To: Faculty Curriculum Committee

From: Gabrielle F. Principe  
Chair, Psychology

Date: 26 November 2013

Reason: Curriculum Committee Forms Being Submitted

Enclosed are the following curriculum change forms:

- Course form and sample syllabus for new course, PSYC 385: Cognitive Neuroscience

- Course form and sample syllabus for new course, PSYC 391: Foundations of Psychotherapy

- Change of Minor Form 
  - To add existing courses to requirements
FACULTY CURRICULUM COMMITTEE

SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/01/13

2. Signature of Academic Dean:

   [Signature]

   Date: 12/4/13

3. Signature of Provost:

   [Signature]

   Date: 1/5/14

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 Budget Committee Chair (only for new programs):

   [Signature]

   Date:

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]

   Date:

8. 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, 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: Daniel Greenberg  Phone: 843-953-5825  Email: greenbergdl@cofc.edu

Department or Program: PSYC  School: HSS

Subject Acronym and Course Number: PSYC 385

Catalog Year in which changes will take effect: FALL 2014

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.

This course complements Psychology’s existing offerings in neuroscience by adding a course that focuses on functional neuroimaging of human cognition. Furthermore, it will expand Psychology’s upper-level offerings in cognition and neuroscience, and it will provide Neuroscience minors (and, one day, majors) with an additional upper-level elective.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well 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.

I expect the impact to be positive—it will provide new opportunities for students in PSYC and NSCI. I know of no similar courses in 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: PSYC 
School: HSS 
Subject Acronym: PSYC 
Course Number: 385
Credit hours: ___3___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___3___ lecture ___ lab ___ seminar ___ independent study
Course title: Cognitive Neuroscience
Course description (maximum 50 words, exactly as it appears in the catalog): 
This course focuses on the use of neuroimaging techniques and other relevant methodologies to explore the neural systems underlying human cognition. Sample topics include the neural bases of memory and reasoning, changes in neurocognition with age, the use and misuse of neuroimaging techniques in legal settings, and social cognitive neuroscience.
Restrictions (pre-requisites, co-requisites, majors only, etc.): PSYC 214; PSYC 211 and PSYC 220 (PSYC 250 may substitute for 211 and 220); or permission of instructor
If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? [ ] yes 
[ ] no
If so, which course? __________________

Note: You must deactivate that course by submitting an additional Course Form.

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

Note: Cross-listed courses are equivalent.

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 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.

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

No new costs.

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. Students will gain an understanding of key techniques and topics in cognitive neuroscience. They will also gain the ability to evaluate the mainstream media’s presentation of cognitive neuroscience findings.</td>
<td>Performance will be assessed using three short-answer exams that ask students to discuss key findings, explain relevant techniques, evaluate the strengths and flaws of neuroscience experiments, and assess the accuracy of media reports of those studies. Students should be able to earn 70% or more of the available points.</td>
</tr>
<tr>
<td>2. Students will build on their pre-existing knowledge of research design and statistics in order to construct a clear and well-designed experiment in cognitive neuroscience.</td>
<td>Performance will be assessed by asking students to develop a research proposal in cognitive neuroscience. They will be evaluated according to a rubric that assesses the integrity of the research design, the potential novelty and importance of the findings, and the clarity of their writing. Students should be able to earn 70% or more of the available points.</td>
</tr>
<tr>
<td>3. Students will gain experience with revising research presentations in response to feedback.</td>
<td>Performance will be assessed by asking students to revise and resubmit their research proposal in accordance with feedback from the instructor and other students. Students should be able to earn 80% or more of the available points.</td>
</tr>
<tr>
<td>4. Students will enhance their ability to deliver a</td>
<td>Performance will be assessed using a rubric that</td>
</tr>
<tr>
<td>scientific presentation (in this case, on their research proposal).</td>
<td>evaluates the content of the proposal, the student's speaking ability, and the clarity of their slides or other materials. Students should be able to earn 70% or more of the available points.</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?

