To: Faculty Curriculum Committee

From: Gabrielle F. Principe, Ph.D., Professor and Chair

Date: 24 September 2014

Re: New Course Proposals for Psychology

The Psychology Department seeks to expand its upper-level (PSYC 351+) course offerings to better meet the needs of students pursuing our BA and BS degrees. Courses at this level are required electives for both degree programs (9 credits for the BS degree and 6 credits for the BA degree).

PSYC 359 – to be cross-listed with a new course proposal from Biology (BIOL 359) - formalizes study abroad neuroscience research opportunities as a permanent course in our curriculum. This course previously has been offered as a special topics course.

The proposed “advanced topics” courses (PSYC 413, 422, and 423) differ in both depth and breadth from lower-level associated courses. For example, PSYC 413 (Conditioning and Learning: Advanced Topics), will cover topics introduced in PSYC 213 (Conditioning and Learning) in more depth and also cover more advanced topics in this area of psychology. These courses also differ substantially from associated laboratory courses in these specializations. For example, in PSYC 460 (Advanced Conditioning and Learning with Lab), students design two experiments, collect data over several weeks per project, analyze these data, and write APA-style research reports. As such, the advanced topics to which these students are exposed are limited to several areas most germane to the research. Because there is not a laboratory component, these new proposed courses can cover topics in greater depth and breadth.

Expanding our course offerings at the upper-level (PSYC 351+) will give students more options in completing the elective requirements associated with our major. We anticipate that these new courses will incur no additional costs. The ability to staff these courses with roster faculty is made possible by decreased enrollment (and thus section offerings) in our PSYC 46X laboratory courses; this was anticipated and has occurred because our new BA degree does not require a laboratory course.
Enclosed are the following documents:

- Change of Major Form (BS degree)
- Degree Worksheet with Marked Changes (BS degree)
- Change of Major Form (BA degree)
- Degree Worksheet with Marked Changes (BA degree)
- New Course Proposal Forms and Sample Syllabi
  - PSYC 359: Study Abroad in Neuroscience
    - This course is to be cross-listed with a new course proposal from biology (BIOL 359). E-mail exchanges constituting evidence of acknowledgement from the biology department is enclosed.
  - PSYC 413: Conditioning and Learning: Advanced Topics
  - PSYC 422: Personality Psychology: Advanced Topics
  - PSYC 423: Social Psychology: Advanced Topics
- Signature Page
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.

PSYC Change of Major Form (BS degree)
PSYC Change of Major Form (BA degree)
PSYC 359, Course Form
PSYC 413, Course Form
PSYC 422, Course Form
PSYC 423 Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   [Signature]
   Date: 9/20/14

2. Signature of Academic Dean:
   [Signature]
   Date: 9/29/14

3. Signature of Provost:
   [Signature]
   Date: 9/29/14

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: 11/14/2014

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: ________________
To: Faculty Curriculum Committee

From: Chad Galuska, Ph.D., Associate Professor and Chair of Psychology Department Curriculum Committee

Date: 19 November 2014

Re: PSYC 359 New Course Proposal

The faculty curriculum committee recently identified an error related to credit hours for the PSYC 359 new course proposal. Specifically, it was listed as a four-credit course in some forms and a three-credit course in others. In addition, on one form it indicated that there was a one-credit laboratory component.

We are proposing PSYC 359 as a four-credit course. It does not have a laboratory component.

Enclosed are the following corrected forms:

- New Course Proposal Form for PSYC 359
  - Revised to indicate that it is a four-credit lecture course.
- Additions to the Psychology Major (Revised)
  - Revised to indicate that PSYC 359 is a four-credit course.
  - These course additions to the major are to be added to the change of program forms which are otherwise correct.
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: Chad M. Galuska		Phone: 843.953.8199	Email: galuskac@cofc.edu
School: HSS	Department or Program: PSYCHOLOGY
Name and Acronym of Major: Psychology (PSYC)
Bachelors of Science (B.S.) degree

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
  - [x] Add a new course to requirements or electives (attach completed course form for each)
  - [ ] Delete courses from requirements or electives
  - [ ] Add or modify concentration*
  - [ ] Add or modify cognate*
  
  *Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

- [ ] Terminate Program (fill out E, G, H, and I)
  - [ ] Terminate degree
  - [ ] Terminate major
  - [ ] Terminate concentration
  - [ ] Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): _______63+_______
Number of Proposed Credit Hours (for changed program): _______63+_______
Catalog Year in which changes will take effect: FALL __2015________

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (https://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) 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. 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.

This form was last updated on 6/6/2013 and replaces all others.
We seek to add the following new courses to the curriculum. These will serve as upper-level elective courses. Students must complete 9 credit hours of elective courses at the PSYC 351+ level for the B.S. degree.

PSYC 359: Study Abroad in Neuroscience (to be cross-listed with BIO 359)
PSYC 413: Conditioning and Learning: Advanced Topics
PSYC 422: Personality Psychology: Advanced Topics
PSYC 423: Social Psychology: Advanced Topics

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

The Psychology Department seeks to expand its upper-level (PSYC 351+) course offerings to better meet the needs of students pursuing our BA and BS degrees. Courses at this level are required electives for both degree programs (9 credits for the BS degree and 6 credits for the BA degree).

PSYC 359 – to be cross-listed with a new course proposal from Biology (BIO 359) - formalizes study abroad neuroscience research opportunities as a permanent course in our curriculum. This course previously has been offered as a special topics course.

The proposed “advanced topics” courses (PSYC 413, 422, and 423) differ in both depth and breadth from lower-level associated courses. For example, PSYC 413 (Conditioning and Learning: Advanced Topics), will cover topics introduced in PSYC 213 (Conditioning and Learning) in more depth and also cover more advanced topics in this area of psychology. These courses also differ substantially from associated laboratory courses in these specializations. For example, in PSYC 460 (Advanced Conditioning and Learning with Lab), students design two experiments, collect data over several weeks per project, analyze these data, and write APA-style research reports. As such, the advanced topics to which these students are exposed are limited to several areas most germane to the research. Because there is not a laboratory component, these new proposed courses can cover topics in greater depth and breadth.

Expanding our course offerings at the upper-level (PSYC 351+) will give students more options in completing the elective requirements associated with our major. We anticipate that these new courses will incur no additional costs. The ability to staff these courses with roster faculty is made possible by decreased enrollment (and thus section offerings) in our PSYC 46X laboratory courses; this was anticipated and has occurred because our new BA degree that does not require a laboratory course.

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 major or program?</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 be able to use psychological theories to explain and predict behavior and mental processes (Goal 1.3.d)</td>
<td>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>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
<table>
<thead>
<tr>
<th>2. Students will demonstrate that they can use relevant databases to research a topic in the area of psychology (Goal 2.4.a)</th>
<th>Students will complete a theoretical and/or empirical-based paper. 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Students will use APA style effectively in empirically based reports and theoretical papers Goal (7.1.b)</td>
<td>Students will complete a theoretical and/or empirical-based paper. 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>4.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Outcomes or Comments:

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 Psychology. 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.
G. 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.

PSYC 359 is to be cross-listed with BIO 359. The biology department supports this cross-listing.

We anticipate no other impact on existing programs and courses.

H. 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.

We anticipate no new costs associated with these new course offerings. These courses will be staffed by roster faculty who previously taught laboratory courses in the relevant domain areas. Because we are now offering fewer sections of laboratory courses (due to the introduction of the BA degree), faculty are available to teach these proposed courses.

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 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.
Psychology Major Requirements
Catalog Year: 2014-15
Degree: Bachelor of Science
Credit Hours: 63+

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-ede for more information.

**Required Introductory Coursework**

- PSYC 103   Introduction to Psychological Science (3) *PR: None*
- PSYC 211**   Psychological Statistics (3) *PR: PSYC 103*
- PSYC 220   Research Methods (3) *PR: PSYC 103 and 211*

Students may take PSYC 250 in lieu of PSYC 211 and 220.

- PSYC 250*   Psychological Statistics and Research Methods (6) *PR: PSYC 103*

**Note:** *PSYC 250 is strongly recommended for students in the BS program; however, students may take PSYC 211 and PSYC 220 in lieu of PSYC 250. Students who have completed PSYC 250 may not receive credit for PSYC 211 and PSYC 220. Similarly, students who complete PSYC 211 or PSYC 220 may not receive credit for PSYC 250. **It is recommended that students take one or more mathematics courses prior to enrollment in PSYC 211 or PSYC 250.*

**Required Advanced Experimental Coursework**

- PSYC 390   Research Design and Interpretation (3) *PR: PSYC 103, 211 and 220. Students may take PSYC 250 in lieu of PSYC 211 and 220.*

**Laboratory Requirement:** Select one course from the following:

- PSYC 460   Advanced Conditioning and Learning with Lab (3) *PR: PSYC 103, 213, 211, 220 (or 250 in lieu of 211 and 220) and junior or senior status*
- PSYC 461   Advanced Personality Psychology with Lab (3) *PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220), 222 and junior or senior status*
- PSYC 462   Advanced Social Psychology with Lab (3) *PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220), 223 and junior or senior status*
- PSYC 464   Advanced Behavioral Neuroscience with Lab (3) *PR: PSYC 103, 211, 214, 220 (or 250 in lieu of 211 and 220) and junior or senior status*
- PSYC 466   Advanced Sensation and Perception with Lab (3) *PR: PSYC 103, 211, 216, 220 (or 250 in lieu of 211 and 220) and junior or senior status*
- PSYC 468   Advanced Cognitive Psychology with Lab (3) *PR: PSYC 103, 211, 215, 220 (or 250 in lieu of 211 and 220) and junior or senior status*
- PSYC 469   Advanced Developmental Psychology with Lab (3) *PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220), 224 and junior or senior status*

**Note:** Students may elect to enroll in more than one required advanced lab from this cluster. Students completing additional courses from this cluster can apply these credit hours toward the elective hours required for the major.

Select three courses totaling 9 credit hours from the following:

- PSYC 213   Conditioning and Learning (3) *PR: PSYC 103*
- PSYC 214   Behavioral Neuroscience (3) *PR: PSYC 103*
- PSYC 215   Cognitive Psychology (3) *PR: PSYC 103*
PSYC 216  Sensation and Perception (formerly PSYC 313) (3) PR: PSYC 103  

**Note:** Students may elect to enroll in more than the required three courses from this cluster. Students completing additional courses from this cluster can apply these credit hours toward the elective hours required for the major.

Select three courses totaling 9 credit hours from the following:

- ☐ ☐ ☐  
  - PSYC 221  Abnormal Psychology (formerly PSYC 307) (3) PR: PSYC 103  
  - PSYC 222  Psychology of Personality (formerly PSYC 308) (3) PR: PSYC 103  
  - PSYC 223  Social Psychology (formerly PSYC 310) (3) PR: PSYC 103  
  - PSYC 224  Lifespan Development (formerly PSYC 311) (3) PR: PSYC 103

**Note:** Students may elect to enroll in more than the required three courses from this cluster. Students completing additional courses from this cluster can apply these credit hours toward the elective hours required for the major.

Select five courses totaling 15 credit hours; 9 of these credit hours must be at 351-level or above:

- ☐ ☐ ☐ ☐ ☐  
  - PSYC 315  Special Topics in Psychology I (3) PR: PSYC 103  
  - PSYC 318  Comparative Psychology (3) PR: PSYC 103  
  - PSYC 321  Industrial Psychology (3) PR: PSYC 103  
  - PSYC 329  Environmental Psychology (3) PR: PSYC 103  
  - PSYC 333  Health Psychology (3) PR: PSYC 103  
  - PSYC 334  Psychology of Stress (3) PR: PSYC 103  
  - PSYC 335  Positive Psychology: Optimizing Psychological Well-being (3) PR: PSYC 103  
  - PSYC 344  Psychology of Substance Abuse (formerly PSYC 388) (3) PR: PSYC 103 and 221 (formerly 307)  
  - PSYC 349  Psychology of Entrepreneurship (3) PR: MATH 104, or PSYC 211 or DSCI 222 and junior standing or instructor permission. Note: This course is cross-listed with MGMT 377. If a student has received credit for MGMT 377, the student may not receive credit for PSYC 349
  - PSYC 350  Psychology of Gender (3) PR: PSYC 103  
  - PSYC 351  Principles of Neurobiology (3) PR: PSYC 103, BIOL 111, 112, and BIOL 211 or PSYC 214, or instructor permission. Note: This course is cross-listed with BIOL 351. If a student has received credit for BIOL 351, the student may not receive credit for PSYC 351.  
  - PSYC 352  Neurobiology and Behavior (3) PR: BIOL/PSYC 351 or PSYC 214, or instructor permission. Note: This course is cross-listed with BIOL 352. If a student has received credit for BIOL 352, the student may not receive credit for PSYC 352.  
  - PSYC 353  Hormones and Behavior (Cross-listed with BIOL 353) (3) PR: PSYC 103 and PSYC 214 or PSYC 216, or instructor permission. Note: This course is cross-listed with BIOL 353. If a student has received credit for BIOL 353, the student may not receive credit for PSYC 353.  
  - PSYC 355  Sport Psychology (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission. Note: This course is cross-listed with PEHD 355. If a student has received credit for PEHD 355, the student may not receive credit for PSYC 355.  
  - PSYC 356  Behavioral Genetics (3) PR: PSYC 103 and BIOL 111, or instructor permission.  
  - PSYC 358  Nonverbal Communication (formerly PSYC 340) (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission  
  - PSYC 359  Study Abroad in Neuroscience (U) PR: Instructor Permission  
  - PSYC 370  Tests and Measurements (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220)  
  - PSYC 372  Applied Behavior Analysis (3) PR: PSYC 103, 211, 212, 220 (or 250 in lieu of 211 and 220)
PSYC 374  Sins of Memory (3) PR: PSYC 103, 211, 215 and 220 (or 250 in lieu of 211 and 220)

