Memo

To: Lynne Ford, Associate Provost for Curriculum and Academic
From: Mark Hurd, Associate Professor and Cynthia May, Professor, Psychology, 2012-2013 Co-Chairs, Department Curriculum Committee
CC: Thomas Ross, Department of Psychology, Chair; Daniel Greenberg and Yiorgos Vassilandonakis, 2012-2013 Co-Chairs, College-wide Curriculum Committee
Date: 26.October.2012

Re: New course proposal

The Department of Psychology has met and would like to propose a new course: PSYC 315 – Special Topics in Psychology. We want to create a course placeholder that will allow faculty to teach newly developed courses, without having to formally create a new course. This lower-level special topics course will serve to more accurately reflect the course content for many of the newly developed courses that we will offer than the current upper-level special topics mechanism that we have (Psyc 410).

Change of proper attendance at end
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Rhonda Swickett  Phone: 953-5046  Email: swickertr@cofc.edu

Department or Program: Psychology  School: HSS

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it. We want to create a course placeholder that will allow faculty to teach newly developed courses, without having to formally create a new course. This lower-level special topics course will serve to more accurately reflect the course content for many of the newly developed courses that we will offer than the current upper-level special topics mechanism that we have (Pysc 410). Mark Hurd taught a special topics online course this summer and his syllabi serves as a good example of the type of course that would be offered as a lower-level special topics course. We have included it for your review.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap. This course will not affect other departments.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course number: 

Credit hours: _lecture_ lab _seminar_ independent study
Contact hours: _lecture_ lab _seminar_ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Psychology   School: HSS   Subject Acronym: PSYC   Course Number: 315

Credit hours: 3 _lecture_ lab _seminar_ independent study
Contact hours: 3 _lecture_ lab _seminar_ independent study

Course title: Special Topics in Psychology I

Course description (maximum 50 words, exactly as it appears in the catalog):

An examination of an area of current theoretical or research interest in the field of Psychology.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Psyc 103

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ___________  Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
No cost are associated with this course since the topic will vary and the course will be taught infrequently.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Students will be able to use Neuroscience theories to explain and predict behavior and mental processes (Goal 1.3.d)</strong></td>
<td>In addition to regular course quizzes, students will be assessed at the end of the semester to determine mastery of the major concepts/theories of this area of study. Average performance on this exam should be no lower than 70%</td>
</tr>
<tr>
<td><strong>2. Students will demonstrate that they can use relevant databases to research a topic in the area of neuroscience psychology (Goal 2.4.a)</strong></td>
<td>Students will complete a theoretical and/or empirical-based paper on the implications of Neuroscience for society. A grading rubric will be used to score the paper. Students should, on average, earn at least 70% of the possible points on this rubric</td>
</tr>
<tr>
<td><strong>3. Students will use APA style effectively in empirically based reports and theoretical papers Goal (7.1.b)</strong></td>
<td>Students will complete a theoretical and/or empirical-based paper on a topic in Neuroscience. A grading rubric will be used to score the paper. Students should, on average, earn at least 70% of the possible points on this rubric</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The student learning outcomes articulated above are linked to the learning outcomes adopted by the Psychology Department (and referenced in parentheses) and they serve as one example of possible learning outcomes associated with courses taught at this level. In the present example, the first learning outcome identified above will serve to introduce students to the theories/concepts of Neuroscience. The material presented in this course should serve to reinforce learning outcomes 2 and 3, as students will be asked to develop these skills and knowledge across many courses in our curriculum.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

YES. We would like to add Psyc 315 Special Topics in Psychology I to the list of elective classes in Psychology. We currently have a mechanism that allows for newly developed advanced courses to be taught at the upper-level of our curriculum (Psyc 410). This class will serve the same purpose, but will allow us to teach newly proposed courses at the lower-level of our curriculum, where detailed knowledge of statistics and research design are not necessary.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 2/1/13

2. Signature of Academic Dean:
3. Signature of Provost:

______________________________ Date: 2-1-13

4. Signature of Curriculum Committee Chair:

______________________________ Date: 3/7/13

5. Signature of Faculty Senate Secretary:

______________________________ Date: __________________

Date Approved by Faculty Senate: __________________
Instructor: Dr. M.W. Hurd  
Phone: 843.953.6362  
E-mail: hurdm@cofc.edu or dr.markhurd@gmail.com  
Website: hurdm.people.cofc.edu  
Office: 59 Coming Street, Office 202  
Office Hours: M-F 2:00-3:00 PM via OAKS Chatroom  
Class Location: Online via OAKS  
CRN: TBA

Course Overview

The 1990’s was dubbed the Decade of the Brain and in recent years, neuroscience has made significant strides in understanding how the brain functions which leads to overt changes in behavior. Consequently, this area has received significant attention from national and international media, suggesting implications for brain science in the realms of law, ethics, religion, politics, economics, sexuality and education. The pace of research in this field begs the question – what is the relationship between neuroscience and society and what are the implications for this research on social agendas. This course will consider topics in areas such as brain imaging and consumer behavior (neuromarketing), the neuroscience of sexuality, of moral reasoning, empathy, and trust; neuroscience and the law; and the implications of neuroscience for areas such as addiction, stress, prejudice and violence.