This course will extend students’ knowledge in cognition and neuroscience, and thus broaden their knowledge base in psychology (APA Goal 1). It will also allow students to engage in the process of scientific inquiry by developing a research project, supporting APA Goal 2 (scientific inquiry) and Goal 4 (Communication, Effective Writing). It will further enhance their communication ability by requiring them to present their proposal to their instructor and fellow students (again supporting APA Goal 4, Communication).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This course will be added to the upper-level electives in PSYC. See attached Change of Major Forms.

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.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
COGNITIVE NEUROSCIENCE
PSYC 410.01 · CRN 23600 · TR 12:15 PM – 1:30 PM · MAYBANK 107

Instructor:
Daniel Greenberg, PhD
57 Coming St., Rm 203
Email: greenbergl@cofc.edu (by far the best way to reach me)
Phone: (843) 953-5825
Office hours: TBA

Course Prerequisites:

- PSYC 103 (Introduction to Psychological Science)
- PSYC 214 (Behavioral Neuroscience) or PSYC 351 (Principles of Neurobiology)
- (PSYC 211 and PSYC 220) or (BIOL 211 and MATH 250)

PSYC 250 may substitute for PSYC 211 and PSYC 220.

What Does This Course Cover? How Does This Course Differ from Other “Neuro” Courses?

If you have already taken several neuroscience courses, you might wonder how this course is different—after all, just about every neuroscience course explores mind-brain relationships. There is always some degree of overlap (we all want you to know about neuroanatomy), but the focus differs from the other courses in the neuro curriculum. For instance, some of the foundational courses, such as PSYC 214 (Behavioral Neuroscience) and PSYC/BIOL 351 (Principles of Neurobiology), tend to provide broad coverage of every aspect of neuroscience, including research conducted at the cellular and molecular levels. In addition, they typically cover research on nonhumans as well as humans. PSYC 221 (Abnormal Psychology) and PSYC 387 (Neuropsychology) focus on the assessment, treatment, and implications of a range of clinical conditions. Still other courses cover genetics or pharmacology.

This course, by contrast, focuses on the use of neuroimaging techniques to explore cognition in neurotypical humans. (We will explore some clinical conditions as well, but these will not be the main topic of the course). We will go into greater depth about these techniques and their uses, and we will focus on what these techniques can teach us about the human brain and mind. We will explore a number of questions: How does the brain process information? What does “processing” mean in this context? How does the brain change in response to our experiences? How does the brain allow us to recognize objects, pay attention to a particular task, encode and retrieve memories, and make decisions? On a practical level, do people who “think different” have brains that work in different ways? Can we use neuroimaging techniques to identify future criminals, determine an unresponsive patient’s level of consciousness, or distinguish truth from lies? What about the media’s coverage of cognitive neuroscience? We often hear that scientists have discovered the location of this or that cognitive process; how much of this is true, and how much is wishful thinking or misinterpretation?

Course Goals:

- By building on your foundational courses in neuroscience and research methods, you will gain an understanding of key findings in the field of cognitive neuroscience.

- You will gain familiarity with the research methods used in cognitive neuroscience, particularly their limitations.
• You will learn to evaluate reports of cognitive-neuroscience findings in the popular media.

• You will develop and refine your ability to craft a scientific research proposal.

**Course Structure and Requirements:**

*Research Proposal.* Scientific knowledge arises through research. Therefore, I will ask you to submit a 10-page research proposal on some topic within the field of cognitive neuroscience. You will have to do some background reading in order to gain a better grasp of your topic and discover what has already been done; you will also need to specify the methods you are going to use and describe your anticipated results. After submitting your proposal, you will present it to the class (see below) and receive feedback from myself as well as from other students. You will then revise your proposal accordingly and turn in a final version. The first draft of your proposal will be worth 10% of your grade; the final draft will be worth 15%.

*Presentation.* Each student will give a ten- to fifteen-minute presentation on his or her research proposal. You will have to explain your proposal to your classmates and convince them that it is (a) interesting; (b) clear; (c) well-designed; (d) worth “funding.” Your presentation will be worth 10% of your grade.

*Exams.* We will have three exams throughout the course (two midterms and one final). These will be cumulative—you cannot forget the material in the first part of the course if you want to understand the material in the remainder. I expect that these exams will predominantly involve short-answer questions, but they might also involve a few labeling questions (say, for brain anatomy) and the occasional essay. Each of the midterms is worth 15%; the final is worth 20%.