PSYC 375  Topics in Child and Adolescent Development (3) PR: PSYC 103 and 224 (formerly 311), 211, 220 (or 250 in lieu of 211 and 220)

PSYC 376  Mass Media and Human Development (3) PR: PSYC 103 and 224 (formerly 311), 211, 220 (or 250 in lieu of 211 and 220)

PSYC 378  Psychology of Language (3) PR: PSYC 103 and 215, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission

PSYC 385  Cognitive Neuroscience (3) PR: PSYC 214, PSYC 211 and 220 (or PSYC 250 in lieu of 211 and 220); or instructor permission

PSYC 386  Behavioral Pharmacology (3) PR: PSYC 103, PSYC 214 or BIOL/PSYC 351; PSYC 211 and 220 (or 250 in lieu of 211 and 220) or BIOL 211 and MATH 250; or instructor permission

PSYC 387  Neuropsychology (3) PR: PSYC 103; PSYC 214 or BIOL/PSYC 351; PSYC 211 and 220 (or 250 in lieu of 211 and 220) or BIOL 211 and MATH 250; or instructor permission

PSYC 389  Child Psychopathology (3) PR: PSYC103, 221, 211, 220 (or 250 in lieu of 211 and 220)

PSYC 391  Foundations of Psychotherapy (3) PR: PSYC 103, PSYC 211 and 220 (or 250 in lieu of 211 and 220); PSYC 221

PSYC 392  Scientific Foundations of Clinical Psychology (3) PR: PSYC 103, 221 (formerly 307), 211, 220 (or 250 in lieu of 211 and 220)

PSYC 394  History and Systems of Psychology (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) and at least 12 additional credit hours in psychology

PSYC 397  Internship Experience (3) PR: This class is open to junior or senior psychology majors with an overall and major minimum GPA of 3.00. Students must have successfully completed the following courses before they are eligible to apply: PSYC 103, 213, 214, 215, 211 and 220 (or 250 in lieu of 211 and 220)

PSYC 404  Teaching Mentorship (3) PR: 103, 211, 220 (or 250 in lieu of 211 and 220) and open only to junior and senior PSYC majors with a minimum PSYC GPA of 3.00 or instructor permission

PSYC 410*  Special Topics II (1-4) PR: PSYC 103; PSYC 211 and 220 (or 250 in lieu of 211 and 220); declared psychology major or instructor permission for non-majors. (No more than 6 credit hours in special topics may be applied to meet the requirements for the major.)

PSYC 446  Special Topics in Neuroscience (3) PR: Junior or senior standing and instructor permission

PSYC 447  Seminar in Neuroscience (3) PR: BIOL/PSYC 351/352; CO: BIOL/PSYC 448 or instructor permission. Students engaged in independent research or a bachelor's essay will be given priority for enrollment.

PSYC 448  Bachelor's Essay in Neuroscience (6) PR: BIOL/PSYC 351 and 352; neuroscience program director permission, and department permission

PSYC 497  Tutorial (formerly PSYC 399) (3) PR: PSYC 103, 211 and 220 (or 250 in lieu of 211 and 220); junior or senior standing; tutor permission; and department chair permission

PSYC 498*  Independent Study (formerly PSYC 400) (1-3) PR: PSYC 103, 211 and 220 (or 250 in lieu of 211 and 220); Open to junior and senior psychology majors with the permission of a faculty member as supervisor and of the department chair. Formal written application stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise must be submitted prior to registration. Open only to students having a GPA of at least 3.00 in psychology courses. (No more than 6 credit hours in independent study may be applied toward the major.)

PSYC 499  Bachelor's Essay (6) PR: PSYC 103, 211 and 220 (or 250 in lieu of 211 and 220); Open to psychology majors with an overall GPA of at least 3.40; senior standing, tutor permission and approval of department chair. Formal written application stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise must be submitted prior to registration.

Note: *Independent Study/Special Topic limitations: A maximum of 6 credit hours of PSYC 498 may apply to the major requirements; a maximum of 6 credit hours of PSYC 410 may apply to major requirements.

Math Requirement: Complete 7 credit hours.

☐ MATH 111  Pre-Calculus Mathematics (4) PR: Placement or a C- or better in MATH 101

OR
MATH 120  Introductory Calculus (4) PR: Placement or a C- or better in MATH 111

AND

MATH 250  Statistical Methods (3) PR: MATH 105 with a C- grade or better or MATH 111 or MATH 120 or permission of instructor

Note: Honors College mathematics courses will also fulfill the MATH 111 and 120 requirements as long as they are either calculus or have calculus as a prerequisite. Higher-level calculus courses in Math may also be used to fulfill the calculus portion of the Psychology Math requirement.

Science Requirement: Select 8 credit hours of an introductory sequence or higher in biology, chemistry, or physics of which 2 credit hours must be earned in the accompanying laboratories:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Concepts and Applications in Biology I (4)</td>
<td>1</td>
<td>None; CO: BIOL 101L</td>
<td></td>
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<tr>
<td>BIOL 101L</td>
<td>Concepts and Applications in Biology I Lab (0)</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>BIOL 102</td>
<td>Concepts and Applications in Biology II (4)</td>
<td>1</td>
<td>BIOL 101 and 101 lab; CO: BIOL 102L</td>
<td></td>
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<tr>
<td>BIOL 102L</td>
<td>Concepts and Applications in Biology II Lab (0)</td>
<td>0</td>
<td></td>
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<tr>
<td>BIOL 111</td>
<td>Introduction to Cell and Molecular Biology (3)</td>
<td>1</td>
<td>None; CO: BIOL 111L</td>
<td></td>
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<tr>
<td>BIOL 111L</td>
<td>Introduction to Cell and Molecular Biology Lab (1)</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>BIOL 112</td>
<td>Evolution, Form, and Function of Organisms (3)</td>
<td>1</td>
<td>BIOL 111 and 111L; CO: BIOL 112L</td>
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<tr>
<td>BIOL 112L</td>
<td>Evolution, Form, and Function of Organisms Lab (1)</td>
<td>1</td>
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<tr>
<td>CHEM 101</td>
<td>General Chemistry (3)</td>
<td>1</td>
<td>None; CO: CHEM 101L</td>
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<tr>
<td>CHEM 101L</td>
<td>General Chemistry Lab (1)</td>
<td>1</td>
<td></td>
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<tr>
<td>CHEM 102</td>
<td>Organic and Biological Chemistry (3)</td>
<td>1</td>
<td>CHEM 101 and 101L; CO: CHEM 102L</td>
<td></td>
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<tr>
<td>CHEM 102L</td>
<td>Organic and Biological Chemistry Lab (1)</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry (3)</td>
<td>1</td>
<td>CHEM 111L; Unless students exempt MATH 111 (via diagnostic testing) or have completed this course as a prerequisite, they are required to take MATH 111 as a co-requisite.</td>
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<tr>
<td>CHEM 111L</td>
<td>Principles of Chemistry Lab (1)</td>
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<td></td>
<td></td>
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<tr>
<td>CHEM 112</td>
<td>Principles of Chemistry (3)</td>
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<td>CHEM 111 and 111L</td>
<td></td>
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<tr>
<td>CHEM 112L</td>
<td>Principles of Chemistry Lab (1)</td>
<td>1</td>
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<tr>
<td>PHYS 101</td>
<td>Introductory Physics (3)</td>
<td>1</td>
<td>None; CO or PR: PHYS 101L</td>
<td></td>
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<tr>
<td>PHYS 101L</td>
<td>Introductory Physics Lab (1)</td>
<td>1</td>
<td>CO: PHYS 101</td>
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<tr>
<td>PHYS 102</td>
<td>Introductory Physics II (3)</td>
<td>1</td>
<td>PHYS 101 or PHYS 111 or HONS 157; CO: PHYS 102L</td>
<td></td>
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<tr>
<td>PHYS 102L</td>
<td>Introductory Physics Lab (1)</td>
<td>1</td>
<td>CO: PHYS 102</td>
<td></td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I (3)</td>
<td>1</td>
<td>PR or CO: MATH 120 or equivalent or instructor permission; CO: PHYS 111L</td>
<td></td>
</tr>
<tr>
<td>PHYS 111L</td>
<td>General Physics I Lab (1)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 112</td>
<td>General Physics II (3)</td>
<td>1</td>
<td>PHYS 111 or HONS 157; CO or PR: MATH 220 or equivalent or instructor permission; CO: PHYS 112L</td>
<td></td>
</tr>
<tr>
<td>PHYS 112L</td>
<td>General Physics II Lab (1)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The above listed 8 credit hour natural science sequences are at the introductory level. Higher-level sequences (e.g., BIOL 201 and 202) taken at the College or transferred from another school may also satisfy this requirement.
ADDITIONS TO PSYCHOLOGY MAJOR REQUIREMENTS

(Both the BA and the BS worksheets are to be updated with the following changes:)

PSYC 359: Study Abroad in Neuroscience (4) PR: Instructor Permission

PSYC 413: Conditioning and Learning: Advanced Topics (3) PR: PSYC 103, [PSYC 211 and PSYC 220] OR PSYC 250, PSYC 213

PSYC 422: Personality Psychology: Advanced Topics (3) PR: PSYC 103, [PSYC 211 and PSYC 220] OR PSYC 250, PSYC 222

PSYC 423: Social Psychology: Advanced Topics (3) PR: PSYC 103, [PSYC 211 and PSYC 220] OR PSYC 250, PSYC 223
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: Chad M. Galuska  
Phone: 843.953.8199  
Email: galuskac@cofc.edu

School: HSS  
Department or Program: PSYCHOLOGY

Name and Acronym of Major: Psychology (PSYC)  
Bachelors of Arts (B.A.) degree

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*
  - Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

- Terminate Program (fill out E, G, H, and I)
  - Terminate degree
  - Terminate major
  - Terminate concentration
  - Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): _______47+_______
Number of Proposed Credit Hours (for changed program): _______47+_______
Catalog Year in which changes will take effect: FALL __2015________

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) 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. 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.

This form was last updated on 6/6/2013 and replaces all others.
We seek to add the following new courses to the curriculum. These will serve as upper-level elective courses. Students must complete 6 credit hours of elective courses at the PSYC 351+ level for the B.S. degree.

PSYC 359: Study Abroad in Neuroscience (to be cross-listed with BIO 359)
PSYC 413: Conditioning and Learning: Advanced Topics
PSYC 422: Personality Psychology: Advanced Topics
PSYC 423: Social Psychology: Advanced Topics

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

The Psychology Department seeks to expand its upper-level (PSYC 351+) course offerings to better meet the needs of students pursuing our BA and BS degrees. Courses at this level are required electives for both degree programs (9 credits for the BS degree and 6 credits for the BA degree).

PSYC 359 - to be cross-listed with a new course proposal from Biology (BIO 359) - formalizes study abroad neuroscience research opportunities as a permanent course in our curriculum. This course previously has been offered as a special topics course.

The proposed “advanced topics” courses (PSYC 413, 422, and 423) differ in both depth and breadth from lower-level associated courses. For example, PSYC 413 (Conditioning and Learning: Advanced Topics), will cover topics introduced in PSYC 213 (Conditioning and Learning) in more depth and also cover more advanced topics in this area of psychology. These courses also differ substantially from associated laboratory courses in these specializations. For example, in PSYC 460 (Advanced Conditioning and Learning with Lab), students design two experiments, collect data over several weeks per project, analyze these data, and write APA-style research reports. As such, the advanced topics to which these students are exposed are limited to several areas most germane to the research. Because there is not a laboratory component, these new proposed courses can cover topics in greater depth and breadth.

Expanding our course offerings at the upper-level (PSYC 351+) will give students more options in completing the elective requirements associated with our major. We anticipate that these new courses will incur no additional costs. The ability to staff these courses with roster faculty is made possible by decreased enrollment (and thus section offerings) in our PSYC 46X laboratory courses; this was anticipated and has occurred because our new BA degree that does not require a laboratory course.

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 major or program?</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 be able to use psychological theories to explain and predict behavior and mental processes (Goal 1.3.d)</td>
<td>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>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
2. Students will demonstrate that they can use relevant databases to research a topic in the area of psychology (Goal 2.4.a) | Students will complete a theoretical and/or empirical-based paper. 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.

3. Students will use APA style effectively in empirically based reports and theoretical papers Goal (7.1.b) | Students will complete a theoretical and/or empirical-based paper. 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.

4. | 

Additional Outcomes or Comments:

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 Psychology. 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.
G. 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.

PSYC 359 is to be cross-listed with BIO 359. The biology department supports this cross-listing.

We anticipate no other impact on existing programs and courses.

H. 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.

We anticipate no new costs associated with these new course offerings. These courses will be staffed by roster faculty who previously taught laboratory courses in the relevant domain areas. Because we are now offering fewer sections of laboratory courses (due to the introduction of the BA degree), faculty are available to teach these proposed courses.