This course will be offered entirely online. Students will be expected to attend class virtually, read assigned materials carefully and thoughtfully, and participate in online discussions regularly. Emphasis will be placed on written communication and assignments with weekly papers required in addition to online discussion questions.

Course Materials

Readings: All readings will be made available electronically via OAKS. These readings are indicated in the tables below.

Other resources: Video clips, audio files and other materials will be posted in the Content section of OAKS.

Technology requirements:
Essential software: Firefox (free), Adobe Acrobat (free), Microsoft Office (you must purchase) OR use Open Office (free).
May be helpful: QuickTime (free).

Prerequisite

PSYC103: Introduction to Psychological Science or permission of the instructor
Learning Goals

- Students will be able to explain and discuss the major concepts, theoretical perspectives, empirical findings, and historical trends in neuroscience and their relationship to issues present in society.
- Students will apply basic research concepts, which may include research design, data analysis and interpretation to problems associated neuroscience.
- Students will engage in creative and critical thinking as well as discussions about the implications, benefits and limitations of neuroscience research to complex societal issues.
- Students will analyze and apply neuroscience principles to social and organizational issues.

Course Topics & Objectives

Week One: The history of neuroscience and the influences of brain imaging

- Discuss the history of the neuroscience development.
- Distinguish between, compare and contrast different imaging techniques.
- Analyze the influence of brain images on society.

Week Two: Brain meanings; Sex and the brain

- Evaluate the metaphor, the brain as computer.
- Discuss the implications of social neuroscience.
- Explain and discuss the concept of neuroethology.
- Evaluate the relationship between the brain and sex.

Week Three: Problem brains and social implications

- Explore the addicted and stressed brain.
- Explain the role of the brain in prejudice and violence.

Week Four: Interventions

- Analyze the impact of neuroscience on the legal system.
- Explore the effects of surgical and pharmacological manipulations on the brain.
- Analyze the influence of neuroscience on business.

Week 5: Neuroethics

- Assess the ethical issues associated with neuroscience research.

Course Policies

Students will be held responsible for understanding and adhering to all policies contained within the Instructor policies document that is posted in the Content section of OAKS. Please be aware that these policies are subject to change.

Participation/Attendance: Students are expected be in attendance and participating in online class discussion 5 out of 7 days.

Weeks will begin on Tuesday and end on Monday. Monday, 5-June is considered a course orientation day.
Honor Code and Academic Integrity:
Lying, cheating, attempted cheating, and plagiarism are violations of the College of Charleston Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, no collaboration during the completion of an individual assignment is permitted.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at the following URL: http://studentaffairs.cofc.edu/honor-system/index.php

Netiquette: General Guidelines

- Exhibit the same professionalism and respect in an online class as you would in a face-to-face class.
- Use Correct Spelling and Grammar in class discussions, weekly summaries and in paper assignments.
  - Compose your message in a word processing program to check spelling and grammar before posting to an online forum or discussion.
- Avoid typing in all capital letters in an online environment as this is considered to be equivalent to shouting.
- Avoid abbreviations and informal/texting language ("I'll C U L8R").
- Always try to use a positive tone.
- Think and review a message before hitting the Submit button. Think of the other person, would you say the same thing or in the same manner is you were talking directly to them?
- Follow the Course Discussion Guidelines for each question. Ensure that you are posting under the correct discussion topic and that you have read all postings in that topic prior to posting your message.

The core rules of Netiquette may be accessed at the following URL:
http://www.albion.com/netiquette/corerules.html

Instructor Availability

I am generally available from 9 AM - 5 PM Eastern Time on most days. I am typically unavailable on Sundays and I may not access the Online Access and Knowledge System (OAKS) or check e-mail. On Saturdays, I tend to be online early in the morning only. If these times are not convenient for you, please let me know. I will try to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact.

I want you to know that, should you need to contact me outside these time frames, you should not hesitate to do so. However, I generally do not answer the phone after 9 PM EST.
For emergencies, when you are not able to gain access to messages on the Online Access and Knowledge System (OAKS), please send a message to my personal email address. In the event a third party needs to contact me, please direct them to my contact information listed at the beginning of the syllabus. Under no circumstances should a third party use your login credentials to gain access to the classroom.

**Feedback**

Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **News section**. Grades will posted using the Gradebook tool in OAKS.

I will respond to e-mail messages in 24-36 hours.

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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94+</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

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**Participation and Discussion Question Grading**

Individual discussion question responses count towards the class participation requirement.

Only posts in the **Discussion** forum/tool will count towards your class participation score.

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**Weekly Summaries**

Weekly summaries are required in this course and count as class participation.

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**Final Week Requirements**

Discussion question responses and participation are **not** required during the final week (Week 5) of the course. The last two days of the course are dedicated to completing the final assignment.

