that you will be unable to attend an exam, please notify me at least one week in advance; I will make arrangements for you to take the exam.
- If you are a student with special needs (i.e. a documented learning disability) and you require special arrangements for the exam, please see me as soon as possible so that I have additional time to accommodate your needs. I will accommodate your needs, but you must provide documentation of your special need in writing at the beginning of the semester. In addition, you must schedule your exam with me at least one week in advance.

Make up exams: There will be no make-up exams except under extreme circumstances. If you are unable to attend an exam for an excusable reason, call or e-mail me prior to class. If you are unable to contact me before class, contact me as soon as possible after class. If you are ill, obtain a note from a physician and submit it to the Office of Undergraduate Studies (see below for additional details). Do not miss an exam without a valid excuse. If I do not hear from you via e-mail, by phone or in person in a timely manner following a missed exam, it will count as a zero. In addition, the policies described below should not be interpreted as a reason for skipping an exam for which you are not prepared.

If you miss one exam, due to a legitimate illness or emergency (i.e. circumstances beyond your control), I will calculate your final mark on the basis of your scores on two term exams, three papers, the final exam and your attendance. Any illness or emergency must be documented/confirmed (in writing) by a physician or other administrative authority from the Office of Undergraduate Studies (see the College catalog for admissible excuses). I will then determine if the absence will be excused.

If you miss two term exams due a legitimate illness or emergency (i.e. circumstances beyond your control), one make-up exam may be taken (see below). You may not miss three exams. You will receive a ZERO for a third missed exam. You may not miss the final exam. If you do, you will receive a ZERO for the final exam.

Procedure for Obtaining Authorization for a Make-up Exam or Excused Absence During a Regularly Scheduled Exam:

In the event of a family (or other) emergency, you should do the following:
- Contact the Office of Undergraduate Studies (953-5674) and obtain their approval of your absence. The Office of Undergraduate Studies will send me official documentation/notification of your absence and I will then note that you had proper authorization to miss the exam.
- Contact me directly as soon as possible to verify that the Office of Undergraduate Studies has contacted me and to schedule a make up exam (if you’ve missed two exams).

In the event of an illness or an injury, you should do the following:
- Obtain a doctor's note or verification from the Student Wellness Center or your physician that you were treated for an illness or injury.
- Take the note to the Office of Undergraduate Studies to obtain their approval of your absence. The Office of Undergraduate Studies will send me official documentation/notification of your absence and I will then note that you had proper authorization to miss the exam. They are located at 67 George Street (white house next to Stern Center). Forms are located at http://www.cofc.edu/studentaffairs/general_info/absence
- Contact me directly as soon as possible via e-mail or phone to verify that the Office of Undergraduate Studies has contacted me and to schedule a make up exam (if you’ve missed two exams).

I strongly encourage you to attend the regularly scheduled exam. Please remember that an unexcused absence on a test day or a failure to notify me in a timely manner will result in a zero for that test. I strongly encourage you to take the exams on the regularly scheduled dates as performance on the make-up exam is generally below par.

Early Exam Policy: Requests to take exams early due to other commitments (i.e. not due to an athletic event or due to a specific special need) will be considered on a case-by-case basis -- however, these requests are strongly discouraged.
**Grievances:** If you feel that an exam was graded improperly or unfairly you may request a re-evaluation of that particular grade. Requests should be made in writing to the professor within one week of receiving the grade and must contain an explanation of why the grade is unfair. I reserve the right to re-grade any portion of any exam submitted for a re-grade.

**Attendance Policy:** Attendance at all scheduled classes is expected and will be tracked. Because we depend upon class discussion to clarify material in the text and because our understanding benefits from full consideration of many viewpoints, absences detract from each student’s educational experience. Attendance is one of the best predictors of success in a course. This course covers a large amount of diverse material and it will be extremely difficult to keep up with the amount of information presented in the course if you do not attend lecture.

**Classroom Etiquette:** The purpose of class meetings is not only to inform, but to facilitate discussion and encourage questions to enhance your knowledge of the field of biological psychology. Out of respect for your fellow classmates and professor please refrain from talking during lecture or when a classmate is asking a question. Also when attending lecture please remain in class for the entire period. Leaving during class does not count as attendance, detracts from everyone’s classroom experience and is simply discourteous. If you have a legitimate reason for needing to leave early (i.e. doctor’s appointment, College related function) please see me at the beginning of class to make me aware of the situation.

Additional information on the College of Charleston’s student code of conduct can be found at: http://www.cofc.edu/generaldocuments/handbook.pdf.

**Accommodation for Learning and Physical Disabilities:** If you have been diagnosed with a recognized learning disorder (e.g. attention deficit disorder) or a physical disability (e.g. hearing loss or visual impairment) that impairs your academic performance, I will do my best to accommodate your specific needs. However no such accommodation will be made unless you have provided me with your SNAP-issued professor notification letter (PNL). Please provide this at the beginning of the semester. It must presented at least one week before an exam for any appropriate accommodations to be made

**Student Athletes:** If you are a member of a College of Charleston athletic team which has any scheduled events during any class period you are responsible for providing me with an official team schedule during the first week of class (or as soon as the schedule is available).

**Excessive Absences:** Under specific circumstances, students who fail to attend class regularly during the course of the semester (i.e. stop coming to class and do not drop the course) will be withdrawn from the course and a transcript notation of WA (withdrawn due to excessive absences) will be recorded. Other grades such as W or I may be given in specific circumstances –please consult the undergraduate course catalog for additional specific information on these marks.

**Academic Dishonesty:** Cheating or plagiarism will not be tolerated and will result in a zero grade for an exam. If I suspect you are in violation of the College’s honor code you will be reported. Please refer to the Undergraduate Catalog for the College’s policy on academic dishonesty of the College of Charleston student handbook (http://www.cofc.edu/generaldocuments/handbook.pdf). You are responsible for knowing which actions are academically dishonest. Actions that are deemed academically dishonest by the College of Charleston Honor board will result in a grade of XF (failure due to academic dishonesty) on your transcript.

**Late Withdrawal:** If you chose to withdraw from this course after the official withdrawal date (Thursday October 21st , 2010, resulting in a “W” on your transcript), you must obtain the appropriate form from the Undergraduate Dean’s Office (2nd floor, Randolph Hall). You must obtain my signature, the signature of the Department Chair and the signature of the Dean of the Humanities and Social Sciences. It is your responsibility to get these signatures and process this paperwork in a timely manner. Be prepared to write a letter to the Dean indicating why you want to petition for a late withdrawal from the course. There is no guarantee that the Dean will honor your request and I have no role in processing the paperwork or in the decision process, but your prompt attention to this process is essential.