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 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.
Psychology Major Requirements
Catalog Year: 2014-15
Degree: Bachelor of Arts
Credit Hours: 47+

“PR” indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.colc.edu/general-edu for more information.

Required Introductory Course
☐ PSYC 103  Introduction to Psychological Science (3) PR: None

Experimental Foundations
☐ PSYC 211* Psychological Statistics (3) PR: PSYC 103
☐ PSYC 220  Research Methods (3) PR: PSYC 103 and 211

Note: *It is recommended that students take one or more mathematics courses prior to enrollment in PSYC 211.

Select two courses totaling 6 credit hours from the following:
☐ ______________  ☐ ______________
PSYC 213  Conditioning and Learning (3) PR: PSYC 103
PSYC 214  Behavioral Neuroscience (3) PR: PSYC 103
PSYC 215  Cognitive Psychology (3) PR: PSYC 103
PSYC 216  Sensation and Perception (formerly PSYC 313) (3) PR: PSYC 103

Note: Students may elect to enroll in more than the required two courses from this cluster. Students completing additional courses from this cluster can apply these credit hours toward the elective hours required for the major.

Select two courses totaling 6 credit hours from the following:
☐ ______________  ☐ ______________
PSYC 221  Abnormal Psychology (formerly PSYC 307) (3) PR: PSYC 103
PSYC 222  Psychology of Personality (formerly PSYC 308) (3) PR: PSYC 103
PSYC 223  Social Psychology (formerly PSYC 310) (3) PR: PSYC 103
PSYC 224  Lifespan Development (formerly PSYC 311) (3) PR: PSYC 103

Note: Students may elect to enroll in more than the required two courses from this cluster. Students completing additional courses from this cluster can apply these credit hours toward the elective hours required for the major.

Select four courses totaling 12 credit hours; 6 of these credit hours must be at 351-level or above:
☐ ______________  ☐ ______________  ☐ ______________  ☐ ______________
PSYC 315  Special Topics in Psychology I (3) PR: PSYC 103
PSYC 318  Comparative Psychology (3) PR: PSYC 103
PSYC 321  Industrial Psychology (3) PR: PSYC 103
PSYC 329  Environmental Psychology (3) PR: PSYC 103
PSYC 333  Health Psychology (3) PR: PSYC 103
PSYC 334  Psychology of Stress (3) PR: PSYC 103
PSYC 335  Positive Psychology: Optimizing Psychological Well-being (3) PR: PSYC 103
PSYC 344  Psychology of Substance Abuse (formerly PSYC 388) (3) PR: PSYC 103 and 221 (formerly 307)
PSYC 349  Psychology of Entrepreneurship (3) PR: MATH 104, or PSYC 211 or DSCI 232 and junior standing or instructor permission. Note: This course is cross-listed with MGMT 377. If a student has received credit for MGMT 377, the student may not receive credit for PSYC 349.
PSYC 350  Psychology of Gender (3) PR: PSYC 103
PSYC 351  Principles of Neurobiology (3) PR: PSYC 103, BIOL 111, 112, and BIOL 211 or PSYC 214, or instructor permission. Note: This course is cross-listed with BIOL 351. If a student has received credit for BIOL 351, the student may not receive credit for PSYC 351.
PSYC 352  Neurobiology and Behavior (3) PR: BIOL/PSYC 351 or PSYC 214, or instructor permission. Note: This course is cross-listed with BIOL 352. If a student has received credit for BIOL 352, the student may not receive credit for PSYC 352.
PSYC 353  Hormones and Behavior (Cross-listed with BIOL 353) (3) PR: PSYC 103 and 214 or 216, or instructor permission. Note: This course is cross-listed with BIOL 353. If a student has received credit for BIOL 353, the student may not receive credit for PSYC 353.
PSYC 355  Sport Psychology (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission. Note: This course is cross-listed with PEHD 355. If a student has received credit for PEHD 355, the student may not receive credit for PSYC 355.
PSYC 356  Behavioral Genetics (3) PR: PSYC 103 and BIOL 111, or instructor permission
PSYC 358  Nonverbal Communication (formerly PSYC 340) (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission
PSYC 370  Tests and Measurements (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220)
PSYC 372  Applied Behavior Analysis (3) PR: PSYC 103, 211, 213, 220 (or 250 in lieu of 211 and 220)
PSYC 374  Sins of Memory (3) PR: PSYC 103, 211, 215, 220 (or 250 in lieu of 211 and 220)
PSYC 375  Topics in Child and Adolescent Development (3) PR: PSYC 103 and 224 (formerly 311), 211, 220 (or 250 in lieu of 211 and 220)
PSYC 376  Mass Media and Human Development (3) PR: PSYC 103 and 224 (formerly 311), 211, 220 (or 250 in lieu of 211 and 220)
PSYC 378  Psychology of Language (3) PR: PSYC 103 and 215, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission
PSYC 385  Cognitive Neuroscience (3) PR: PSYC 214, PSYC 211 and 220 (or PSYC 250 in lieu of 211 and 220); or instructor permission
PSYC 386  Behavioral Pharmacology (3) PR: PSYC 103; PSYC 214 or BIOL/PSYC 351; PSYC 211 and 220 (or 250 in lieu of 211 and 220) or BIOL 211 and MATH 250; or instructor permission
PSYC 387  Neuropsychology (3) PR: PSYC 103; PSYC 214 or BIOL/PSYC 351; PSYC 211 and 220 (or 250 in lieu of 211 and 220) or BIOL 211 and MATH 250; or instructor permission
PSYC 389  Child Psychopathology (3) PR: PSYC103, 221, 211, 220 (or 250 in lieu of 211 and 220)
PSYC 390  Research Design and Interpretation PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220)
PSYC 391  Foundations of Psychotherapy (3) PR: PSYC 103, PSYC 211 and 220 (or 250 in lieu of 211 and 220); PSYC 221
PSYC 392  Scientific Foundations of Clinical Psychology (3) PR: PSYC 103, 221 (formerly 307), 211, 220 (or 250 in lieu of 211 and 220)
PSYC 394  History and Systems of Psychology (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) and at least 12 additional credit hours in psychology
PSYC 397  Internship Experience (3) PR: This class is open to junior or senior psychology majors with an overall and major minimum GPA of 3.00. Students must have successfully completed the following courses before they are eligible to apply: PSYC 103, 213, 214, 215, 211 and 220 (or 250 in lieu of 211 and 220)
PSYC 404  Teaching Mentorship (3) PR: 103, 211, 220 (or 250 in lieu of 211 and 220) and open only to junior and senior PSYC majors with a minimum PSYC GPA of 3.00 or instructor permission
PSYC 410* Special Topics II (1-4) PR: PSYC 103; PSYC 211 and 220 (or 250 in lieu of 211 and 220); declared psychology major or instructor permission for non-majors. (No more than 6 credit hours in special topics may be applied to meet the requirements for the major.)

PSYC 446 Special Topics in Neuroscience (3) PR: Junior or senior standing and instructor permission

PSYC 447 Seminar in Neuroscience (3) PR: BIOL/PSYC 351/352; CO: BIOL/PSYC 448 or instructor permission. Students engaged in independent research or a bachelor’s essay will be given priority for enrollment.

PSYC 448 Bachelor’s Essay in Neuroscience (6) PR: BIOL/PSYC 351 and 352 and permission of both the student’s major department and the neuroscience program director

PSYC 460 Advanced Conditioning and Learning with Lab (3) PR: PSYC 103, 213, 211, 220 (or 250 in lieu of 211 and 220) and junior or senior status

PSYC 461 Advanced Personality Psychology with Lab (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220), 222 and junior or senior status

PSYC 462 Advanced Social Psychology with Lab (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220), 223 and junior or senior status

PSYC 464 Advanced Behavioral Neuroscience with Lab (3) PR: PSYC 103, 211, 214, 220 (or 250 in lieu of 211 and 220) and junior or senior status

PSYC 466 Advanced Sensation and Perception with Lab (3) PR: PSYC 103, 211, 216, 220 (or 250 in lieu of 211 and 220) and junior or senior status

PSYC 468 Advanced Cognitive Psychology with Lab (3) PR: PSYC 103, 211, 215, 220 (or 250 in lieu of 211 and 220) and junior or senior status

PSYC 469 Advanced Developmental Psychology with Lab (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220), 224 and junior or senior status

PSYC 497 Tutorial (formerly PSYC 399) (3) PR: PSYC 103, 211 and 220 (or 250 in lieu of 211 and 220); junior or senior standing; tutor permission; and department chair permission

PSYC 498* Independent Study (formerly PSYC 400) (1-3) PR: PSYC 103, 211 and 220 (or 250 in lieu of 211 and 220); Open to junior and senior psychology majors with the permission of a faculty member as supervisor and of the department chair. Formal written application stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise must be submitted prior to registration. Open only to students having a GPA of at least 3.00 in psychology courses. (No more than 6 credit hours in independent study may be applied toward the major.)

PSYC 499 Bachelor’s Essay (6) PR: PSYC 103, 211 and 220 (or 250 in lieu of 211 and 220); Open to psychology majors with an overall GPA of at least 3.40; senior standing, tutor permission and department chair approval. Formal written application stating the nature of the project and presenting evidence of sufficient background knowledge for the enterprise must be submitted prior to registration.

Note: *Independent Study/ Special Topic limitations: A maximum of 6 credit hours of PSYC 498 may apply to the major requirements; a maximum of 6 credit hours of PSYC 410 may apply to major requirements.

Math Requirement: Select two MATH courses at the 104-level or above totaling at least 6 credit hours:

☐ ____________________________  ☐ ____________________________

MATH 104 Introductory Statistics (3) PR: MATH 101 or placement
MATH 105 Calculus for Business and the Social Sciences (3) PR: MATH 101 or placement
MATH 111 Pre-Calculus Mathematics (4) PR: Placement or a C- or better in MATH 101
MATH 120 Introductory Calculus (4) PR: Placement or a C- or better in MATH 111
MATH 207 Discrete Structures I (3) PR: MATH 105, 111 or 120
MATH 220 Calculus II (4) PR: MATH 120 or HONS 115
MATH 250 Statistical Methods (3) PR: MATH 105 with a C-grade or better or MATH 111 or MATH 120 or permission of instructor
**Note:** For higher level MATH courses that can count for this requirement, please consult with the Psychology Department. MATH 140 does not count toward this requirement. Honors math courses may also fulfill this requirement as long as they are calculus courses or have calculus as a pre-requisite.

**Science Requirement:** Select 8 credit hours of an introductory sequence or higher in biology, chemistry, or physics of which 2 credit hours must be earned in the accompanying laboratories:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Concepts and Applications in Biology I</td>
<td>4 PR: None; CO: BIOL 101L</td>
</tr>
<tr>
<td>BIOL 101L</td>
<td>Concepts and Applications in Biology I Lab</td>
<td>(0)</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Concepts and Applications in Biology II</td>
<td>4 PR: BIOL 101 and 101 Lab; CO: BIOL 102L</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Concepts and Applications in Biology II Lab</td>
<td>(0)</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Introduction to Cell and Molecular Biology</td>
<td>3 PR: None; CO: BIOL 111L</td>
</tr>
<tr>
<td>BIOL 111L</td>
<td>Introduction to Cell and Molecular Biology Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>BIOL 112</td>
<td>Evolution, Form, and Function of Organisms</td>
<td>3 PR: BIOL 111 and 111L; CO: BIOL 112L</td>
</tr>
<tr>
<td>BIOL 112L</td>
<td>Evolution, Form, and Function of Organisms Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>3 PR: None; CO: CHEM 101L</td>
</tr>
<tr>
<td>CHEM 101L</td>
<td>General Chemistry Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Organic and Biological Chemistry</td>
<td>3 PR: CHEM 101 and 101L; CO: CHEM 102L</td>
</tr>
<tr>
<td>CHEM 102L</td>
<td>Organic and Biological Chemistry Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry</td>
<td>3 PR/CO: CHEM 111L; Unless students exempt MATH 111 (via diagnostic testing) or have completed this course as a pre-requisite, they are required to take MATH 111 as a co-requisite.</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>Principles of Chemistry Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>Principles of Chemistry</td>
<td>3 PR: CHEM 111 and 111L</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>Principles of Chemistry Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Introductory Physics</td>
<td>3 PR: None; CO or PR: PHYS 101L</td>
</tr>
<tr>
<td>PHYS 101L</td>
<td>Introductory Physics Lab</td>
<td>(1) CO: PHYS 101</td>
</tr>
<tr>
<td>PHYS 102</td>
<td>Introductory Physics II</td>
<td>3 PR: PHYS 101 or PHYS 111 or HONS 157; CO: PHYS 102L</td>
</tr>
<tr>
<td>PHYS 102L</td>
<td>Introductory Physics Lab</td>
<td>(1) CO: PHYS 102</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
<td>3 PR or CO: MATH 120 or equivalent or instructor permission; CO: PHYS 111L</td>
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<td>PHYS 111L</td>
<td>General Physics I Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>General Physics II</td>
<td>3 PR: PHYS 111 or HONS 157; CO or PR: MATH 220 or equivalent or instructor permission; CO: PHYS 112L</td>
</tr>
<tr>
<td>PHYS 112L</td>
<td>General Physics II Lab</td>
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**Note:** The above listed 8 credit hour natural science sequences are at the introductory level. Higher-level sequences (e.g., BIOL 201 and 202) taken at the College or transferred from another school may also satisfy this requirement.
ADDITIONS TO PSYCHOLOGY MAJOR REQUIREMENTS