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**Source Material**

Students are expected to draw on source material when constructing papers, answering Discussion Questions, and contributing to classroom discussions from **appropriate sources**. These sources include **scholarly** as well as more general sources such as the following:

- The course readings
- Other books written by recognized authorities in a field (although I would not use these extensively since the experiments and data that authors discuss may be dated).
- Articles published in peer-reviewed scholarly journals (preferred)
- Doctoral dissertations
- Articles in general audience magazines and newspapers

Thus, the following are **not** appropriate sources and should **NOT** be used in this course:

- Web sites (in general, some specific government and/or society websites may be acceptable)
- Encyclopedias (e.g. Wikipedia; Encarta.msn.com; *Encyclopedia Britannica Online*)
Coursework in this class must uphold the high standards of academic integrity established by the College of Charleston. Consequently, when you are conducting research for an assignment, your primary sources should be peer-reviewed academic journals and respected periodicals such as those found in the College Library.

**Discussion Questions**

Posts in response to Discussion Questions are expected to be well thought out and free of grammatical and spelling errors. Appropriate Discussion Question posts will be marked with stars in OAKS indicating that post meets the criteria for the particular discussion question. Problematic posts will be flagged to indicate that they are unacceptable. Appropriate follow up posts will also be indicated with a single star. Simply indicating that you agree with someone’s post does not move the discussion forward and thus will not receive credit. You are welcome to agree (or disagree) with someone’s post but try to follow up with a question or expansion of the ideas in the post that you are responding to. A college course should stimulate you to think critically about the material being discussed, it should stimulate you to analyze assumptions during the discussion and you should support your assertions with peer-reviewed research papers or material from your textbook. Of course your experiences may be germane to the discussion as well, but they might not be your sole source of material for a response. The course will be much more stimulating if everyone tries to follow these suggestions. Finally, DQ posts or responses that are rife with grammatical and/or spelling errors will not receive credit. Please proofread your posts carefully before submitting them.

**Late Assignments**

Late paper assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. E.S.T. on the day they are due. Paper assignments more than 3 days late will not be accepted. Late discussion questions receive a 50% deduction for each day they are posted late (i.e. posted after 11:59 p.m. E.S.T. on the day they are due). Discussion question posts more than 2 days late will not be accepted.

Technological issues are not considered valid grounds for late assignment submission. In the event of a College of Charleston OAKS server outage, students should submit assignments to the instructor via e-mail; e-mail should be sent to both accounts indicated on the first page of this document and when systems are restored, submit those assignments according to syllabus instructions. Unless an Incomplete grade has been granted, learner assignments submitted after the last day of class will not be accepted.

**Learning Groups**

In this course, College of Charleston students are expected to work effectively in diverse groups and teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers. If you experience difficulties working with your group, you are expected to resolve them within the group if possible. However, please feel free to contact me for guidance if you have concerns in this area. Because Group projects are outcome-based, all members of your group will generally earn the same grade for team projects. However, I reserve the right to report different grades for different Learning Team members if I see a substantial imbalance in individual contribution. Learning Teams should provide a brief summary of any communication held outside the forum. Therefore, if you hold conference calls, work in a real-time chat room, or get together outside the OLS (Online Learning System) environment in another way, please post a log, transcript, or summary in the **Group** forum. Further, do not use any of these supplementary communication tools (e.g. Chatzy) unless everyone in your group agrees to the method and to the schedule. If you have any questions, please contact me.
Several of the assignments in this class will be completed in groups of three to five students. I will set up these teams by the middle of Week 1. If you have any requests for teammates, please let me know by Wednesday of the first week via e-mail. Group Charters and Peer Evaluation forms are required. Please see the instructions in the weekly sections for more information.

It is expected that you will actively participate with your group and contribute to the team discussions by a) contributing original work that is accepted and used by the team with proof of originality b) participating in the project from assignment organizing through meaningful final review of the team project for submission, and c) ensuring to your team that your contributions are your original work and properly quoted, cited, and referenced.

**Technical Support**

General Technical Support is available during normal working hours from 9-5 PM. Call 1-843-953-3375 for assistance.

**Software Requirements**

**Essential software:** Internet browser: Firefox, Chrome or Internet Explorer (free), Adobe Acrobat (free), Microsoft Office (you must purchase) OR use Google Docs (free) or Open Office (free).

**Response Time**

I will do my best to respond within 24 hours if you e-mail me.

