Memo

To: Undergraduate Curriculum Committee  
From: Vanessa Edkins, Undergraduate Psychology Program Chair  
Date: October 23, 2015

Re: (1) Adding new courses: PSY, PSY (2) Changing pre-requisites for PSY 2512, (3) designating PSY 2512 as “CL” course, and (4) changing the name of and restrictions for BEH 4025

1. New courses:

The psychology program is seeking to expand our course offerings with three new courses: Memory and Comparative Animal Cognition. The courses will be used as psychology electives and will not be used for assessment purposes. See attached ANC forms and proposed syllabi.

2. Requirements for PSY 2512:

We would like to remove the computer literacy pre-requisite from our PSY2512: Research Methods and Statistics 1 course. Since PSY2512 requires students to use our statistical software program (SPSS), the hope was that requiring a computer literacy pre-requisite would help to prepare the students. While this may have been necessary in the past, students today are coming in with much more extensive computer use, and are already at the level needed to learn how to use SPSS. Additionally, PSY2512 spends a good amount of time expanding student’s knowledge of other basic programs (see #3) making the CSE1301 or other “CL” class requirement redundant.

We would also like to clarify the math requirements for the course. Currently, Banner will correctly apply the “or any higher-level math,” and it will recognize MTH 1012 as equivalent to MTH 1000, but we would like to spell that out for students and advisors in the list of pre-requisites in the catalog. See attached CRC form.

3. Designating PSY 2512 a “CL” course:

Assuming the passing of #2, we would like to propose that our PSY2512 class be given the “CL” designation. Students spend 75 minutes per week in a lab portion of this class that walks them through creating and analyzing data sets in SPSS, building graphs, and writing up results in formal word documents. In addition to SPSS, they utilize Word, Excel, and PowerPoint. We feel this meets the requirements for the “CL” designation.

4. Changes to BEH 4025:

We are requesting to change the name and prerequisite restrictions for BEH4025 (currently titled – Applied Behavior Analysis and Autism Interventions). We are requesting these changes to reflect a broader scope of psychological and educational diagnoses (e.g., ADHD, Behavior Disorders, Talented and Gifted). We anticipate that a broadened scope will interest students from other concentrations within Psychology (clinical), certificate programs (e.g., CAST) and from other disciplines / departments (e.g., Educational Technology). See attached CRC form.
Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This is a request for reactivation of a course in the system. □ Yes □ No

New courses are available beginning with the fall term in which they appear in the University Catalog.

SUBJECT: P S Y

COURSE NO.* 3 5 2 0

CR CREDIT HOURS 3

ACADEMIC YEAR TO BE ADDED TO THE FILE: Fall 2016

*Justify level if 1000-level + and no co- or prerequisites

CLASS HOURS: 45/semester LECTURE HOURS: 45/semester

LAB HOURS: 0/semester CONTACT HOURS (CEU ONLY): N/A

DEPARTMENT: School of Psychology

COMP. COMPUTER TITLE: Memory

SCHEDULE TYPE: Lecture (A)

Restrict to 25 characters, including spaces

This course will be entered into the system as: Bi-Level □ Cross-Listed □ Dual-Numbered □ Full-Load □ None of these/Standard Listing □

CATALOG TITLE: Memory

CATALOG DESCRIPTION OF COURSE: Restricted to 350 characters, including spaces

Reviews basic memory processes, theories and research, memory development across the lifespan, and application of principles to everyday life. Balances coverage of both strengths and limitations of memory. Engages students in a series of classic memory experiments and strengthens their own memory through training and testing.

In addition, please attach a course syllabus and/or more detailed description.

Grades to be Issued: □ A, B, C, D, F □ A, B, C, D, F, CEU/Audit

Restrictions: □ Prerequisite: BUS 2703

Course Number: PSY 2512

Corequisite: PSY 3012

Restrictions: □ and □ or

Additional Restriction: □ and □ or

BIO 2801

This description has been approved by the catalog office:

Catalog & Curriculum Manager Date: 10/22/2015

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

Subject: Alpha Prefix (e.g., CSE) □ COURSE NO. (e.g., 1301) □ TERM TO INACTIVATE

□ Yes □ No Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.