(Both the BA and the BS worksheets are to be updated with the following changes:)

PSYC 359: Study Abroad in Neuroscience (3) PR: Instructor Permission

PSYC 413: Conditioning and Learning: Advanced Topics (3) PR: PSYC 103, [PSYC 211 and PSYC 220] OR PSYC 250, PSYC 213

PSYC 422: Personality Psychology: Advanced Topics (3) PR: PSYC 103, [PSYC 211 and PSYC 220] OR PSYC 250, PSYC 222

PSYC 423: Social Psychology: Advanced Topics (3) PR: PSYC 103, [PSYC 211 and PSYC 220] OR PSYC 250, PSYC 223
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: Michael Ruscio 	 Phone: 3-7106, 	 Email: ruscio@cofc.edu,

Department or Program: Psychology 	 School: HSS

Subject Acronym and Course Number: PSYC 337

Catalog Year in which changes will take effect: FALL 2015

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)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
   ☐ Course Number (you must submit a course deactivation request for the old 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)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

There is a growing push on this campus as well as nationally to provide intercultural and study abroad experiences for undergraduate students. Intercultural awareness and collaboration are liberal arts and science values/skills that are essential for the future scholarly and academic success of our students. In fact, a recent AAC&U survey of employers indicated that skills like intercultural awareness, communication skills, and teamwork skills are essential qualities that they want in our graduates, more so then their ultimate major. The growing international and collaborative nature of science makes it imperative that students have experiences that prepare them to be successful in an international context. To fill this need, we have spent time developing international relationships and teaching a study abroad course for upper-level neuroscience students in Germany. This course has run as a summer course for the past three years and we wish to formally add this to the curriculum. It provides students the opportunity to explore international neuroscience and observe and engage in the process of scientific research in the laboratories and universities we visit. In its current form, Ludwig-Maximilians University (Munich) and Humboldt University/Charité Medical University (Berlin) have been our partner universities for the summer course thus far and into the foreseeable future. Presently, the course is on the leading edge of the very limited number of neuroscience study abroad programs in the country. We are asking for a course that is not tied specifically to the German Summer Program because we see opportunities for similar courses to be taught by other faculty in other countries. For instance, we imagine this new course providing the opportunity to teach a similar program in the fall Trujillo semester given the rich history of Neuroscience in Spain. It is

This form was last updated on 12/13/13 and replaces all others.
also a platform for our ongoing, but early developmental stages of a semester abroad program partnering between Neuroscience and German/Slavic Studies.

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.

This course will be an upper-level, specialized elective in the Neuroscience program. The course will also serve as an upper level elective for Psychology majors or minors. It will serve as an upper level elective that fulfills the laboratory requirement for Biology majors. It will not be required for any other existing major or minor on campus and should have minimal impact on enrollment on other electives due to its specialized nature and limited enrollment (10-16 students).
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: 
School: 
Subject Acronym: 
Course Number: 359

Psychology
HSS
PSYC

Credit hours: _4_ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Study Abroad in Neuroscience

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

An intensive international seminar and laboratory course. This course will include the reading of primary literature and an exploration of experimental techniques related to the research specialties of participating international faculty members. This course will also develop intercultural skills necessary for success in international Neuroscience research opportunities.

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

Enrollment will be by permission of instructor only.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no If so, which course? _______________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ___BIOL 359_____________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? _____

This form was last updated on 12/13/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? ☒ yes ☐ no

There is no lab fee for this course. For any study abroad course offered by the College of Charleston there is a program fee associated with the cost of travel, housing and food for the duration of the course. This fee varies with each course offering and is tied, in part, to the exchange rate in the destination country. This fee is determined 6-9 months ahead of each course offering.

*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. **none**

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><strong>1. Read and critique primary literature from scientific journals in the field of Neuroscience</strong></td>
<td>Students will write critical analysis papers of primary literature.</td>
</tr>
<tr>
<td></td>
<td>Student-led class discussions of the experimental hypothesis, methods and results</td>
</tr>
<tr>
<td><strong>2. Perform, observe and engage in a variety of novel and state-of-the-art laboratory techniques. These techniques will include (but are not limited to) patch-clamping, fluorescent microscopy, histology and neurophysiology.</strong></td>
<td>Students will be assessed on the efficacy of their technical skills, attention to detail and appropriate data collection.</td>
</tr>
<tr>
<td></td>
<td>Students will be required to explain the significance of the technique and demonstrate an understanding of how it could be implemented in various research paradigms. This will be done through both student-led class discussions and critical analysis papers. The final written exam will require students to implement their knowledge of experimental techniques, by describing probable experiments that might occur as a ‘next step’ in the research programs they have engaged in during the course.</td>
</tr>
<tr>
<td></td>
<td>Students will be expected to demonstrate a minimum of 70% efficiency for all assessment metrics above.</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?

Study Abroad in Neuroscience is a “high impact” course designed to Increasing the number of high impact learning experiences is part of the College of Charleston Strategic Plan.

Through Study Abroad in Neuroscience students gain:

1) an understanding of behavioral and systems neuroscience
2) an appreciation for the multidisciplinary/comparative and international nature of the field of behavioral neuroscience.
3) experience conducting behavioral neuroscience research
4) professional communication skills (in both verbal and written form) for discussing, analyzing and presenting scientific research.

This course will introduce students to new concepts in behavioral neuroscience, reinforce concepts learned in pre-requisite neuroscience and other science courses and demonstrate the skills acquired.

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.
Neuroscience Seminar
in Germany

BIOLOGY 446
Summer 2013/ CRN 30763

Program Directors:
- Dr. Chris Korey, Associate Professor of Biology, College of Charleston
koreyc@cofc.edu, Ph: 843-953-7178
- Dr. Michael Ruscio, Associate Professor of Psychology, College of Charleston
rusciom@cofc.edu, Ph: 843-953-7106

Course Website: blogs.cofc.edu/germanneuro

Program Dates:
- Berlin: May 22nd – June 5th
- Munich: June 5th – June 18th

Neuroscience Seminar in Germany is a summer study abroad program for undergraduate students, which emphasizes the international nature of neuroscience research and the collaborative educational opportunities that are possible in today’s scientific community. The course content will focus on current topics in neuroscience research while taking advantage of the historical lens Germany provides to examine the origins of our knowledge about nervous system function. Two German universities will host us: Ludwig Maximilians Universität (LMU) in Munich and Charité Medical University in Berlin. Both universities are members of the German Graduate Schools of Neuroscience (GSN). The course topics have been selected based on the research specialties of the faculty at these institutions and the unique historical perspective provided by each location. Students will also learn about graduate school opportunities available at each university and throughout the GSN affiliated institutions. Cultural excursions into Berlin and Munich are also part of the program. Berlin and Munich are exciting cities, providing a view into the spectrum of German culture. The capital city of Berlin teems with museums, galleries, restaurants and rich diversity of cultural opportunities. Munich blends historical Bavarian culture with a vibrant modern city dynamic.

Course Objectives
- The seminar component of the course will include the development of critical analysis skills through journal club style writing assignments and critical analysis of primary research articles.
- Each week’s material will build upon each other. The course will have a thread of neuroanatomy and neural function throughout the month long visit. In Berlin, students will learn the historical underpinnings of microscopy and electrophysiology, while exploring modern
approaches to identifying neural networks. In Munich, students will be exposed to comparative vertebrate/invertebrate neuroanatomy and systems level neuroscience.

- Students will also be exposed to specific laboratory techniques through lab visits/demonstrations and through laboratory exercises.

Course Locations

- **Berlin**: Medical Neuroscience is the focus of research at Charité Medical University in Berlin. Berlin also has deep connections to the history of neuroscience both in microscopy and recording neural activity. Students in the course will explore current microscopy and imaging technologies while looking back at the development of the microscope. We will also look at the action potential, both from the historical context of the first recordings to current work examining neural activity. Students will get a historical perspective through visits to the Berlin Medical Historical Museum and the Optical History Museum in Jena.

- **Munich**: Ludwig Maximilians Universität (LMU) has a strong program in comparative and systems level neuroscience. Students will be exposed to comparative approaches to studying nervous system function and anatomy through exposure to research programs that use avian, mammalian and fish model species. We will also explore invertebrate model systems to further broaden our understanding of the comparative approach. In addition to class activities, students will visit the Max Planck Institute for Ornithology and go out into the field to observe animal behavior in a natural setting.

Student Participation and Study Abroad Course Expectations

For many reasons, this course promises to be extremely fun and exciting. Both Munich and Berlin are cities that have a rich history of science as well as research programs at the forefront of neuroscience. Both cities provide unique cultural experiences for students. As course directors our intention is to ensure that students get the most they can out of the course and enjoy this opportunity. However, it is an enormous mistake to view this course as a potential vacation. This course is designed to be challenging and rigorous. You will be expected to be fully engaged with the course from Monday morning through Friday. Friday afternoon through Sunday afternoon as well as the evenings will be your time to explore our two host cities.

**Class Participation**: Students will be expected to understand the intricacies and methodologies of a number of different research programs presented by current faculty and primary investigators at LMU and Charité. Most importantly, students should understand that a seminar style course does not imply a passive experience. Students are expected to be active participants in all seminars and laboratory tours and demonstrations. You are expected to be prepared to engage lecturers and researchers with intelligent and insightful questions. It is a rare opportunity to engage with such a diversity of faculty members and understand the associated techniques they employ in their research. Students will be expected to perform substantial background reading and complete written work related to each faculty presentation.

**Class Etiquette**: We expect that each student, be prompt, respectful and consistent in their behavior inside and outside of the classroom. We are collectively representing the College of Charleston, and more broadly developing neuroscientists in the United States. Our hosts in Munich and Berlin have provided a unique opportunity to us and we should meet this hospitality
with respect and professionalism for the duration of our stay. Program instructors reserve the right to remove any student from the program at any point should their conduct be inappropriate, disrespectful, offensive or illegal. These decisions are at the discretion of the instructors. Should such instances occur, the student will be required to return to the United States immediately and will incur the costs of associated flight arrangements.

Course Organization

Class Discussions: A major goal of this course is to understand how a research program works from inception to publication of peer reviewed articles. To this end, students will be required to read primary research articles written by each faculty member contributing to the program. Each presentation by a faculty member will be preceded by a class discussion of the faculty member’s published research. These readings have several goals. First, they allow you to explore a research program in greater depth. Second, they allow you to become familiar with the process of reading and evaluating the primary literature. Third, they continue the development of your critical thinking and writing skills. On the discussion days listed in the syllabus, please come prepared to contribute to an interesting, informed, and friendly discussion about the assigned article. This means you need to read the article (or articles) carefully and thoughtfully in advance. Since you will have the readings several weeks before leaving for Germany we encourage you to read them ahead of time.

Written Commentary Assignments: Each student will be expected to write a 3-5 page commentary or journal club paper on one of the discussion papers at each location. These assignments will be made prior to our departure on the trip allowing everyone to complete their papers prior to the start of the program. On May 14th or earlier, students will have access to the course web site via OAKS (details forthcoming). All readings and assignments will be posted. Each student will be assigned to 2 papers associated with the guest faculty presenters: one for Munich and one for Berlin. You will be expected to write a 3-5 page critical review for each paper and lead class discussions prior to the presenter. The due dates for both critical reviews will be on Tuesday, May 22nd (before the flight to Germany). Assignments should be uploaded to the OAKS course page. Having the assignments due before the trip will accomplish two things: (A) You will have more time to enjoy Berlin and Munich while you are there and (B) It will avoid complications with access to computers and the internet while in Germany.

These papers should be modeled on published scientific commentary in peer reviewed journals or journal club style papers (e.g. http://www.inneurosci.org). In your paper you will be required to discuss the premises of the research, the methodologies used, the implications of the findings for the field of neuroscience. Your written commentary can be an informed critique of some scientific aspect of the paper, an alternative interpretation of the results, an idea for an additional or different experiment, a discussion of a question raised by the research, or (if you feel you didn’t understand the paper) a coherent statement of what you didn’t understand. Your commentary should (a) show that you read the paper carefully, (b) demonstrate informed, analytical, clear and (whenever possible) creative thought and writing, and (c) be your best writing (proper grammar and spelling, no typographical or word processing errors, etc.). You should not summarize the article (except perhaps in an opening sentence or two) or simply repeat its content, nor do you need to write answers to the questions listed below. All information that is not your own should receive proper citations.
The commentary paper should be inspired by a close reading of the assigned article(s). A close reading of any paper reporting an experiment means asking yourself the following questions as you read to gain an understanding of the research:
(These questions should serve as guideposts to making an informed commentary or critique; you are not expected to answer them directly in your commentary).

- Why was the experiment done?
- What was the question asked?
- What was the hypothesis?
- What were the predicted results?
- What was the independent variable?
- What was measured?
- What was the critical dependent variable?
- What were the controls?
- Why were these particular controls needed?

- What was the main finding?
- What was the answer to the question posed in the introduction?
- Was the hypothesis confirmed?
- How solid (conclusive) was the evidence?
- What questions remain unanswered?
- What new questions are raised by the research?
- What would be an interesting and logical experiment to do next?