**Point Values for Course Assignments**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Individual (75%)</td>
<td></td>
</tr>
<tr>
<td>Syllabus exercise</td>
<td>10</td>
</tr>
<tr>
<td>Individual Assignment: Neuroscience in the News (Week 1)</td>
<td>10</td>
</tr>
<tr>
<td>Individual Assignment: Implications of Social Neuroscience (Week 2)</td>
<td>10</td>
</tr>
<tr>
<td>Individual Assignment: Neuroscientific Solutions to Social Problems (Week 4)</td>
<td>10</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Participation/Discussion Questions (3 points per week; 4 weeks)</td>
<td>12</td>
</tr>
<tr>
<td>Weekly Summaries (2 point per week; 4 weeks)</td>
<td>8</td>
</tr>
<tr>
<td>Learning Team/Group (25%)</td>
<td></td>
</tr>
<tr>
<td>Learning Team/Group Assignment: Problem brains (Week 3)</td>
<td>10</td>
</tr>
<tr>
<td>Learning Team/Group Assignment: Neuroethics (Week 5)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
# Week One / Module 1: History and Overview of Neuroscience

<table>
<thead>
<tr>
<th>Details</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Examine the history of neuroscience as a discipline.</td>
<td></td>
<td></td>
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<tr>
<td>1.2 Explain the impact of imaging the brain on how we think about the brain.</td>
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<tr>
<td><strong>Readings 1.2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Participate in class discussion.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Discussion Questions</strong></td>
<td>Respond to weekly discussion questions.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Individual</strong></td>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td><strong>Individual Neuroscience in the News</strong></td>
<td>Prepare a 700- to 1,050-word paper in which you examine the perception of neuroscience by the general public (Papers will not be penalized for exceeding the page limit). Address the following items:</td>
<td>10</td>
</tr>
<tr>
<td>• Briefly examine the origins of neuroscience.</td>
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<tr>
<td>• Provide a brief overview of how neuroscience has evolved into a scientific discipline.</td>
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<tr>
<td>• Briefly analyze the impact of neuroscience on the media and the public image of neuroscience.</td>
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<tr>
<td>Format your paper consistent with APA guidelines. Please use the APA template provided in OAKS for all papers in this class.</td>
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</tbody>
</table>

## Summary of Week 1 Deliverables

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual or Group</th>
<th>Location</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>5/7 days</td>
</tr>
<tr>
<td>Post Biography</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 1</td>
</tr>
<tr>
<td>DQ1</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 3</td>
</tr>
<tr>
<td>DQ2</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 5</td>
</tr>
<tr>
<td>Weekly Summary</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 7</td>
</tr>
</tbody>
</table>
# Week Two / Module 2: Brain meanings; Sex and the brain

<table>
<thead>
<tr>
<th>Details</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
</table>

## Objectives

1. Examine the metaphor – computer as brain, brain as computer
2. Explore the rational and impulsive brain
3. Evaluate the moral brain and the empathic brain (social neuroscience)
4. Explore the concept of neurotheology
5. Analyze the data on male, female, and homosexual brains

## Readings 2.1


## Readings 2.2


## Readings 2.3


## Readings 2.4


**Readings 2.5**


**Participation**

- Participate in class discussion.

**Discussion Questions**

- Respond to weekly discussion questions.

**Individual Implication of Social Neuroscience**

Prepare a 1,200-1,500-word paper in which you discuss the implications of social neuroscience on society (Papers will not be penalized for exceeding the page limit). Consider addressing the following items:

- Describe how emerging brain research may alter or confirm traditional popular understandings and attitudes about your chosen topic.
- What controversies does/could the research stimulate?
- What social interests or political agendas does/could it support?
- How might its research questions and directions be influenced by such interests and agendas?

Format your paper consistent with APA guidelines. Please use the APA template provided in OAKS for all papers in this class.

**Summary of Week 2 Deliverables**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual or Group</th>
<th>Location</th>
<th>Due</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>5/7 days</td>
</tr>
<tr>
<td>DQ3</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 3</td>
</tr>
<tr>
<td>DQ4</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 5</td>
</tr>
<tr>
<td>Weekly Summary</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 7</td>
</tr>
<tr>
<td>Implications Paper</td>
<td>Individual</td>
<td>OAKS Dropbox</td>
<td>Day 7</td>
</tr>
</tbody>
</table>
### Week Three / Module 3: Social problems and problem brains

<table>
<thead>
<tr>
<th>Details</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Examine how the brain becomes addicted.</td>
<td></td>
<td></td>
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<tr>
<td>3.2 Analyze the data regarding prejudice and aggression in the context of neuroscience.</td>
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</table>

<table>
<thead>
<tr>
<th>Readings 3.1</th>
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</table>

<table>
<thead>
<tr>
<th>Readings 3.2</th>
<th></th>
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</thead>
</table>

| Participation | Participate in class discussion. | 2 |
| Discussion Questions | Respond to weekly discussion questions. | 3 |

**Group Problem Brains**

Prepare a 1,200-1,500-word paper in which you determine how neuroscience may alter the perception of a social problem that then suggests an alternative approach to the problem (Papers will not be penalized for exceeding the page limit). Consider addressing the following items:

- Choose a social problem (e.g. violence, prejudice, overspending, addiction or another mental illness) for which neuroscience suggests a solution or intervention of some sort (e.g. a new understanding for policymakers, a pharmaceutical application, or a neurotechnology application).
- In the course of your paper, (a) describe the problem and its social context; (b) explain how neuroscience came to join the conversation around this problem (i.e. what experiments or research studies or funding initiatives opened the problem to neuroscience?); (c) analyze how neuroscience reframes or changes the terms of the problem; (d) describe the possible interventions into or solutions to the problem that neuroscience suggests or seeks to develop; (e) evaluate the potential
dilemmas of those interventions / solutions.