□ Yes □ No Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

□ Yes □ No Will this course impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

Organizer Date: 10/22/15

Department Head/Program Chair Date: 10/22/15

Dean or Associate Dean Date: 1/22/15

Chair, Graduate Council Date

Chair, Undergraduate Curriculum Committee Date

**Vice President for Institutional Effectiveness Date

CATALOG & CURRICULUM MANAGER

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

Catalog & Curriculum Manager Date

REGISTRAR’S USE ONLY

SCACRSF SCADTL SCAPREQ SCABASE

SCARES Operator Init. Date

Florida Institute of Technology • Office of the Registrar

150 West University Boulevard, Melbourne, FL 32901-6975 • (321) 674-8114 • Fax (321) 674-7827

RGR-255-915
Memory – PSY 3520

**Lecture:** Tuesday/Thursday xx:xx – xx:xx in Harris Commons 2xx

**Instructor:** Travis Conradt, Ph.D.
**Email:** tconradt@fit.edu

**Office:** Harris Commons 243
**Office Phone:** (321) 674-8122

**COURSE OBJECTIVES**

Reviews basic memory processes, theories and research, memory development across the human lifespan, and application of memory principles to learning, eyewitness testimony, and everyday life. The course will balance coverage of both strengths and limitations of memory. Students will engage in a series of classic memory experiments on designated lab days and strengthen their own memory through individual memory training and testing.

**TEXTBOOKS AND MATERIALS**

**Textbook:**

**Supplementary Texts:**
Electronic versions of the following assigned supplementary texts are available through the FIT Evans library online book database:

The following textbooks from required psychology courses may be helpful supplementary resources:

**Required Materials:**
*Canvas and FIT Email.* Students are expected to use Canvas and check their FIT email regularly. The course Canvas site will be used to post course materials, administer and submit assignments, and update course grades. Announcements and reminders to the class will be coordinated through the course Canvas website and your FIT email account.
REQUIREMENTS

Exams (40%): Exams will cover material discussed in the readings, lectures, and labs. Overall, there will be **TWO** exams during the semester. Each exam will contain a combination of conceptual and applied items and include multiple choice, short answer, and essay formats. Each exam is worth 20% of your final grade in the course.

Reading Comprehension Quizzes (10%): Reading comprehension quizzes will be administered online through Canvas routinely throughout the semester. Your quiz average is worth 10% of your final grade. Each student’s lowest quiz score will be dropped from the quiz average. For each quiz, you will be allowed up to three attempts and your highest scoring attempt will count toward your average.

Reading quizzes are to be completed individually and must be completed before class on the due date (see Course Outline below). Failure to attempt a practice test before the due date will result in a 0 for that practice test score. Missed practice tests cannot be made-up.

Lab Reports (25%): Students will be assigned six lab report assignments that will include experiment participation, data analysis, and write-up of a brief report.

Memory Journal and Championship (15%): Students will log their personal memory training in a memory journal throughout the semester. Students’ personal memory improvement will be measured by comparing pre-memory skills performance with final memory skills performance.

Lecture Participation and Out-of-Class Homework Assignments (10%): Success in this course requires that you keep up with assigned readings, pay attention, participate, and ask questions during class, and receive continued practice outside of class. Your preparation (i.e., completing the assigned readings), participation, and practice will be evaluated both during class periods and outside of class. Overall, your in-class participation and homework performance is worth 10% of your total grade.