Take Home Final Exam: There will be one exam associated with the course. The exam will be take-home and will involve questions associated with topics discussed from both locations. You must choose one question from each location that was not assigned to you for the Commentary Assignment. The due date for both Take Home Exam questions is June 26th. Assignments should be uploaded to the OAKS course page.

Tentative/ Preliminary Grading Breakdown

<table>
<thead>
<tr>
<th>Munich-Source of Points</th>
<th>% of Total Points</th>
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<tbody>
<tr>
<td>1 Written Assignment - Commentary</td>
<td>15%</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Class Discussion, Seminar Participation, Laboratory Technique</td>
<td>20%</td>
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<td></td>
<td>50%</td>
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<table>
<thead>
<tr>
<th>Berlin-Source of Points</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Written Assignment - Commentary</td>
<td>15%</td>
</tr>
<tr>
<td>Take Home Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Class Discussion, Seminar Participation, Laboratory Technique</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
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</tbody>
</table>
Berlin
Course Details

Travel: USA to Berlin
- Flights Depart Wednesday, May 22nd – Arrive Thursday, May 23rd
- Dr. Korey is traveling with the Newark to Berlin Group
- We will meet as a class at Tegel International Airport and then travel into the city together
- International airfare includes one carry-on and one checked bag (<50lbs). You are responsible for the baggage fee if you decide to check a second bag.

Transportation to Hotel
- We’ll be taking Taxis from Tegel to Baxpax Hostel/Hotel

Hotel
- Baxpax Hostel/Hotel(www.baxpax.de/downtown/en/home/)
- Ziegelstrasse 28, 10117 Berlin, Germany
- Tel: ++49(0)30 278 748 80, info@baxpax-downtown.de
- The Hotel is located in the heart of Mitte and is within walking distance of most of Berlin’s well known points of interest. (Indicated by bed on map)

Laundry
- Laundry is available at Baxpax. They will do the laundry for 7 euros. It is well worth the money. I would probably do any laundry you may have just before heading to Munich.

Meals
- Breakfast will be covered at the Hotel
- Most Lunches and many Dinners with the group will be included.

Classroom Location
- Humboldt Graduate School

Things to do in Berlin
- We’ll be running some optional sight seeing outings to Potsdam and the Berlin Wall-East Side Gallery.
- Other points of interest in Berlin can be found at: www.visitberlin.de/en
Munich
Course Details

Travel: Berlin to Munich
Transportation to Airport
- Taxi to Berlin-Tegel
- Meet at 10:00 am sharp for taxis.

Flight:
- Air Berlin; Flight Number AB6191
- Departure: Berlin-Tegel 12:30; Arrival Munich 13:40
- Airfare includes one carry-on and one checked bag (<50lbs). You are responsible for the baggage fee if you decide to check a second bag.

Transportation From Airport
- We have pre-purchased round-trip tickets for the Lufthansa Airport Bus (Munich Airport to Hauptbahnhof). 40 minute Bus Ride. Dr. Ruscio will meet you at the Hauptbahnhof.

Hotel
- Smart Stay Hostel Munich City, Mozartstraße 4, 80336 Munich
- http://munichcity.smart-stay.de/en
- Tel: +49-89-5587-970, e-mail: munichcity@smart-stay.de
- The hotel is located just a few blocks away from heart of historic downtown Munich.

Meals
- Breakfast is included in Hotel Costs.
- 3-4 Dinners with the group will be included.
- Internet will be available in the hotel.
- Laundry facilities are available on site.

Excursions – Hiking
- Friday, June 14th: After our day at the Institute for Ornithology in Seewiesen we will take a short hike/walk (about 3 km) to a nearby Beer Garden for dinner. This is a very easy hike.
- Tegernsee: The first or second weekend in Munich (depending upon the weather) we will take day trip to Tegernsee and hike in the foot-hills of the Alps. Please bring good hiking shoes as this hike is a substantial trek up to an impressive vista of the Alps.

Things to do in Munich
- Deutsches Museums : http://www.deutsches-museum.de/en/information/
- Radius Tours: http://www.radiusmunich.com/
- Schloss und Park Nymphenburg http://www.schloss-nymphenburg.de/
- Olympic Stadium: http://www.olympiapark.de/en/home/
- Schloss und Park Linderhof: http://www.schlosslinderhof.de/index.htm
Departure from Munich.
- We will check out of the Smart Stay Hostel **early the morning of the Tuesday June 18th**. Although there will be various flight departure times, please be ready to check out early that morning with the group. Cab fare to the Hauptbahnhof will be provided where you can use your round trip ticket for Lufthansa Airport Bus. Please plan on arriving at the airport 2 hours before your scheduled departure time.

Transportation to LMU Biocentre
- We will take the U-Bahn from Munich out to the LMU Biocentre each day. Take the U6 from Mozartstraße (direction “Klinikum Großhadern”) exit at station “Großhadern”. Change to bus 266 (direction Planegg), exit Großhaderner Straße”. If weather permits you can continue to the very last stop and take an 8 min stroll towards the LMU-Biozentrum.
Readings and Commentary Paper Assignments for Munich:

Below are the daily itineraries with a list of student assignments for each paper we will be discussing in Berlin and Munich. Each student is assigned a particular article(s) associated with a topic/ faculty presenter; you are expected to write your commentary papers in the article assigned. Each student will write one paper associated with a topic presenter in Berlin and another for Munich. The deadline for the commentary papers is May 22nd. Folders will be set up in OAKS for you to upload your commentary papers. For Berlin, the dates below refer to the dates of discussion in class. Some will be prior to a seminar with a faculty member while others will be before a lab/museum experience. In addition to your commentary papers, in Berlin you will also be expected to provide a very brief background on a historical scientist. Your historical scientist is listed below.

For Munich, the dates for class discussion (preceding each faculty seminar) as well as dates of the seminar with the faculty member are listed in the daily itinerary. In both cities, in-class discussion days you are expected to be able to lead class discussion (for the topics or presenters you have been assigned to) with a synopsis of the article for the class and questions raised by your reading of the articles. Since much of this material is new to you, we will look at most of the figures and techniques in our discussion. In Berlin, we may or may not have access to projectors, so we will use the papers as the basis of our discussions. In Munich, if you wish to use any presentation materials to aid in your synopsis, projectors for power point (etc.) will be available on site.

Regardless of your assignment, all students are expected to read the assigned materials. One of the main goals of this program is learning how to engage in productive and insightful discussion. Everyone is expected to contribute to each class discussion with questions or comments. This participation comprises 40% of your entire grade for the course.

The readings are challenging. They are specific and detailed for a particular area of research. Although we do not expect everyone to become experts in each area in a brief amount of time, we do expect you to delve into the material with critical analysis skills and enjoy exploring what will be hopefully be new and exciting information for everyone in the class (your professors included). In some cases background articles are provided to help with the material in the target reading. Given the detail of these articles and the depth of the presentations, bring any questions you might have to Dr. Ruscio or Dr. Korey in person or by email. We will also spend a significant amount of time talking about the work in class. We are here to help you navigate through these details and make this a productive experience.

Berlin Historical Scientists Assignment: Many key findings in early neuroscience were made in Germany. Several of these figures worked in and around Berlin for part of their careers. On our first class day we will set the historical stage for our course material.

- **Historical Scientists – The Neuron:** Matthias Schleiden (Alannah Aldstadt), Theodor Schwann (Caitlin Hof), Joseph von Gerlach (Jessica Dugan), Otto Karl Deiters (Avery Anderson), Santiago Ramon y Cajal (Dr. Korey)

- **Historical Scientists - Electrophysiology:** Herman von Helmholtz (Madeline Berry), Johannes Peter Müller (Yim Rodriguez), Emil du Bois-Reymond (Josh McGuire), Julius Bernstein (Kelsey O’Leary)
### Berlin Readings

<table>
<thead>
<tr>
<th>Lecturer &amp; Topic</th>
<th>Link &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Dr. Henrik Alle</strong></td>
<td><a href="http://neurophysiologie.charite.de/en/research/research_groups/rg_geiger/">http://neurophysiologie.charite.de/en/research/research_groups/rg_geiger/</a></td>
</tr>
</tbody>
</table>
| Neurophysiology Lecture | **Target Reading for Discussion:**  
**Background and Suggested Reading:**  
| **2. Dr. Halina Machelska**  | [http://anaesthesie.charite.de/studium/international Graduate Program/](http://anaesthesie.charite.de/studium/international Graduate Program/) |
| Pain Research Laboratory Lecture | **Target Reading for Discussion:**  
**Background and Suggested Reading:**  
| Epilepsy Lecture | **Target Reading for Discussion:**  
**Background and Suggested Reading:**  
| **4. Dr. Benedikt Salmen**  | [http://www.charite.de/schmitzlab/](http://www.charite.de/schmitzlab/) |
| Electrophysiology and Febrile Seizures Lecture | **Target Reading for Discussion:**  
**Background and Suggested Readings:**  
2. Same reading as Kovács lecture above. |
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<thead>
<tr>
<th>Lecturer &amp; Topic</th>
<th>Link &amp; Readings</th>
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<tbody>
<tr>
<td>Alannah Aldstadt</td>
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<tr>
<td>Caitlin Hof</td>
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<tbody>
<tr>
<td>Jessica Dugan</td>
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<tr>
<td>Avery Anderson</td>
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<thead>
<tr>
<th>Assigned Students:</th>
<th><strong>Background and Suggested Reading:</strong>&lt;br&gt;2. Remainder of the chapter above (276-309)</th>
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<tbody>
<tr>
<td>Madeline Berry</td>
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<tr>
<td>Yim Rodriguez</td>
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<tr>
<td>Josh McGuire</td>
<td></td>
</tr>
<tr>
<td>Kelsey O’Leary</td>
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</table>
ACKNOWLEDGEMENT OF PSYC 359 TO BE CROSS-LISTED WITH BIOL 359

The following appended e-mails demonstrate that relevant faculty and the Chair in Biology have acknowledged our request to cross-list PSYC 359 with BIOL 359.

The first e-mail is from Christopher Korey who developed the BIOL 359 course proposal.

The second e-mail is from Jeffrey Triblehorn, chair of the Biology curriculum committee.

The third e-mail is an exchange between Chad Galuska (chair of the Psychology curriculum committee) and Willem (Jaap) Hillenius, chair of the Biology Department.
Dear Gabby and Jaap,

The – “Study Abroad in Neuroscience” new course proposal made it through both Psychology and Biology late last spring as BIOL 359 and PSYC 359. The last piece we need is a letter approving the cross listing of the courses in the respective departments. Gabby would you mind writing a short letter approving BIOL 359 as a cross-list for PSYC 359. Jaap would you mind writing a short letter approving PSYC 359 as a cross-list for BIOL 359. You can both send them to me and I will coordinate with Jeff and Chad to get the two proposals sent in together. Thanks so much for the help with this.

Chris

---

Christopher Korey, Ph.D. | Director, First Year Experience
New Student Programs | College of Charleston
Associate Professor | Biology Department
Office: New Student Programs, Room 187
Mailing Address: 66 George Street | Charleston SC 29424
Phone: 843-953-7176
Twitter: @neurofly
Hi Chad

I am the chair of the Biology curriculum committee and Jaap passed along your email and I also talked with Chris Korey. Chris mentioned that, since the two proposals are cross-listed, he and Mike thought that the two proposals should go through process together (Faculty Curriculum Committee and Faculty Senate). It might make things easier if they were considered as a pair instead of separate proposals. Did Mike mention anything about this on your end?

The Biology proposal still has to go to the SSM chair’s meeting to get Mike Auerbach to sign off on the course. Assuming you have heard this same plan from Mike R. (or have since checked with him), the easiest way to link these proposals would be to have them delivered to Randolph Hall together, once the proposals have been signed off on by the respective deans. Any thoughts?

Even if the two proposals are tied together, I would assume that each individual proposal would still need that letter of acknowledgement (Jaap for Mike’s and Gabby’s for Chris’). Jaap wanted me to work these two things out with you.

When I hear back from you about putting the two proposals together, I will update Jaap on how to make that happen (or if you say we will just put them forth separately, I will tell Jaap that as well) and ask him for the acknowledgement. I’ll ask Chris about getting the acknowledgement from your departmental chair.

Jeff

Dr. Jeffrey D. Trilehorn
Assistant Professor
Department of Biology
Director, Program in Neuroscience
SCRA 102, Lab 9
843-789-5934

From: Hillenius, Willem Jacob
Sent: Tuesday, September 16, 2014 3:47 PM
To: Trilehorn, Jeffrey D
Subject: FW: Cross-Listing PSYC 359 and BIO 359

From: <Galuska>, Chad M <GaluskaC@cofc.edu>
Date: Tuesday, September 16, 2014 3:46 PM
To: Willem Jacob Hillenius <hilleniusw@cofc.edu>
Subject: Cross-Listing PSYC 359 and BIO 359

Hi Jaap,
I am this year’s Chair of the Psychology Department’s curriculum committee and we are submitting a “Study Abroad in Neuroscience” (PSYC 359) course (developed by Mike Ruscio and Chris Korey) which is to be cross-listed with the same course (BIO 359) being developed in your department. The submission process requires that a cross-listed course receives acknowledgement from the other department. As such, I am writing to ask if you will acknowledge and support this new course proposal. Let me know if you have any additional questions!