**Format** your paper consistent with APA guidelines. Please use the APA template provided in OAKS for all papers in this class.

### Summary of Week 3 Deliverables

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual or Group</th>
<th>Location</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>6/7 days</td>
</tr>
<tr>
<td>DQ5</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 3</td>
</tr>
<tr>
<td>DQ6</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 5</td>
</tr>
<tr>
<td>Weekly Summary</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 7</td>
</tr>
<tr>
<td>Problem Brains</td>
<td>Group</td>
<td>OAKS Dropbox</td>
<td>Day 7</td>
</tr>
</tbody>
</table>
## Week Four / Module 4: Interventions

<table>
<thead>
<tr>
<th>Details</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Analyze the impact of neuroscience on the legal system and the perception of criminal behavior.</td>
<td></td>
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<tr>
<td>4.2 Analyze the effects surgical and pharmacological manipulations on the brain.</td>
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<tr>
<td>4.3 Neuromarketing - the merger of neuroscience and business.</td>
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<tr>
<td><strong>Readings 4.1</strong></td>
<td></td>
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<tr>
<td><strong>Audio files / Readings 4.2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Readings 4.3</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Wahlberg, David. &quot;Advertisers Probe Brains, Raise Fears.&quot;</td>
<td></td>
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</tbody>
</table>
**Atlanta Journal-Constitution, February 1, 2004.**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Participate in class discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
<td>Respond to weekly discussion questions.</td>
</tr>
<tr>
<td>Individual Neuroscience</td>
<td>Prepare a 1,200-1,500-word paper in which you discuss the implications of social neuroscience on society (Papers will not be penalized for exceeding the page limit). Consider addressing the following items:</td>
</tr>
<tr>
<td>and the legal system;</td>
<td>- Describe how emerging brain research may alter or confirm traditional popular understandings and attitudes about your chosen topic.</td>
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<tr>
<td>Manipulating the brain</td>
<td>- What controversies does/could the research stimulate?</td>
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<td></td>
<td>- What social interests or political agendas does/could it support?</td>
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<tr>
<td></td>
<td>- How might its research questions and directions be influenced by such interests and agendas?</td>
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<tr>
<td></td>
<td>Format your paper consistent with APA guidelines. Please use the APA template provided in OAKS for all papers in this class.</td>
</tr>
</tbody>
</table>

### Summary of Week 4 Deliverables

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<th>Individual or Group</th>
<th>Location</th>
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<tr>
<td>Participation</td>
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<td>Discussion Forum</td>
<td>5/7 days</td>
</tr>
<tr>
<td>DQ7</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 3</td>
</tr>
<tr>
<td>DQ8</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 5</td>
</tr>
<tr>
<td>Weekly Summary</td>
<td>Individual</td>
<td>Discussion Forum</td>
<td>Day 7</td>
</tr>
<tr>
<td>Social Neuroscience</td>
<td>Individual</td>
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<td>Day 7</td>
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</table>
# Week Five / Module 5: Neuroethics

<table>
<thead>
<tr>
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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Objectives</td>
<td></td>
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</tr>
<tr>
<td>5.1 Analyze the ethical issues associated with neuroscience research.</td>
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<tr>
<td>Readings 5.1</td>
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</table>

## Group Neuroethics Final project

Prepare a 10- to 15-minute presentation accompanied by 10- to 12- PowerPoint® slides, in which you analyze the application of neuroethics to a particular domain within neuroscience (e.g. pharmacology, genetics, the legal system). Address the following in your presentation:

- Identify a particular domain of neuroscience in which there are clear ethical implications of research in this era.
- Analyze the legal and ethical issues in this domain.
- Explain how the concepts of neuroscience can be applied outside the laboratory environment.

## Summary of Week 5 Deliverables

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Individual or Group</th>
<th>Location</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Neuroethics PowerPoint</td>
<td>Group</td>
<td>OAKS Dropbox</td>
<td>July 3</td>
</tr>
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</table>
The course officially starts on Monday 4 June. This day will be a class orientation day. View the Orientation video.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
<th>Monday</th>
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<tbody>
<tr>
<td>1</td>
<td>Readings; Bio</td>
<td>Readings - Module 1; W1DQ1</td>
<td>Readings - Module 2; W1DQ2</td>
<td>June 5</td>
<td>June 6</td>
<td>June 7</td>
<td>June 8</td>
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<tr>
<td>2</td>
<td>Readings</td>
<td>Readings - Module 1; W2DQ3</td>
<td>Readings - Module 2; W2DQ4</td>
<td>June 12</td>
<td>June 13</td>
<td>June 14</td>
<td>June 15</td>
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<tr>
<td>3</td>
<td>Readings</td>
<td>Readings - Module 1; W3DQ5</td>
<td>Readings - Module 2; W3DQ6</td>
<td>June 19</td>
<td>June 20</td>
<td>June 21</td>
<td>June 22</td>
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<tr>
<td>4</td>
<td>Readings</td>
<td>Readings - Module 1; W4DQ7</td>
<td>Readings - Module 2; W4DQ8</td>
<td>June 26</td>
<td>June 27</td>
<td>June 28</td>
<td>June 29</td>
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<tr>
<td>5</td>
<td>Final group PowerPoint Neuroscience presentation is due</td>
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</tbody>
</table>