Grading Scale:
90%-100% = A
80%-89.99% = B
70%-79.99% = C
60%-69.99% = D
<60% = F
## Tentative Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>TUE 1/09</td>
<td>Class Memory Competition</td>
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<tr>
<td>THUR 1/11</td>
<td>Introduction to Course // What is Memory?</td>
<td>Textbook Ch 1 \Foer Ch 1–5 (pp. 1-105)</td>
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<td>TUE 1/16</td>
<td>Memory and the Brain</td>
<td>Textbook Ch 2 \Foer Ch 6–8 (pp. 107-185)</td>
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<td>THUR 1/18</td>
<td>Improving Memory // Personal Memory Training</td>
<td>Textbook Ch 17 \Foer Ch 9–11 (pp. 187-257)</td>
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<tr>
<td>TUE 1/23</td>
<td>MEMORY LAB 1: von Restorff Effect</td>
<td>Outside Article 1 (Canvas)</td>
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<td>THUR 1/25</td>
<td>Short-term Memory</td>
<td>Textbook Ch 3</td>
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<td>TUE 1/30</td>
<td>Working Memory</td>
<td>Textbook Ch 4</td>
<td>LAB 1 REPORT</td>
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<td>THUR 2/02</td>
<td>MEMORY LAB 2: STM / WM Experiment</td>
<td>Outside Article 2 (Canvas)</td>
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<tr>
<td>TUE 2/07</td>
<td>Learning</td>
<td>Textbook Ch 5</td>
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<tr>
<td>THUR 2/09</td>
<td>Episodic Memory</td>
<td>Textbook Ch 6</td>
<td>LAB 2 REPORT</td>
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<td>TUE 2/14</td>
<td>MEMORY LAB 3: Levels of Processing</td>
<td>Outside Article 3 (Canvas)</td>
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<td>THUR 2/16</td>
<td>Semantic Memory</td>
<td>Textbook Ch 7</td>
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<td>TUE 2/21</td>
<td>Memory Retrieval</td>
<td>Textbook Ch 8</td>
<td>LAB 3 REPORT</td>
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<td>THUR 2/23</td>
<td>MEMORY LAB 4: Retrieval Experiment</td>
<td>Outside Article 4 (Canvas)</td>
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<td>TUE 2/28</td>
<td>Midterm Review</td>
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<td>THUR 3/02</td>
<td>MIDTERM EXAM</td>
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<td>LAB 4 REPORT</td>
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<td>Date</td>
<td>Topic</td>
<td>Assigned Reading</td>
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<td>3/06 - 3/10</td>
<td>SPRING BREAK!!</td>
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<td>WEEK 9</td>
<td>TUE 3/14  Forgetting // Transience</td>
<td>Textbook Ch 9</td>
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<td>Schacter Intro + Ch 1 (pp. 1-40)</td>
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<td>THUR 3/16 Prospective Memory // Absent-mindedness</td>
<td>Textbook Ch 13</td>
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<td>Schacter Ch 2-3 (pp. 41-60)</td>
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<td>WEEK 10</td>
<td>TUE 3/21 MEMORY LAB 5: Forgetting / Interference</td>
<td>Outside Article 5 (Canvas)</td>
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<td>THUR 3/23 Memory Errors of Comission</td>
<td>Schacter Ch 4–6 (pp. 88-160)</td>
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<td>WEEK 11</td>
<td>TUE 3/28 Eyewitness Testimony</td>
<td>Textbook Ch 12</td>
<td>LAB 5 REPORT</td>
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<td>THUR 3/30 MEMORY LAB 6: False Memory</td>
<td>Outside Article 6 (Canvas)</td>
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<td>WEEK 12</td>
<td>TUE 4/04 Motivated Forgetting / Persistence</td>
<td>Textbook Ch 10</td>
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<td>Schacter Ch 7–8 (pp. 161-206)</td>
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<td>THUR 4/06 Autobiographical Memory</td>
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<td>WEEK 13</td>
<td>TUE 4/11 Memory Development in Childhood</td>
<td>Textbook Ch 14</td>
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<td>THUR 4/13 Memory and Aging</td>
<td>Textbook Ch 15</td>
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<td>WEEK 14</td>
<td>TUE 4/18 When Memory Systems Fail</td>
<td>Textbook Ch 16</td>
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<td>THUR 4/20 FINAL EXAM</td>
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<td>WEEK 15</td>
<td>TUE 4/25 Final Memory Championship Practice and Preparation</td>
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<td>THUR 4/27 NO CLASS: STUDY DAY</td>
<td>Outside Article 4 (Canvas)</td>
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<td>FINALS WEEK: FINAL MEMORY CHAMPIONSHIP</td>
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**Florida Institute of Technology**

**ADDING A NEW COURSE TO THE CURRICULUM**

This is a request for reactivation of a course in the system.  
☐ Yes  ■ No

**New courses are available beginning with the fall term in which they appear in the University Catalog.**

<table>
<thead>
<tr>
<th>SUBJECT</th>
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<th>Y</th>
<th>COURSE NO.*</th>
<th>CREDIT HOURS</th>
<th>ACADEMIC YEAR TO BE ADDED TO THE FILE</th>
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<td>(e.g., CSE)</td>
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<td>3</td>
<td>Fall 2016 (e.g., Fall 2010)</td>
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</table>

*Justify level if 1000-level and no co- or prerequisites

| CLASS HOURS | 45/semester | LECTURE HOURS | 45/semester | LAB HOURS | 0/semester | CONTACT HOURS (CEU ONLY) | N/A |

| DEPARTMENT | School of Psychology | SCHEDULE TYPE | Lecture (A) | (e.g., Lecture, Lab or Special Topics/Project) |

☐ COLLEGE OF AERONAUTICS – 23  
☐ NATHAN M. BISK COLLEGE OF BUSINESS – 24  
☐ COLLEGE OF ENGINEERING – 1  
☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS – 25

☐ COLLEGE OF SCIENCE – 26  
☐ EXTENDED STUDIES/NMB COLLEGE OF BUSINESS – 90  
☐ SCHOOL OF HUMAN-CENTERED DESIGN, INNOVATION & ART – 28

| COMPUTER TITLE | Comp Animal Cognition | Restricted to 25 characters, including spaces |

This course will be entered into the system as:  
☐ Bi-Level ☐ Cross-Listed ☐ Dual-Numbered ☐ Full-Load ☐ None of these/Standard Listing

| CATALOG TITLE | Comparative Animal Cognition |

**CATALOG DESCRIPTION OF COURSE**  
Restricted to 350 characters, including spaces

Explores current topics in animal cognition (from communication to metacognition) in a wide variety of species. Teaches how to appreciate the similarities and differences in cognitive abilities of humans and other animals, and understand why studying the mind of nonhumans provides an important base for cognition in psychology.