Best,

Chad

-----------------------------------
Chad M. Galuska, Ph.D.
Associate Professor
Department of Psychology
College of Charleston
59 Coming Street, 100A
Charleston, SC 29424
843-953-8199 (office)
GaluskaC@cofc.edu
-----------------------------------
Yes.

Sent from my iPhone

On Sep 23, 2014, at 9:50, "Galuska, Chad M" <GaluskaC@cofc.edu> wrote:

Hi Jaap,

Sorry to bother you as I see that you are out of the office. If possible, could you please reply to this e-mail and acknowledge that you support the cross-listing between PSYC 359 and BIO 359 (Study Abroad in Neuroscience)? I'd like to submit this to our Dean in the next day or so because it is due at the Provost's office by Friday.

    Thanks,
    Chad

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Chad M. Galuska, Ph.D.
Associate Professor, Psychology
College of Charleston
59 Coming Street, 100A
Charleston, SC 29424
(843) 953-8199
galuskaC@cofc.edu

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I am this year’s Chair of the Psychology Department’s curriculum committee and we are submitting a “Study Abroad in Neuroscience” (PSYC 359) course (developed by Mike Ruscio and Chris Korey) which is to be cross-listed with the same course (BIO 359) being developed in your department. The submission process requires that a cross-listed course receives acknowledgement from the other department. As such, I am writing to ask if you will acknowledge and support this new course proposal. Let me know if you have any additional questions!

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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: Chad M. Galuska, PhD                Phone: 953.8199         Email: galuskac@cofc.edu

Department or Program: Psychology          School: HSS

Subject Acronym and Course Number: PSYC 413

Catalog Year in which changes will take effect: FALL 2015

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.

PSYC 213 introduces concepts in the areas of classical and operant conditioning. Students interested in pursuing advanced study in this area are limited to an upper-level laboratory class (PSYC 460) or individual research opportunities. We would like to expand our offerings of upper-level content in this domain area. This course will differ substantially from our laboratory offering in that there will substantially more topics covered both in breadth and depth.
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.

Since the introduction of our BA degree, enrollment in PSYC 460 has dropped substantially. As such, faculty who normally teach a section of the laboratory class are now available to teach this proposed course. In addition, since Fall 2012, students seeking our revised BS must take a minimum of 3 elective courses at the 351 level or higher, and students seeking the BA must take a minimum of 2 electives at the 351 level or higher. This has created a demand for upper-level, writing intensive, in-depth courses.

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: 413
Credit hours: 3 lecture _ lab _ seminar _ independent study
Contact hours: 3 lecture _ lab _ seminar _ independent study

Course title: Conditioning and Learning: Advanced Topics

Course description (maximum 50 words, exactly as it appears in the catalog):
This course provides students with exposure to advanced topics in the area of conditioning and learning. Focus will be on readings from the primary literature covering topics in greater depth and breadth than those introduced in the associated lower-level course. Sample topics include choice, self-control, creativity, aversive control, and reinforcement mechanisms. These topics may vary by semester and instructor.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
PSYC 103
[PSYC 211 and PSYC 220] OR PSYC 250
PSYC 213

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? [ ] yes [x] 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 [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.

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.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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1. Demonstrate psychology literacy

Students will be required to read several primary source readings each week of class. Exams will be based on this material. Students are expected, on average, to achieve at least 70% of the available points on this assignment.

2. Demonstrate effective writing

Students will also be required to complete an APA-formatted research proposal in a topical area covered in the course. 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.

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 in class, demonstrate an understanding of this material on examinations, and develop a research proposal that reviews the extant literature and extends it in some way.

1. 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.
Conditioning and Learning: Advanced Topics
Psychology 413, Section 001, Spring 201X

Professor: Adam H. Doughty, Ph.D.
Office: 65 Coming Street, Room 207
Phone: 953-7300
Email: doughtya@cofc.edu
Office hours: TBA

Prerequisites: PSYC 211 and PSYC 220 (or PSYC 250), and PSYC 213

Class meetings: TBA

Required readings: There is no textbook for this course. Instead, you will be required to read a number of journal articles from the primary literature (see below).

Catalog description: This course provides students with exposure to advanced topics in the area of conditioning and learning. Focus will be on readings from the primary literature covering topics in greater depth and breadth than those introduced in the associated lower-level course. Sample topics include choice, self-control, creativity, reinforcement mechanisms, and verbal behavior. These topics may vary by semester and instructor.

Course description: This course will extend your knowledge base in conditioning and learning by covering several advanced topics in the area. Specifically, experimental and theoretical work involving several advanced learning topics will be presented. Most of the research findings presented will involve non-human animals (e.g., pigeons and rats), though laboratory studies involving human behavior also will be covered. This semester, advanced topics in the areas of choice, behavioral history and persistence, reinforcement mechanisms, behavioral variability, and stimulus control will be covered.

Student Learning Outcomes:

Students will demonstrate:

Psychological Literacy: I expect you to be responsible in understanding all of the information presented in the articles listed below as well as the material we cover in class. You will leave this course with an advanced understanding of several of the most studied topics in the experimental analysis of behavior as well as an appreciation for the power and generality of behavioral principles.

Effective Writing and Communication Skills: Students will write an APA-style research proposal on a course-related topic.

Course structure and evaluation: To accomplish the above goal of obtaining “an advanced understanding of several of the most studied topics in the experimental analysis of behavior as well as an appreciation for the power and generality of behavioral principles,” you first must attend class regularly. A considerable amount of material will be presented during class
meetings in the form of lecture and discussion. To prepare for class meetings, you will have read prior to class the assigned readings for that class. You then will be responsible for understanding what is covered in class as well. To evaluate your understanding, your grade will be based on 5 exams, a final exam, attendance, and a research proposal.

Exam questions may consist of multiple choice, matching, fill in the blank, true/false, short answer, short essay, and/or essay. Your final exam will be based on material from our last few class meetings and consist of the same variety of questions (i.e., it will not be a cumulative final exam). Regarding your attendance points, you will receive 1 point for attending each class meeting that is not an exam day. Your research proposal will be approximately 10 pages in length and include (1) a summary of a research topic in conditioning and learning and (2) a proposed (thus novel) experiment. This paper will be due on our final class meeting.

Summary of evaluation and grading:

- Exam 1 = 50 points (10%)
- Exam 2 = 68 points (approx 13.5%)
- Exam 3 = 68 points (approx 13.5%)
- Exam 4 = 68 points (approx 13.5%)
- Exam 5 = 68 points (approx 13.5%)
- Attendance = 24 points (approx 5%)
- Research proposal = 68 points (approx 13.5%)
- Final exam = 86 points (approx 17%)

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Letter Grade</th>
<th>% of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>465 – 500</td>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>450 - 464</td>
<td>A-</td>
<td>90 - 92.9</td>
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<tr>
<td>435 - 449</td>
<td>B+</td>
<td>87 - 89.9</td>
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<tr>
<td>415 - 434</td>
<td>B</td>
<td>83 - 86.9</td>
</tr>
<tr>
<td>400 - 414</td>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>385 - 399</td>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>365 - 384</td>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>350 - 364</td>
<td>C-</td>
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<td>335 – 349</td>
<td>D+</td>
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<td>300 – 314</td>
<td>D-</td>
<td>60 - 62.9</td>
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<tr>
<td>0 - 299</td>
<td>F</td>
<td>0 - 59.9</td>
</tr>
</tbody>
</table>

OAKS: I will post several items on OAKS across the semester (this syllabus, journal articles, exam study guides, your grades, etc.). You should check OAKS often and ask me questions about anything that is unclear.

Make-up exam policy: Make-up exams only will be given in cases of a documented illness or emergency, or if you must represent the College at an athletic or scholastic event. Permission to miss the exam must be obtained from me prior to the scheduled exam, or written documentation from the appropriate authority (e.g., coach) must be provided before you will be permitted to take a make-up exam.
Grievances: If you have any questions regarding how I graded your assignments, you may request a re-evaluation of the grade. All requests must be made in writing and include a detailed explanation of why you think the grade was unfair or incorrect.

Academic Integrity: 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 clearly 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 by both 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. 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 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.

Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students should apply 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. It is the responsibility of those students taking examinations at the Center for Disability Services to meet with me one week in advance of the examination to agree on a date/time to take the exam and to deliver to me the examination envelope. Failure to do so may result in a loss of your accommodations.

Final Words: It is always my goal for every student to master the course material. If you feel that you are struggling with the course material, please contact me immediately. I may be able to help by explaining concepts further and by suggesting study strategies. I am available during office hours and also by appointment. I also can answer specific questions regarding course material via e-mail. If you find a course topic interesting and would like to discuss it in more detail, feel free to stop by my office or e-mail me.
# Tentative Schedule

The following schedule is only tentative. Based on our progress during the semester, topics covered and/or exam dates may change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, 1/13</td>
<td>Syllabus Overview</td>
<td>---</td>
</tr>
<tr>
<td>Thurs, 1/15</td>
<td>Reinforcement review</td>
<td>a</td>
</tr>
<tr>
<td>Tues, 1/20</td>
<td>Extinction &amp; punishment review</td>
<td>b</td>
</tr>
<tr>
<td>Thurs, 1/22</td>
<td>Stimulus control review</td>
<td>c</td>
</tr>
<tr>
<td>Tues, 1/27</td>
<td>Schedules review</td>
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<tr>
<td>Thurs, 1/29</td>
<td><strong>Exam 1</strong></td>
<td>---</td>
</tr>
<tr>
<td>Tues, 2/3</td>
<td>Choice</td>
<td>e</td>
</tr>
<tr>
<td>Thurs, 2/5</td>
<td>Choice</td>
<td>f</td>
</tr>
<tr>
<td>Tues, 2/10</td>
<td>Behavioral persistence</td>
<td>g</td>
</tr>
<tr>
<td>Thurs, 2/12</td>
<td>Behavioral persistence</td>
<td>h</td>
</tr>
<tr>
<td>Tues, 2/17</td>
<td><strong>Exam 2</strong></td>
<td>---</td>
</tr>
<tr>
<td>Thurs, 2/19</td>
<td>Behavioral history</td>
<td>i</td>
</tr>
<tr>
<td>Tues, 2/24</td>
<td>Behavioral history</td>
<td>j</td>
</tr>
<tr>
<td>Thurs, 2/26</td>
<td>Behavioral variability</td>
<td>k</td>
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<tr>
<td>Tues, 3/3</td>
<td><strong>No class</strong></td>
<td>---</td>
</tr>
<tr>
<td>Thurs, 3/5</td>
<td><strong>No class</strong></td>
<td>---</td>
</tr>
<tr>
<td>Tues, 3/10</td>
<td>Behavioral variability</td>
<td>l</td>
</tr>
<tr>
<td>Thurs, 3/12</td>
<td><strong>Exam 3</strong></td>
<td>---</td>
</tr>
<tr>
<td>Tues, 3/17</td>
<td>Reinforcement mechanisms</td>
<td>m</td>
</tr>
<tr>
<td>Thurs, 3/19</td>
<td>Reinforcement mechanisms</td>
<td>n</td>
</tr>
<tr>
<td>Tues, 3/24</td>
<td>Reinforcement mechanisms</td>
<td>o</td>
</tr>
<tr>
<td>Thurs, 3/26</td>
<td><strong>Exam 4</strong></td>
<td>---</td>
</tr>
<tr>
<td>Tues, 3/31</td>
<td>Stimulus control</td>
<td>p</td>
</tr>
<tr>
<td>Thurs, 4/2</td>
<td>Stimulus control</td>
<td>q</td>
</tr>
<tr>
<td>Tues, 4/7</td>
<td>Stimulus control</td>
<td>r</td>
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<tr>
<td>Thurs, 4/9</td>
<td><strong>Exam 5</strong></td>
<td>---</td>
</tr>
<tr>
<td>Tues, 4/14</td>
<td>Laboratory models</td>
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</tr>
<tr>
<td>Thurs, 4/16</td>
<td>Laboratory models</td>
<td>t</td>
</tr>
<tr>
<td>Tues, 4/21</td>
<td>Laboratory models</td>
<td>u</td>
</tr>
<tr>
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<td>Laboratory models</td>
<td>v</td>
</tr>
</tbody>
</table>

Below are your assigned readings. Please read the articles carefully before class and be prepared to discuss them. I understand that reading the primary literature is challenging. That being said, I am certain that you will feel prepared for each exam if you do, at least, the following: (1) read *carefully* prior to class, (2) attend *closely* to the material in class, and (3) study all of the material *repeatedly* prior to each exam.
Readings


p – TBA.

q – TBA.

r – TBA.


v – TBA.
FACULTY CURRICULUM COMMITTEE
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- 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: James B Hittner, PhD Phone: 953.6734 Email: hittnerj@cofc.edu

Department or Program: Psychology School: HSS

Subject Acronym and Course Number: PSYC 422

Catalog Year in which changes will take effect: FALL 2015

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.

PSYC 222 introduces concepts and theories in the area of personality psychology. Students interested in pursuing advanced study in this area are limited to an upper-level laboratory class (PSYC 461) or individual research opportunities. We would like to expand our offerings of upper-level content in this domain area. This course will differ substantially from our laboratory offering in that there will be substantially more topics covered both in breadth and depth.
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.