*Participation.* As noted above, you will receive feedback from other students on your presentation. Consequently, you will in turn give feedback to those students. Your provision of feedback—constructive, detailed feedback—will count towards your participation grade, as will your participation in class.

**Overall Grade Breakdown:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Draft of Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Final Draft of Proposal</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Course Policies:**

*Make-up exams, extensions, and the like.* Given the number of assignments, make-up exams and extensions will only be given with prior authorization (except in cases of dire emergency), and only for documented absences. I must receive a documented absence memo before I will grant any extensions or make-up exams. For more information on the College’s absence policy and documentation requirements, please see http://www.cofc.edu/studentaffairs/general_info/absence. Otherwise, late work will be penalized by one letter grade per day (i.e., from a B- to a C-).

*Plagiarism, academic honesty, and cheating.* The work you submit in this class must be your own. Cheating, attempted cheating, plagiarism, and dishonesty are violations of the Honor Code and will be dealt with severely. I will report cases of suspected academic dishonesty to the Dean of Students, and you are expected to do the same. If you are found responsible by the Honor Board for academic dishonesty, you will receive a XF in the
course, indicating failure of the course due to academic dishonesty. This grade will appear on your transcript for two years, after which you may petition for the X to be expunged. You may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

You should be aware that unauthorized collaboration (working together without permission) is a form of cheating. No collaboration during the completion of the assignments in this class is permitted unless I specify otherwise. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without prior authorization from me. For more information, please see studentaffairs.cofc.edu/honor-system/.

Conduct. Please turn off or mute all cellphones, computers, and other devices that can make sudden beeping noises. If you must arrive late or leave early, please try to sit near the door so that you disturb as few people as possible.

Disability accommodations. In accordance with College policy and applicable laws, reasonable accommodations are available for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. For more information, please see disabilityservices.cofc.edu/ or call (843) 953-1431.

Communication. I keep in touch with students via email and OAKS. It is your responsibility to check email on a regular basis, and it is also your responsibility to keep track of announcements on OAKS.

Grade Scheme:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>
Course Schedule:

This schedule is *tentative*. This is an upper-level class, and we can be a bit flexible in what we cover. Consequently, we might take slightly more or less time for a particular topic depending on student interest. Even the deadlines of major assignments can change if there is a severe disruption of the class schedule (this probably will not happen, but it could). I will advise you of any major revisions to the syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Textbook</th>
<th>Other Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td>Introduction</td>
<td>Chapter 1</td>
<td>McCabe &amp; Castel (2008)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/14-1/16</td>
<td>Neuroimaging techniques</td>
<td>Chapter 3</td>
<td>Bennett et al. (2009); Stark &amp; Squire (2001)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/21-1/23</td>
<td>Perception</td>
<td>Chapter 6</td>
<td>Nishimoto et al. (2011); Quiroga et al. (2005)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/28-1/30</td>
<td>Attention</td>
<td>Chapter 7</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/4-2/6</td>
<td>Memory</td>
<td>Chapter 9</td>
<td>Ranganath et al. (2003)</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>6</td>
<td>2/11-2/13</td>
<td>Memory</td>
<td>n/a</td>
<td>Cabeza et al. (2002)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/18-2/20</td>
<td>Language</td>
<td>Chapter 11</td>
<td>Gold et al. (2013)</td>
<td>RESEARCH PROPOSAL</td>
</tr>
<tr>
<td>9</td>
<td>3/4-3/6</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3/25-3/27</td>
<td>Presentations</td>
<td>n/a</td>
<td>n/a</td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>14</td>
<td>4/8-4/10</td>
<td>Clinical Cognitive Neuroscience</td>
<td>n/a</td>
<td>TBA</td>
<td>REVISED PROPOSAL</td>
</tr>
<tr>
<td>15</td>
<td>4/15-4/17</td>
<td>Neuroscience and the Law</td>
<td>n/a</td>
<td>Aharoni et al. (2013); Steinberg (2013)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4/22</td>
<td>Conclusion</td>
<td>n/a</td>
<td>Final Exam</td>
<td>FINAL EXAM</td>
</tr>
<tr>
<td>17</td>
<td>4/29, noon</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Readings:

All readings will be available on OAKS. See the schedule for the days each reading is due. I do reserve the right to change the schedule or to add, supplement, or substitute readings; I’ll let you know if I do so.