Please remember to participate (2 substantive posts in the Discussion forum) at least 5 out of 7 days.
Memo

To: Lynne Ford, Associate Provost for Curriculum and Academic Administration
From: Mark Hurd, Associate Professor and Cynthia May, Professor, Psychology, 2012-2013 Co-Chairs, Department Curriculum Committee
CC: Thomas Ross, Department of Psychology, Chair; Daniel Greenberg and Yiorgos Vassilandonakis, 2012-2013 Co-Chairs, College-wide Curriculum Committee
Date: 26.October.2012

Re: Minor course changes –PSYC 356, 386, 387, 410

The Department of Psychology has met and discussed the following changes to our courses:

1. We would like to rename our PSYC 356 course from Introduction to Behavioral Genetics to Behavioral Genetics.

2. We would like to change the prerequisites to PSYC 386, 387, and 410.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Cindi May Phone: 953 6735 Email: mayc@cofc.edu

Department or Program: Psychology School: HSS

Subject Acronym and Course Number: PSYC 387

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it. We would like to change the prerequisites for PSYC 387. This course is one with interdisciplinary interest, as students from biology, chemistry, and physics may have an interest in addition to students in psychology. Consequently, we want to adjust the prerequisites to allow participation from students across the campus, while at the same time ensuring sufficient preparation for all who enroll. These are the new prerequisites:

PSYC103 and either PSYC214 or BIOL/PSYC351. Additionally, students should have the following prerequisites: PSYC211, 220 (or 250 in lieu of 211 and 220) OR BIOL211, MATH 250 or instructor permission.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

These changes to the prerequisites will clarify the required background for psychology majors, and allow flexibility for non-majors who wish to enroll in this interdisciplinary course.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: PSYCHOLOGY  School: HSS  Subject Acronym: PSYC  Course Number: 387

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study  Pass/fail?  □ yes  □ no
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Neuropsychology

Course description (maximum 50 words, exactly as it appears in the catalog):

This course is a survey of behaviorally active drugs with emphases on neurochemical and behavioral mechanisms of action.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC103 and either PSYC214 or BIOL/PSYC351. Additionally, students should have the following prerequisites: PSYC211, 220 (or 250 in lieu of 211 and 220) OR BIOL211, MATH 250 or instructor permission.

Cross-listing, if any:

Is this course repeatable? □ yes  X no  If yes, how many total credit hours may the student earn? ______

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: PSYCHOLOGY  School: HSS  Subject Acronym: PSYC  Course Number: 387

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study  Pass/fail?  □ yes  X no
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

Course title: Neuropsychology

Course description (maximum 50 words, exactly as it appears in the catalog):

This course is an in-depth focus on brain-behavior relationships in humans. Topics include neuroanatomy, neurophysiology, cognitive theory and research methods. Theories of brain function are examined along with the clinical procedures for measuring brain integrity. Additionally, neurological disorders (e.g., stroke, brain injury) and methods of neurorehabilitation are explored.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC103 and either PSYC214 or BIOL/PSYC351. Additionally, students should have the following prerequisites: PSYC211, 220 (or 250 in lieu of 211 and 220) OR BIOL211, MATH 250 or instructor permission.

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? yes X no  If yes, how many total credit hours may the student earn? _
Is there an activity, lab, or other fee associated with this course?  □ yes  X no  What is the fee? $________
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  X no
If so, which course? ____________  Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs or savings associated with this request.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

There will be no changes to the degree requirements as a result of this change.

J. CHECKLIST.

X I have completed all relevant parts of the form.