Since the introduction of our BA degree, enrollment in PSYC 461 has dropped substantially. As such, faculty who normally teach a section of the laboratory class are now available to teach this proposed course. In addition, since Fall 2012, students seeking our revised BS must take a minimum of 3 elective courses at the 351 level or higher, and students seeking the BA must take a minimum of 2 electives at the 351 level or higher. This has created a demand for upper-level, writing intensive, in-depth courses.

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: 422
Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: 3 lecture __ lab __ seminar __ independent study

Course title: Personality Psychology: Advanced Topics

Course description (maximum 50 words, exactly as it appears in the catalog):
This course provides students with exposure to advanced topics in personality psychology. Focus will be on readings from the primary research literature. Sample topics include trait models, the biological roots of personality, personality stability and change, and personality, psychopathology, and health. These topics may vary by semester and instructor.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
PSYC 103
[PSYC 211 and PSYC 220] OR PSYC 250
PSYC 222

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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primary source readings each week of class. They will be required to complete response papers that ensure that they (a) understand the relevant material from the readings, (b) develop their own independent reactions to the readings, and (c) are prepared to discuss and analyze the readings in class. Students are expected, on average, to achieve at least 70% of the available points on these assignments.

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<tr>
<th>2. Demonstrate effective writing</th>
<th>Students will also be required to complete an APA-formatted paper related to the topic of personality theory and assessment. 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 these assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Exhibit effective presentation skills</td>
<td>Students will actively discuss and critically evaluate the primary research literature. In addition, students will have the opportunity to facilitate (co-lead) discussion groups. This task requires students to generate discussion topics related to the readings and to utilize critical thinking skills while completing course readings. Such active participation throughout the semester will be viewed favorably, and participation points will count for 10% of each student’s grade.</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, and complete a comprehensive APA-formatted personality theory and assessment paper.
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.
Personality Psychology: Advanced Topics  
PSYC 422  
Spring 2015

Instructor:  James B. Hittner, Ph. D.  
Office:  55 Coming Street, Room 201  
Office Phone:  (843) 953-6734  
Email:  hitternj@cofc.edu  
Class Meetings:  T & Th  xxxx  
Office Hours:  MTW 11:00–12:00 and by appointment

Course Prerequisites  
Psyc 222 (Psychology of Personality), Psyc 211 (Psychological Statistics), and Psyc 220 (Research Methods). Psyc 250 (combined Psychological Statistics and Research Methods) can substitute for Psyc 211 and Psyc 220.

Required Readings  
Book chapters, review articles, and empirical research studies on various topics within the field of Personality Psychology. See the section below entitled “Reading Schedule”.

Course Description  
This course provides a review of classic and contemporary topics in the field of personality psychology, with a particular emphasis on empirical research findings from the peer-reviewed published literature. Briefly defined, Personality Psychology is the scientific study of an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind those patterns. We will survey and discuss a variety of readings in personality psychology. The topics to be discussed include trait models of personality, the biological and evolutionary roots of personality, personality stability and change over time, personality judgment, gender differences in personality, and personality, psychopathology, and health.

Course Format and Objectives  
Class meetings will be devoted to the discussion of assigned journal articles and book chapters. Students are expected to read the assigned materials prior to each class session, and to come to class prepared to discuss the assigned topic. The objectives of the course are to (a) enhance your knowledge of the field of personality psychology, (b) improve your ability to understand and synthesize the results of empirical research articles, (c) develop your abilities to think critically about personality theories and research findings, and (d) enhance your ability to communicate ideas effectively.

Grading  
Your letter grade for this course will be based upon (1) Four, primarily essay-based, in-class Exams (three during the regular semester plus the Final Exam), (2) Eight Response Papers, (3) One APA-Style paper, and (4) your participation during the class meetings. A handout detailing the dates of our exams, and the due dates for the response papers, will be distributed in class. Likewise, a handout detailing the paper assignment will be distributed in class. The Exams will count for 40% of your grade, the Response Papers for 30% of your grade, the APA-Style paper for 20% of your grade, and your in-class participation for 10% of your grade.

Response Papers  
You must submit by email a 4-5 page, double-spaced response paper on 8 of the Mondays in the semester (by 5pm). Do not use cover pages. Just write your name at the top of the first page. Each paper will receive a check, check-plus, or check-minus. Each paper should include two parts. (1) The first 1-2 pages of the paper should give a separate synopsis for each of the required readings for the week (the week beginning on that Monday—not the previous week’s readings). Do not go over 2 pages for this part (this is a good exercise in economy of language). (2) The rest of the paper (2–3 pages) should be a thoughtful
commentary on one or more of the week’s readings (again, the week beginning on that Monday—not the previous week’s readings). It should include original thought, not simply a more in depth summary. The purposes of these response papers are to make sure you’re thinking about the readings and to help ensure that we have good discussions in class. In addition to the 8 required response papers, you can hand in a maximum of 2 additional response papers. These additional 1 or 2 response papers will count as extra credit. I will distribute a handout in class listing the 8 Mondays on which the required response papers are due.

APA-Style Paper
You will be writing a Theory and Assessment paper in which you develop your own theory of personality. The Theory will describe your personal perceptions, or conceptualization, of personality, and it will incorporate concepts/ideas from the various topics discussed in the course. In addition to presenting your Theory, you will also discuss how it is that one (or more) aspects of your Theory can be Assessed. In other words, which specific methods of assessment (e.g., types of personality scales, interview questions, behavioral tasks, etc) could be used to Assess your Theory? More details will be provided in the class handout.

A Note on the Exams
If you have a valid reason for missing one of the three regularly scheduled exams, then you can take a make-up exam in my office during a mutually agreed upon time. All make-up exams will be short-answer/essay format. You are only allowed to miss one scheduled exam. A ‘valid reason’ for missing an exam means that there were serious circumstances beyond your control that prevented you from taking the exam (e.g., serious physical illness, car accident). In the event that you miss an exam, notify me as soon as possible either by phone or email, and provide me with written documentation of the reason for your absence.

A Note on Electronic Devices
You may not use cell phones or other personal electronic devices during the class period. Texting, in particular, is distracting to your professor and annoying to many of your classmates. As regards to your cell phone, it must be turned to silent (not vibrate) and placed inside of your bag or otherwise out of view during class. If you must have a cell phone on for an emergency purpose it is your responsibility to notify me prior to class. Additional information regarding electronic devices is provided below in Appendix I.

Grading Scale
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 93%</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>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<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>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59%</td>
</tr>
</tbody>
</table>
Reading Schedule

Week 1

Topic: Personality Traits: What are Personality Traits?

Topic: Personality Traits: The Big 5

Week 2

Topic: Personality Traits: Beyond the Big 5

Week 3

Topic: Personality Traits: What do they predict?

Week 4

Topic: Personality Judgment

Week 5

Topic: Biological Bases of Personality

Week 6

Topic: Personality and Evolution – Theoretical View
Topic: Personality and Evolution – Empirical Study

**Week 7**

Topic: Gender Differences in Personality

**Week 8**

Topic: Psychoanalysis, the Unconscious, and Personality

**Week 9**

Topic: Personality Development, Stability, and Change

**Week 10**

Topic: Personality and Life Outcomes

**Week 11**

Topic: Personality and Health
Week 12

Topic: Personality and Dynamic Systems


Week 13

Topic: Personality and the Self


Week 14

Topic: Personality Disorders


Week 15

Topic: Personality and Culture


Week 16 – Final Exam
Appendix 1

From the College of Charleston Student Handbook:

2. Some More Specific Principles of Civil Conduct in a College Classroom:
2.1 Do not cut classes, come in late, or leave early. If you ever are late for class, enter in complete silence and do not walk between the class and the professor. Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable. The professor is not a TV set, but is a person addressing the class, and it is rude to leave when someone is addressing you.
2.2 Likewise, it is rude and unacceptable to talk with classmates while the professor (or another student who has the floor) is talking.
2.3 Turn off cell phones, pagers, and all other electronic devices.
2.4 Eating or drinking are not acceptable during class.
2.5 Wearing a hat that conceals your face is rude because the person who is addressing you cannot see you.
2.6 Visible and noisy signs of restlessness are rude as well as disruptive to others. If you cannot sit still or stay awake, you should not be taking a college class. Do not begin packing your book bag or otherwise indicate that you think it is time for class to come to an end; wait for the professor to dismiss class. If the class period has ended but the professor has not finished and you cannot stay any longer, leave in complete silence.
2.7 Come to class prepared to work. Bring writing materials and any other necessary instructional material with you, such as your text book, workbook, computer disks, etc. Make necessary financial arrangements so that you can purchase all such material at the beginning of the semester. It is a waste of money to pay for a class and then not buy the books you will be reading. Your professor expects you to obtain all necessary material in order to succeed in the course. Your professor also expects you to prepare for class by completing reading and homework assignments. If you are unprepared for class, this may prevent you from participating in a class activity. Do not present your lack of preparation as a problem for the professor to solve or excuse.
2.8 Submit work and take tests on schedule. If you miss a test or fail to turn in work on time, you may not have the opportunity to make it up.
2.9 The Honor Code prohibits lying, cheating, plagiarism and stealing; this is, of course, the most basic and most important of all principles of civilized academic behavior. For more information about or to report a violation of the Honor Code, contact the Dean of Students.
Appendix II

College of Charleston Honor Code and Academic Integrity

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
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: Lisa Thomson Ross, PhD       Phone: 953.6776       Email: rossl@cofc.edu

Department or Program: Psychology       School: HSS

Subject Acronym and Course Number: PSYC 423

Catalog Year in which changes will take effect: FALL 2015

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.

PSYC 223 introduces social psychology, including how we think about one another, how we influence one another, and how we relate to one another. At this time, students wishing to pursue advanced study in these social aspects of the human experience are limited to the upper-level laboratory class (PSYC 462) or individual research opportunities. We would like to expand our offerings of upper-level content in this domain area. This course will differ substantially from our laboratory offering in that there will substantially more topics
covered both in breadth and depth, and unlike the laboratory there will be no empirical
studies conducted in the course.

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.

Since the introduction of our BA degree, enrollment in PSYC 462 has dropped substantially. As
such, faculty who normally teach a section of the laboratory class are now available to teach this
proposed course. In addition, since Fall 2012, students seeking our revised BS must take a
minimum of 3 elective courses at the 351 level or higher, and students seeking the BA must take a
minimum of 2 electives at the 351 level or higher. This has created a demand for upper-level,
writing intensive, in-depth courses.

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: 4XX

Credit hours: 3 ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: 3 ___ lecture ___ lab ___ seminar ___ independent study
Course title: Social Psychology: Advanced Topics

Course description (maximum 50 words, exactly as it appears in the catalog):
This course provides students with exposure to advanced topics in the area of social psychology. Focus will be on readings from the primary literature covering topics in greater depth and breadth than those introduced in the associated lower-level course. Sample topics include the social self, aggression, attraction, social beliefs and judgments, conformity, and conflict and peacemaking. These topics may vary by semester and instructor.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
PSYC 103
[PSYC 211 and PSYC 220] OR PSYC 250
PSYC 223

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.

<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. Demonstrate psychology literacy</td>
<td>Students will be required to read several primary source readings each week of class.</td>
</tr>
</tbody>
</table>
They will be tested on this material and these readings will serve as the basis for course discussion. In addition, students will write about this material both in an application paper (analyzing a book or film, or explaining a community service project) and in a research paper (either a literature review paper or a research proposal). Students are expected, on average, to achieve at least 70% of the available points on this assignment.

2. Demonstrate effective writing

Students will also be required to complete an APA-formatted paper that summarizes the current state of the literature as it relates to a topic in social psychology. 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.

3. Exhibit effective presentation skills

Students will be required to complete an oral presentation on the paper mentioned above. Students are expected, on average, to achieve at least 70% of the available points on this assignment.

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, 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.
PSYC 423
Social Psychology: Advanced Topics
Fall, 2015

Professor: Lisa Thomson Ross, Ph.D., Professor rossl@cofc.edu tel. 953-6776

Office hours: days & times, and by appointment

Meetings: days time place

Readings: available on OAKS.


Seminar: Wednesdays 10-10:50 am 101 Robert Scott Small

Prerequisites: Students will have completed PSYC 211 and 220 (or 250), and PSYC 223 prior to this course.

INTRODUCTION AND EXPECTATIONS

During this is a course we will explore the scientific and theoretical study of social psychology as it applies to clinical psychology. We will examine how our relationships impact our mental health, and how our mental health impacts our relationships. The goal is to better understand how social cognition and social relations influence mental health, as well as problem behaviors, clinical judgments and approaches to psychological treatment.

The instructor's expectations of herself include: 1) providing lectures, facilitating discussions, and incorporating relevant materials; 2) providing fair evaluations to assess learning within a reasonable time frame; and 3) maintaining an atmosphere conducive to learning. Dr. Ross expects to follow the syllabus closely, however, changes may be necessary due to bad weather or other unforeseen circumstances.

Students are expected to: 1) Articulate their experiences and views during class discussions and written assignments; 2) Attend class and actively participate in discussions; 3) Read assignments prior to the class discussion; and 4) Complete assignments on time (NOTE: the longer you wait to deposit your paper, the more points that get deducted!).