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, 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: Sarah Robertson, PhD  Phone: 953.8227  Email: robertsonsm@cofc.edu

Department or Program: Psychology  School: HSS

Subject Acronym and Course Number: PSYC 391

Catalog Year in which changes will take effect: FALL 2014

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.

Many psychology majors aspire to be practicing clinicians. Although there is considerable interest among students, there is not currently a course in the psychology department curriculum that focuses on the process of psychotherapy and associated treatment outcome research. This course will provide students with exposure to the scientist/practitioner model, ethical issues in psychotherapy, a variety of psychotherapy theories and associated outcome data from relevant journal articles.
D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well 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.

No impact is anticipated.

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: 391

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Foundations of Psychotherapy
Course description (maximum 50 words, exactly as it appears in the catalog):
This course provides students with exposure to the field of psychotherapy. Examples of topics include psychotherapy theory (e.g., behavioral, cognitive, psychodynamic), ethical issues, the scientist/practitioner model, treatment outcome research, methodological and statistical issues in psychotherapy and treatment outcome research, and multicultural issues.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
PSYC 103
[PSYC 211 and PSYC 220] OR PSYC 250
PSYC 221

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

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

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 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.

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 associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<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. Demonstrate psychology literacy</td>
<td>Students will be required to read several primary source readings each week of class. They will be required to complete reaction papers that ensure that they (a) understand the relevant material from the papers and (b) develop their own independent reactions to</td>
</tr>
<tr>
<td>Objective</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>2. Demonstrate effective writing</td>
<td>Students will also be required to complete an APA-formatted paper that summarizes the current state of the literature as it relates to a psychological theory and a disorder of the student's choice. Each student will complete one of these papers. Students will also be required to write answers to essay questions on their exams. Students are expected, on average, to achieve at least 70% of the available points on this assignment.</td>
</tr>
<tr>
<td>3. Exhibit effective presentation skills</td>
<td>Students will be required to complete an oral presentation on the psychotherapy treatment paper mentioned above. Students will also be required to be discussion co-leaders once in the semester. This task requires students to generate discussion topics related to the readings and to utilize critical thinking skills while completing course readings. Students are expected, on average, to achieve at least 70% of the available points on this assignment.</td>
</tr>
<tr>
<td>4. Develop meaningful professional direction for life after graduation</td>
<td>Exposing aspiring clinicians to psychotherapy theory will allow students to envision their potential clinical careers. Part of the course will be devoted to the application of the course material to one's personal career. Assessment of this construct will be completed through the mechanism of participation, and students will be able to share their reflections with their peers. Students are expected, on average, to achieve at least 70% of the available points on this assignment.</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?

This course serves to reinforce the learning outcomes established by the department, as indicated in the American Psychological Association's learning outcomes handbook. Students will be challenged to complete original source readings, conduct a meaningful discussion of the source readings with their peers, develop independent reactions/critiques of the readings, complete a comprehensive literature review, and formally present the findings of their literature review to the class.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

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.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Foundations of Psychotherapy
Psychology 391
Prerequisites: Introduction to Psychological Science (PSYC 103)
Abnormal Psychology (PSYC 221)
Psychological Statistics (PSYC 211) and Research Methods (PSYC 220), OR PSYC 250

Course Description and Objectives:
This course will provide a framework to the process of psychotherapy. In this course, we will discuss (a) historical perspectives on psychotherapy, (b) the scientist-practitioner model (c) ethical issues related to psychotherapy, (d) theories of psychotherapy, (e) treatment outcome data associated with the theories, (f) research/methodological issues associated with psychotherapy treatment, and (g) multicultural issues. Students will be expected to: gain knowledge about the history of psychotherapy, understand the importance of science in the study of psychotherapy, understand the similarities and differences between various psychotherapy theories, develop skills in disseminating information via classroom discussion and presentation, become familiar with reading and understanding primary source readings, and complete a literature review on the treatment of a disorder as it relates to one theory of psychotherapy.