X I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature] Date: 1/30/13

2. Signature of Academic Dean:

   [Signature] Date: 2/1/13

3. Signature of Provost:

   [Signature] Date: 3/7/13

4. Signature of Business Affairs (only for course fees):

   [Signature] Date: ____________________ ☐ fee approved on ____________

   ☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature] Date: ____________________

6. Signature of Faculty Senate Secretary:

   [Signature] Date: ____________________

   Date Approved by Faculty Senate: ____________________
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Cindi May  Phone: 953 6735  Email: mayc@cofc.edu

Department or Program: Psychology  School: HSS

Subject Acronym and Course Number: PSYC 386

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
X Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  X Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
  ☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
  ☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We would like to change the prerequisites for PSYC 386. This course is one with interdisciplinary interest, as students from biology, chemistry, and physics may have an interest in addition to students in psychology. Consequently, we want to adjust the prerequisites to allow participation from students across the campus, while at the same time ensuring sufficient preparation for all who enroll. These are the new prerequisites:

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These changes to the prerequisites will clarify the required background for psychology majors, and allow flexibility for non-majors who wish to enroll in this interdisciplinary course.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: PSYCHOLOGY School: HSS Subject Acronym: PSYC Course Number: 386

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study Pass/fail? □ yes □ no
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Behavioral Pharmacology

Course description (maximum 50 words, exactly as it appears in the catalog):

This course is a survey of behaviorally active drugs with emphases on neurochemical and behavioral mechanisms of action.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC103 and either PSYC214 or BIOL/PSYC351. Additionally, students should have the following prerequisites: PSYC211, 220 (or 250 in lieu of 211 and 220) OR BIOL211, MATH 250 or instructor permission.

Cross-listing, if any:

Is this course repeatable? □ yes X no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: School: Subject Acronym: Course Number:

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study Pass/fail? □ yes X no
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study

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Is this course repeatable? yes X no If yes, how many total credit hours may the student earn? ___

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If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  X no
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G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.)
associated with your request.

There are no new costs or savings associated with this request.

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I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.
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☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

4. Signature of Business Affairs (only for course fees):

☐ fee approved on _____________
☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

6. Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate: ___________________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
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- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Cindi May  Phone: 953 6735  Email: mayc@cofc.edu

Department or Program: Psychology  School: HSS

Subject Acronym and Course Number: PSYC 410

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
X Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  X Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
  ☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
  ☐ Reactivate aPreviously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We would like to change the prerequisites for PSYC 410. The current prerequisites for the course are listed as, “Open to juniors and seniors with permission of the instructor. (No more than six hours in special topics may be applied to meet the minimum requirements for the major.)

We wish to change these prerequisites to align with recent modifications to our major, in which all courses about PSYC 350 require PSYC 103 as well as (211 and 220) or 250. These advanced courses now include a focus on research methodology. Consequently, we want to establish the following prerequisites:

PSYC 103, 211 and 220. Students may take PSYC 250 in lieu of PSYC 211 and 220. Non-majors only may receive permission of instructor.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

These prerequisites will align PSYC 410 with other PSYC courses above 351 in requiring 103, 211 and 220, thus creating greater consistency and rigor for our upper level courses.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: PSYCHOLOGY  School: HSS  Subject Acronym: PSYC  Course Number: 410

Credit hours:  1-4 lecture ___ lab ___ seminar ___ independent study  Pass/fail?  □ yes  X no
Contact hours:  1-4 lecture ___ lab ___ seminar ___ independent study

Course title: Special Topics in Psychology

Course description (maximum 50 words, exactly as it appears in the catalog):

An examination in depth of an area of current theoretical or research interest. Choice of topic will depend upon the interests of students and instructor.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

PSYC 103, 211 and 220. Students may take PSYC 250 in lieu of PSYC 211 and 220. Non-majors only may receive permission of instructor.

Cross-listing, if any:

Is this course repeatable?  X yes  □ no  If yes, how many total credit hours may the student earn? 6

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: PSYCHOLOGY  School: HSS  Subject Acronym: PSYC  Course Number: 410

Credit hours:  1-4 lecture ___ lab ___ seminar ___ independent study  Pass/fail?  □ yes  X no
Contact hours:  1-4 lecture ___ lab ___ seminar ___ independent study

Course title: Special Topics in Psychology

Course description (maximum 50 words, exactly as it appears in the catalog):

An examination in depth of an area of current theoretical or research interest. Choice of topic will depend upon the interests of students and instructor.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC 103, 211 and 220. Students may take PSYC 250 in lieu of PSYC 211 and 220. Non-majors only may receive permission of instructor.

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable?  X yes  □ no  If yes, how many total credit hours may the student earn? _6_

Is there an activity, lab, or other fee associated with this course?  □ yes  X no  What is the fee? $_______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  X no
If so, which course? ______________  Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs or savings associated with this request.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

There will be no changes to the degree requirements as a result of this change.
J. CHECKLIST.

X I have completed all relevant parts of the form.

X I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 1/30/12

2. Signature of Academic Dean:

   [Signature]

   Date: 2-1-13

3. Signature of Provost:

   [Signature]

   Date: 3/7/13

4. Signature of Business Affairs (only for course fees):

   [Signature]

   Date: ________________

   ☐ fee approved on ________________

   ☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature]

   Date: ________________

6. Signature of Faculty Senate Secretary:

   [Signature]

   Date: ________________

Date Approved by Faculty Senate: ________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Cindi May
Phone: 953 6735
Email: mayc@cofc.edu

Department or Program: Psychology
School: HSS

Subject Acronym and Course Number: PSYC 356

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
X Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)

☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours

X Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We would like to change the title of PSYC 356. The title was changed from Behavioral Genetics to Introduction to Behavioral Genetics in an attempt to attract more Psychology students to the course. However, with the implementation of the Neuroscience program, a more diverse population from Biology is likely to populate the course. Thus, we propose changing the title back to Behavioral Genetics so that it is consistent with the titling of other courses in the department and program such as Behavioral Neuroscience and Behavioral Pharmacology.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This title change should have no impact either the Psychology department or the Neuroscience program.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: PSYCHOLOGY School: HSS Subject Acronym: PSYC Course number: 356

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study  Pass/fail? □ yes □ no
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Introduction to Behavioral Genetics

Course description (maximum 50 words, exactly as it appears in the catalog):
This course explores the relationship between genetics and behavior. The course will focus on the role of genetic and environmental factors that contribute to both animal and human behavior.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

No change.

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: School: Subject Acronym: Course Number:

Credit hours: lecture ___ lab ___ seminar ___ independent study  Pass/fail? □ yes □ no
Contact hours: lecture ___ lab ___ seminar ___ independent study

Course title: Behavioral Genetics

Course description (maximum 50 words, exactly as it appears in the catalog): This course explores the relationship between genetics and behavior. The course will focus on the role of genetic and environmental factors that contribute to both animal and human behavior.

Restrictions (pre-requisites, co-requisites, majors only, etc.): No change.

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? yes X no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes X no What is the fee? $______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes X no
If so, which course? ______________ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no new costs or savings associated with this request.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

There will be no changes to the degree requirements as a result of this change.
J. CHECKLIST.

X I have completed all relevant parts of the form.
X I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.
□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 1/30/13

2. Signature of Academic Dean:

   [Signature]
   Date: 2-1-13

3. Signature of Provost:

   [Signature]
   Date: 3-7-13

4. Signature of Business Affairs (only for course fees):

   [Signature]
   Date: ____________
   □ fee approved on ____________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature]
   Date: ____________

6. Signature of Faculty Senate Secretary:

   [Signature]
   Date: ____________

   Date Approved by Faculty Senate: ____________
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Cynthia May, Ph.D. Phone: 843.953.6735 Email: mayc@cofc.edu

School: HSS Department or Program: Psychology

Name and Acronym of Major: PSYC

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☑ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called “concentration” on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

We could like to add PSYC315, Special Topics in Psychology I, to the list of elective classes in Psychology. We currently have a mechanism that allows for newly developed advanced courses to be taught at the upper-level of our curriculum (PSYC410). PSYC410 is used to offer a course on three occasions before a course is proposed as a permanent addition to the curriculum. However, because of revisions to the BS and addition of a BA program of study in Psychology, additional prerequisites have been added to courses above PSYC350. Thus, PSYC315 fulfills a need for a special topics course below PSYC350 that will serve as an alternative for the same purpose as PSYC410. This course will allow faculty in the Psychology department to teach newly proposed courses below PSYC350 where detailed knowledge of statistics and research design are not necessary.

D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.
Given this is a small addition to the curriculum, it was difficult to determine if the complete curriculum needed to be included. No other changes to the curriculum are being proposed.
### E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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</tr>
<tr>
<td><strong>1. Students will be able to use Neuroscience theories to explain and predict behavior and mental processes (Goal 1.3.d)</strong></td>
<td>In additional to regular course quizzes, students will be assessed at the end of the semester to determine mastery of the major concepts/theories of this area of study. Average performance on this exam should be no lower than 70%</td>
</tr>
<tr>
<td><strong>2. Students will demonstrate that they can use relevant databases to research a topic in the area of neuroscience psychology (Goal 2.4.a)</strong></td>
<td>Students will complete a theoretical and/or empirical-based paper on the implications of Neuroscience for society. A grading rubric will be used to score the paper. Students should, on average, earn at least 70% of the possible points on this rubric</td>
</tr>
<tr>
<td><strong>3. Students will use APA style effectively in empirically based reports and theoretical papers Goal (7.1.b)</strong></td>
<td>Students will complete a theoretical and/or empirical-based paper on a topic in Neuroscience. A grading rubric will be used to score the paper. Students should, on average, earn at least 70% of the possible points on this rubric</td>
</tr>
</tbody>
</table>

4.  

**Additional Outcomes or Comments:**

The learning outcomes and assessment methods are one set of examples that are related to the sample syllabus that has been included with this proposal. Furthermore, the student learning outcomes articulated above are linked to the learning outcomes adopted by the Psychology Department (originally developed by the American Psychological Association and referenced in parentheses) and they serve as one example of possible learning outcomes associated with courses taught at this level. In the present example, the first learning outcome identified above will serve to introduce students to the theories/concepts of Neuroscience. The material presented in this course should serve to reinforce learning outcomes 2 and 3,
as students will be asked to develop these skills and knowledge across many courses in our curriculum.

F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

Since this is a new course, it will not have any impact on existing programs and courses. It is intended to resolve an internal issue within the department related to changes in the BS and implementation of the BA program.

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

None.

H. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.