GRADING

<table>
<thead>
<tr>
<th>Source</th>
<th>Points</th>
<th>% of Total</th>
<th>Total points</th>
<th>%</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office visit</td>
<td>10</td>
<td>2.5</td>
<td>372</td>
<td>93</td>
<td>A</td>
</tr>
<tr>
<td>Class attendance &amp; participation</td>
<td>40</td>
<td>10</td>
<td>360</td>
<td>90</td>
<td>A-</td>
</tr>
<tr>
<td>Self goals and description</td>
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<td>5</td>
<td>348</td>
<td>87</td>
<td>B+</td>
</tr>
<tr>
<td>Research proposal</td>
<td>60</td>
<td>15</td>
<td>332</td>
<td>83</td>
<td>B</td>
</tr>
<tr>
<td>Community impact paper</td>
<td>40</td>
<td>10</td>
<td>320</td>
<td>80</td>
<td>B-</td>
</tr>
<tr>
<td>Final self assessment</td>
<td>30</td>
<td>10</td>
<td>308</td>
<td>77</td>
<td>C+</td>
</tr>
<tr>
<td>Group research presentation in class</td>
<td>30</td>
<td>2.5</td>
<td>292</td>
<td>73</td>
<td>C</td>
</tr>
<tr>
<td>Group rehearse presentation at lab</td>
<td>10</td>
<td>2.5</td>
<td>280</td>
<td>70</td>
<td>C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>268</td>
<td>67</td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>252</td>
<td>63</td>
<td>D</td>
</tr>
</tbody>
</table>
Group professionalism  & 10 & 7.0 & 240 & 60  & D-  
Quizzes (3) & 150 & 37.5 &  &  &  
TOTAL & 400 & 100 &  &  &  

**LEARNING OUTCOMES**

*Students will become familiar with research/current findings and writing in the discipline.*
You will read peer-reviewed journal articles; we will discuss these in class and they will be covered on quizzes. In addition, you will read and incorporate empirical studies in your research proposals.

*Students will use effective skills and strategies for working collaboratively.*
You will make a team presentation on a relevant topic of your choice. You will be required to attend, as a group, the speaking lab to organize and rehearse this presentation.

*Students will engage constructively in the College and local communities.*
You will complete a community impact project, the culmination of approximately 10 hours of volunteering in the community working directly with students at a school or clients of an agency. We will discuss the benefits of helping and the potential for empathy toward others in class, and this will be one of the topics you will address in your community impact papers.

**ADDITIONAL ASSISTANCE INFORMATION**

You are strongly encouraged to take advantage of the writing lab and seminars offered by the College Skills Lab (Center for Student Learning, 953-5635). Also, if you believe you have a learning disability, ADD, or other challenges please contact SNAP (Special Needs and Advising Plan) Services at 953-1431. SNAP services will verify students' needs and recommend specific accommodations.

**POLICIES**

**Attendance Policy:** You are responsible for all material distributed by e-mail, distributed in class, and covered in class (whether you were or were not in attendance). This includes announcements, course material, and schedule changes. If you are not in class on the day quiz feedback is provided, please see Dr. Ross in her office during office hours or by appointment.

**Extra Credit Policy:** You are encouraged to participate in 3 campus lectures or community events (each worth 3 points). Only PRE-APPROVED opportunities announced in class and on e-mail will be eligible. *For each one, deposit a brief summary of what you did and what you learned within one week of the event.*

**Pop Quiz Policy:** If students aren't keeping up with the readings, Dr. Ross reserves the right to give brief, unannounced quizzes at the beginning of several classes (and then point values for grading will be altered).

**Make-Up Policy:** There are no make up quizzes. If you miss a quiz FOR A PREAPPROVED REASON, the mean of your highest and lowest quizzes will be substituted for the one you didn't take. If you blow off a quiz your lowest quiz grade will be substituted for the missing grade. You must contact Dr. Ross more than 24 hours before the scheduled quiz so she can decide whether your situation constitutes a valid reason for missing a quiz. If you miss more than one quiz FOR ANY REASON, you will receive a zero on the second missed quiz. Quizzes are at the beginning of class so please be on time!

**Policy for Written Assignments:** Please type and double-space all written assignments using 1” margins and 12-point Times New Roman (TNR) font.

**Policy for Handing in Assignments:** Your written assignments are due in the OAKS drop box on the due date, before the time class begins. If you do not turn these in on time, please wait until class is over to make
your deposit. Do not bring a hard copy to class or to my office or the psychology department. The exception to the requirement of depositing written assignments by 9:25 on a class day is for the self final assessment, which is due by noon on Reading Day (Tuesday 12/4). Points will be deducted – 10% for each 24-hour period it is late. Exceptions must be cleared with Dr. Ross IN ADVANCE.

**Campus Plagiarism Policy:** 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.

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

**PARTICIPATION**

**Office Visit (10 points)**
Earn 10 points by meeting with Dr. Ross in her office, **before Thursday September 27 at noon.**

**Class Participation (40 points)**
Earn these points by having great class attendance (10 points) and being an active participant (30 points). You must be present to earn attendance points, however you will not earn participation points merely by showing up. Full participation requires that assigned readings are completed prior to class and that you are a respectful listener when other people are talking (this means the use of electronic devices is prohibited). You are expected to ask and answer questions and offer examples and opinions regarding what is being discussed.

**WRITTEN ASSIGNMENTS**

**Initial Self-Description and Goals Statement (20 points)**
At the beginning of the course, you will write an initial self-description and goals statement (1-2 pages long, typed, double-spaced, 12-point TNR font, 1” margins). Grammar and spelling will count, as will following directions! Please react to these questions:

1) Who are you?
2) How has your life (i.e., your health, your mental health), been impacted by your relationships?
3) What are your goals for the course (including the grade you seek to earn), and what are your study strategies for this course? (be as specific as possible)

**Research Proposal (60 points)**
We will form teams that focus on one aspect of mental health and relationships. Teams will generate a hypothesis (i.e., a question that can be answered by existing data). Each student on each team will gather three relevant empirical articles about the problem, and one about a solution (prevention or treatment).

Each team member will write an outline describing the paper. This should be 2-3 pages, double spaced. Include mention of each section that will be necessary in the final paper (according to directions below). The outline is worth 10 points.

Each team member will write a separate research proposal (8-10 pages typed, double-spaced, 12-point TNR font, using APA style). This paper is worth 50 points. You will be graded on grammar, spelling, cohesiveness/flow, and following these directions. Please follow this formula.

In the first paragraph, give an introduction to the problem or issue. Include why it is important to understand the issue and give statistics about how big or bad the problem is.

In the following introduction section paragraphs, each article will be summarized. In each paragraph and for each article, describe the methods and the results in your own words. Who participated, how or why were they selected, and what was done with or for them? Also, is there anything unique about the sample or design? (e.g., a national sample? the same people followed over time?). What were the main findings?

In the final paragraph of the introduction section, summarize the various articles and state what is known or not known about the issue. Then, clearly state a hypothesis (either group differences or a relationship between two variables) to address what is not known, given the exiting research you summarized. In other words, what would you expect to find if you ran a statistical analysis on college student data?

For the Method section, briefly describe the you would like to recruit, as well as materials and procedure.

For the Expected Results section, briefly speculate what your findings might be. For the Discussion, briefly mention any limitations of your proposed study and also what the significance is, including potential applications to make the world a better place. Begin your References on a separate and final page.

**Community Impact Paper (40)**
You will write one paper (3-4 pages typed, double-spaced, 12-point TNR font) after donating 10 hours of your time to an agency or school. You will be graded on grammar, spelling, and following this formula.

In the 1st paragraph, write about what you did. Include contact information for the person you worked with or who supervised you or approved of this service at the school or agency.

In the 2nd paragraph, state how this relates to your mental health and empathy.

In the third paragraph, link your experience with material from class (i.e., a principle, theory, or finding from an assigned reading/chapter). If you choose to use an author's ideas or definition of something, you must cite him or her, and if there are four or more words in a row use quotation marks and indicate the page # as well as author(s) name(s). Failure to follow these guidelines may indicate plagiarism, a serious form of academic cheating, which will result in a zero for the assignment.

In the final paragraph(s), write about your reactions to it. Possible questions to consider (but you don’t have to answer them all) include: What emotions (if any) were elicited, and why? Did this challenge or strengthen your beliefs? Did you gain insight regarding problems people have understanding, appreciating, and relating
to each other? What did you like most or least about the activity and why? What might your reactions reveal about you as a person?

**Final Self Assessment (30 points):**
At the end of the course, you will write a final assessment (2-3 pages, typed, double-spaced, 12-point TNR font) to summarize your class experience. Grammar and spelling will count, as will following directions! Please react to these questions:
1) To what extent have you met your goals?
2) Have your views on social relationships been influenced, and if so in what ways?
3) How have you changed (if at all) as a result of participating in this course?
4) What was the most important thing you learned in this course?

**OTHER EVALUATIVE COMPONENTS**

**EXAMS (50 points each, 150 points total)**
The quizzes will contain multiple choice and short answer questions. The first quiz also covers the policies section of the syllabus. You are responsible for all material covered in class and for all assigned readings.

**Group Research Presentation (30 points)**
The presentation requires both individual and team effort. You will form teams of 3-4 people, and together prepare and give a Powerpoint-based presentation. Please include 3-5 bullets per slide (with as few words as possible per bullet). Presentation time should be 3-4 minutes per person and all students must orally contribute. Each team will also turn in 3 multiple choice questions to be considered for the last quiz – all students will have access to these questions prior to the last quiz.

Students will be graded according to 1) material TEAM CONTENT, including how clearly the information is presented and how well the time allowed is divided, 2) TEAM STYLE, i.e., quality and clarity of visual aides, cohesiveness and flow between members, and 3) INDIVIDUAL PERFORMANCE (i.e., eye contact, speaking rather than reading, vocal pitch and speed, engaging the audience).

**Group Rehearsal of Presentation at Lab (10 points)**
Your group is expected to make and keep an appointment with the Speaking Lab to assist you with rehearsing your presentation. See [http://csl.cofc.edu/labs/speaking-lab/index.php](http://csl.cofc.edu/labs/speaking-lab/index.php) and read the guidelines before making an appointment. Then contact Dr. Tom Heeney (953.8297, heeneyt@cofc.edu) to make an appointment. Students who attend this meeting will earn the 10 points, and group members who don’t show up will not.

**Group Professionalism (10 points)**
You will earn points by being a good team player. Each person on each team will anonymously score his or her teammates on how reliable and helpful they have been in preparing the presentation.
Reading List


<table>
<thead>
<tr>
<th>Day, Date</th>
<th>DUE</th>
<th>Topic</th>
<th>Readings or in-class work</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8/21</td>
<td></td>
<td>Introduction to each other and the course</td>
<td>Writing prompt</td>
</tr>
</tbody>
</table>
| Th 8/23  | DEPOSIT* Goals | Overview of social-clinical interface                             | Maddux & Tangney (M&T), ch. 1  
Eisenberg et al. |
| M 8/27   |           | LAST DAY TO DROP OR ADD                                            |                                             |
| T 8/28   | The self and mental health                                        | M&T ch. 2                                  |
| Th 8/30  | Self-Regulation and Self-Discrepancies                           | M&T ch. 6; Strauman & Higgins               |
| T 9/4    | Self-esteem vs. self compassion                                   | Leary, Allen & Leary                        |
| Th 9/6   | Happiness in class video                                         | Myers Reading 2; M & T ch. 13               |
| T 9/11   | Compassion                                                        | Armstrong                                   |
| Th 9/13  | EXAM 1                                                            |                                             |
| T 9/18   | Q1 Feedback & intro to research databases                        | Form teams in class                         |
| Th 9/20  | Families: chaos                                                  | Ross                                        |
| T 9/25   | Families: divorce                                               | Ross & Wynne, Ross & Miller                 |
| Th 9/27  | Friends and social support                                        | Ross Lutz & Lakey                           |
| T 10/2   | DEPOSIT Outline                                                  | Social Support                              |
| Th 10/4  | Friends and roommates in class video                             | Demir, Giordano                             |
| T 10/9   | Significant others                                               | Myers on attraction and intimacy            |
| Th 10/11 | Significant others                                               | Grello on casual sex                        |
| T 10/16  | Significant others                                               | ADDITIONAL READING                          |
| Th 10/18 | EXAM 2                                                            |                                             |
| T 10/23  | Q2 feedback and sustainability                                   |                                             |
| Th 10/25 | Communities and sense of belonging                                 | Hartley                                     |
| T 10/30  | Materialism and stuff                                            | Myers on sustainability                     |
| Th 11/1  | Presentations                                                     |                                             |
| T 11/6   | Presentations                                                     |                                             |
| Th 11/8  | Presentations                                                     |                                             |
| T 11/13  | Mental illness and stigma                                         | M&T ch. 3                                  |
| Th 11/15 | Social psychology and therapy                                     | M & T ch 16; Walsh                          |
| T 11/20  | DEPOSIT PAPER                                                     | Catch up                                    |
| Th 11/22 | THANKSGIVING!                                                     |                                             |
| T 11/27  | Social psychology and therapy                                     | M & T ch. 10                               |
| Th 11/29 | DEPOSIT* Community                                                | Community impact discussion &              |
| T 12/4   | DEPOSIT* Self final assessment by noon                            | READING DAY                                 |
| Th 12/6  | 9 a.m.                                                            | EXAM 3 (includes presentations)            |
*Unless otherwise noted, all deposits must be made by 9:25 am on the day of class*