Attendance/Participation:
Attendance is mandatory. It is expected that you attend class and participate! It is important that you (a) show up to class and (b) are an active participant. Students with four or more undocumented (i.e., unexcused) absences may be dropped from the course or receive a failing grade due to excessive absenteeism. Attendance will be taken on random days throughout the semester and those who are not in attendance will receive fewer points in their attendance grade (for unexcused absences).

Reaction Papers:
There will be X days of class throughout the semester. On five of these days, you are responsible for writing a one-page reaction paper that summarizes your reactions to the readings for the day. These reaction papers are not meant to be summaries of the articles that we have read. Rather, they are meant to contain your reactions to the material that was presented in the papers. Each article that was assigned for that particular day must be mentioned in your reaction paper. On the day that you are a discussion co-leader, you must complete a reaction paper.

Discussion Co-Leader:
Our classroom discussions will be centered around the assigned readings for the day. There will be 2 students assigned to be discussion co-leaders for each day of class. The discussion co-leaders will be responsible for comprehensively reading the material that is due that day, as well as generating discussion points for the entire group after lecture has occurred. It is the task of the discussion co-leaders to generate exciting discussion topics and guide the class through the important components of relevant papers. You are not alone in this task; I am here to help!

Paper/Presentation:
The final assignment involves deciding upon a modality of treatment that is of particular interest (e.g., behavioral, cognitive, psychodynamic) for a particular disorder (e.g., panic disorder, borderline personality disorder, etc.). Students are responsible for identifying papers related to their topic of interest and summarizing the current state of the literature. Students must also provide reactions to the articles. Possible reactions to address include future directions, strengths/limitations of approach, research design, etc. At least eight papers must be identified as sources. The total length of this paper should be 8-10 pages. The paper MUST be in APA format. Paper topics and a list of references is due on X. During the last week of class, students will present their findings to the entire class. Each presentation should last
approximately X minutes, and should describe the findings from the articles as well as reactions to the papers. The paper is due on X. You must turn in a hard copy of your paper. If a student turns in this paper late, they will be docked one letter grade per day.

Exams:
There will be 3 exams in this course and 1 cumulative final exam. The three exams will consist of short answer questions, fill-in-the-blank questions, true/false questions, and essay questions. The first three exams will be worth 100 points, and the cumulative final will be worth 150 points.

Make-Up Exam Policy:
Under unusual circumstances, you might not be able to make it to a scheduled exam (car accident, extreme illness, etc.). You must notify me before the exam if you will be absent by phone or voicemail. The Office of Undergraduate Studies determines what constitutes a legitimate illness.

In the event of a family or other emergency, you should:
1. Contact me directly by phone before the exam and explain the emergency.
2. Contact the Office of Undergraduate Studies (X35674) and obtain approval for your absence. Please know that they will require documentation of your emergency. They will then send an official document to me regarding your absence.
3. Contact me directly to verify that the Office of Undergraduate Studies has officially notified me.

In the event of an illness or injury:
1. Contact me by phone before the exam and explain the illness/injury.
2. Obtain a doctor’s note or verification from the Student Wellness Center that you were treated for an illness or injury.
3. Take this note to the Office of Undergraduate Studies and obtain approval for your absence. They will then send an official document to me regarding your absence.
4. Contact me directly to verify that the Office of Undergraduate Studies has officially notified me.

All make-up exams will be short answer/essay format. You are only allowed to miss one scheduled exam. Make-up exam days are held on the last day of class.

Points

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>50 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Co-Leader Exercise</td>
<td>50 Points</td>
</tr>
<tr>
<td>Reflection Papers (20 pts each)</td>
<td>100 Points</td>
</tr>
<tr>
<td>Treatment Paper</td>
<td>100 Points</td>
</tr>
<tr>
<td>Presentation</td>
<td>50 Points</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100 Points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 Points</td>
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<tr>
<td>Exam 3</td>
<td>100 Points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 Points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800 Points</strong></td>
</tr>
</tbody>
</table>

Policy on Electronic Devices (phones, laptops, ipods, etc.)
Please remember to turn your cell phones on silent during class (not vibrate) and keep them in your bag and out of view during class. It is a distraction to everyone when cell phones ring during class.
The use of laptops is not allowed. The use of iPods/iPads are not allowed.

Honor Code
Lying, cheating, attempted cheating, and plagiarism are violations of our 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 related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

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, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

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 http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Additional Resources:
If you have a documented disability that may affect your performance in this course, please discuss this with me as soon as possible so that we can discuss accommodations for you.
Primary Source Readings:
Below is a list of readings that we will cover throughout the semester.


Messer, S. B. (2013). Three mechanisms of change in psychodynamic therapy: Insight,


# Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Reading(s)</th>
</tr>
</thead>
</table>
| 1    | Course Introduction  
      History of Psychotherapy | 1. Cautin chapter  
2. DeLeon chapter |
| 2    | Ethics Code  
      Scientist-Practitioner Model | 1. APA Ethics Code  
2. Overholser paper  
3. Rosenberg paper |
| 3    | Common Denominators | 1. Roth chapter  
2. Strupp paper  
3. Messer paper-2002  
4. Karson |
| 4    | Psychoanalytic Approaches/Limitations  
      Psychodynamic Approaches | 1. Freud paper  
2. McWilliams chapter |
| 5    | Psychodynamic Approaches, Cont'd. | 1. Westen paper (1998)  
| 6    | Behavioral Approaches | 1. Prochaska chapter – Exposure Therapies  
2. Prochaska chapter – Behavior Therapies |
| 7    | Cognitive Approaches | 1. Weinland paper  
2. Beck chapter - Introduction  
3. Beck chapter - Cognitive Conceptualization |
| 8    | Third-Wave Therapies | 1. Prochaska chapter - Third-Wave Therapies  
2. Harris chapter  
3. Linehan chapter |
| 9    | Psychotherapy Integration | 1. Rabinovich paper  
| 10   | Treatment Outcome Research-Methodological  
      and Statistical Issues | 1. APA paper  
3. Dattilio paper  
4. Berkeljon paper |
| 11   | Treatment Effectiveness  
      -Psychodynamic Psychotherapy | 1. Leichsenring paper  
2. Sheldler paper  
3. Town paper |
| 12   | Treatment Effectiveness  
      -Cognitive Behavioral Psychotherapy | 1. Olatunji paper  
2. Gawrysiak paper  
3. Stewart paper |
| 13   | Multiculturalism  
      Reflections on semester | 1. Hansen paper  
2. Inman paper |
| 14   | Presentations-Treatment Assignment | |
| 15   | Final Exam | |
FACULTY CURRICULUM COMMITTEE
MINOR 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: Rhonda Swickert          Phone: 953-5046          Email: swickertr@cofc.edu

School: HSS                  Department or Program: Psychology

Name and Acronym of Minor: Psychology, PSYC

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

☐ Add a New Minor (complete all portions)

☒ Change an Existing Minor (complete C, D, E, G, H, and I)
   ☐ Add existing course or courses to requirements or electives
   ☐ Add new course(s) to requirements or electives (attach completed course form for each)
   ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): __18__
Number of Proposed Credit Hours (for new or changing minors): __18__

Catalog year in which changes will take effect: FALL __2014__

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

☐ Yes—Which major(s) or concentration(s)? ________________
☒ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

The change that we are making requires students to select courses from two different clusters of courses, rather than allowing students to select from all psychology courses to complete the requirements for the minor. Specifically, in addition to the completion of Psyc 103 Introduction to Psychological Science, students are also asked to select one course from the following courses: Psyc 213 Conditioning and Learning, Psyc 214 Behavioral Neuroscience, Psyc 215 Cognitive Psychology and Psyc 216 Sensation and Perception (Core A). Students are also asked to select one course from the following courses: Psyc 221 Abnormal Psychology, Psyc 222 Psychology of Personality, Psyc 223 Social Psychology, and Psyc 224 Lifespan Development (Core B). The remaining 9 hours (rather than 15) of the required 18 hours for the minor are elective hours and students can choose from the catalog of psychology courses to fulfill this requirement. We also would like to correct an oversight in the catalog and add HONS 163 Honors Psychology as an alternative (as it always has been) to Psyc 103.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g., interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

The restructuring of the minor requires students to gain exposure to at least two courses that serve as foundation areas of Psychology. This change serves to enhance students understanding of the broad array of factors that influence the behavior of humans and non-human animals.

F. 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 minor? Attach a Curriculum Map.</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. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology. Specifically, students will demonstrate knowledge of the theory and research that is represented in each of the following foundational areas</td>
<td>Using content exams, the Department cycles through the assessment of the foundational classes that we are asking our minors to complete (Psyc 213, 214, 215, 216, 221, 222, 223, and 224). We expect students, on average, to score at 70% or above on the exams in these foundational courses. On the assessment instruments we will ask students to indicate whether they are a major, a minor, or a non-major. We can then determine whether mastery of the course content is equivalent across these three different groups of students.</td>
</tr>
<tr>
<td>2. Students will be able to use psychological theories to explain and predict behavior and mental processes</td>
<td>Using content exams, the Department cycles through the assessment of the foundational classes that we are asking our minors to complete (Psyc 213, 214, 215, 216, 221, 222, 223, and 224). We expect</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
students, on average, to score at 70% or above on the exams in these foundational courses. On the assessment instruments we will ask students to indicate whether they are a major, a minor, or a non-major. We can then determine whether majors, minors, and non-majors, can apply the course content effectively. We expect students, on average, to score at 70% or above on this exam.

3. Students will be able to communicate effectively in a variety of formats

Students will complete an essay question on the final exam in Psyc 103. A rubric will be used to score the exam. Clarity of writing and effective understanding of course content will be scored. Using the scoring rubric, we expected students to score on average in the 70% or above range of the possible points available.

How does this minor 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 minor?

The goals of the minor align naturally with the major as we now ask our minors to select from courses that our majors are also asked to sample from. These courses introduce, reinforce, and ask students to demonstrate a basic understanding of: the factors that influence behavior (both human and non-human animals), empirical and statistical techniques utilized in the field, and processes to enhance effective decision making as an individual and as a member of society.

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

An analysis of Fall 2013 enrollment patterns showed that approximately 9% of the students completing a class in Core A were minors. The course that drew the greatest number of minors was Psyc 214 Behavior Neuroscience. This is most likely driven by Biology majors who also choose to minor in Psychology. Similarly, 12% of the students completing a class in Core B were minors. This cluster of classes can be considered service courses as students who are majoring in areas outside of Psychology (e.g., education, public health, urban studies) can elect to take these classes to fulfill requirements toward their major. We suspect some of these students then go on to minor in Psychology. Given this historical enrollment pattern, we do not expect any significant changes as students will still have access to the courses they that they are currently enrolled. The only shift may be that students now have to take a course in a cluster that they may not have gravitated toward, since it may not count toward their major. However, that should occur fairly equally across Core A and B.
H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new faculty lines or resources are necessary.

I. 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 minor, 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.
PSYC 224 Life-span Development (3) Pr: PSYC 103
PSYC 223 Social Psychology (3) Pr: PSYC 103
PSYC 222 Psychology of Personality (3) Pr: PSYC 103
PSYC 221 Abnormal Psychology (3) Pr: PSYC 103

Select one course from the following:

PSYC 215 Sensation and Perception (3) Pr: PSYC 103
PSYC 215 Cognitive Psychology (3) Pr: PSYC 103
PSYC 214 Behavioral Neuroscience (3) Pr: PSYC 103
PSYC 213 Conditioning and Learning (3) Pr: PSYC 103

Select one course from the following:

See course listings for complete list of courses offered.

Note: At least nine hours in the minors at the 200 level or above must be earned at the College of Charleston.

At least 15 additional credit hours in Psychology

Core Course:

Introduction to Psychological Science

Minor Requirements:

Credit Hours: 18

Psychology Minor