This description has been approved by the catalog office  
Catalog & Curriculum Manager  
Date  
10/22/2015

In addition, please attach a course syllabus and/or more detailed description.

**GRADES TO BE ISSUED**  
☐ A, B, C, D, F  
☐ A, B, C, D, F, CEU/Audit  
☐ CEU  
☐ S, U  
☐ P, F  
☐ Other

**ADDITIONAL RESTRICTION**  
☐ and  ☐ or

☐ and  ☐ or

☐ and  ☐ or

☐ and  ☐ or

☐ and  ☐ or

☐ and  ☐ or

☐ and  ☐ or

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

**SUBJECT Alpha Prefix (e.g., CSE)  
COURSE NO. (e.g., 1301)  
TERM TO INACTIVATE**

☐ Yes  ■ No  
Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.**

☐ Yes  ■ No  
Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach “Q” materials for review.

☐ Yes  ■ No  
Will this course impact any existing programs? If yes, attach “Changing Graduation Requirements” form for each program that is impacted.

**APPROVALS:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

**CATHOLIC & CURRICULUM MANAGER**

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

Catalog & Curriculum Manager  
Date

**REGISTRAR’S USE ONLY**

SCACRSE  
SCADETL  
SCAPREQ  
SCABASE  
SCARRIES  
Operator Init.  
Date

**CATALOG & CURRICULUM MANAGER**

Florida Institute of Technology • Office of the Registrar

150 West University Boulevard, Melbourne, FL 32901-6975  •  (321) 674-8114  •  Fax (321) 674-7827

RGR-253-915
PSY 4522: Comparative Animal Cognition
Course Syllabus Fall 2016

Comparative Animal Cognition – PSY 4522
Class Times: TBD in TBD

Instructor: Darby Proctor, Ph.D.
238
Email: dproctor@fit.edu
Office Hours: TBD

Office: Florida Tech Commons
Office Phone: (321) 674-7613

COURSE DESCRIPTION

Charles Darwin once wrote, “The difference in mind between man and the higher animals, great as it is, certainly is one of degree and not of kind.” More than a century later, research into the cognitive abilities of animals has provided a growing body of evidence in support of Darwin’s claim. In this course we will use background texts and the primary literature to explore current topics in animal cognition. We will examine topics ranging from communication to metacognition in a wide variety of species. Psychology is the study of the mind and nonhumans are an important piece of the puzzle for understanding cognitive abilities.

LEARNING OUTCOMES & GOALS

1. Compare and contrast studies of cognition across multiple species
2. Appreciate the similarities and differences in cognitive abilities of humans and other animals
3. Critique empirical studies of animal cognition
4. Locate and make use of appropriate and relevant empirical findings published in the scientific literature
5. Design an experiment in animal cognition

COURSE INFORMATION

Course Pre-Requisites: Students should have completed PSY 1411 (Intro to Psychology) and PSY 2512 (Research Methods and Stats 1). It is recommended that you have taken PSY XXXX (Animal Learning and Behavior) and/or PSY XXXX (Learning and Motivation) prior to this course.

Readings and Materials:


Additional Readings: Each unit will contain additional readings from the primary literature that are posted on Canvas.

Index Cards: Students need to bring one small index card with them to class daily. At the end of each class period each student will turn in a question on the index card. You must also include your name and date. This allows you to ask for clarification on something from the class you are unsure about or to ask something related to the course content that you are curious about. A few of these questions will be addressed the next class period.

Communication:

Canvas and FIT Email. Students are expected to use Canvas and check their FIT email regularly. The course Canvas site will be used to post course materials, administer and submit assignments,
and update course grades. Announcements and reminders to the class will be coordinated through
the course Canvas website and your FIT email account.

Contacting the Instructor: Please do not hesitate to contact me with any questions or concerns about
the course. The best way to reach me is via email; I will reply within 24 hours.

Course structure:
As the success of this class is reliant on your participation in the discussion, you are expected to
complete all of the readings and assignments and come prepared to contribute to the discussion.
Each class will be a combination of traditional lecture, videos, and discussion.

REQUIREMENTS

Grading: Your final grade will be out of 450 points and will be distributed as follows.

(1) Participation (30 points): As the success of this class is reliant on your participation in the
discussion, you are expected to complete all of the readings and assignments and come prepared to
contribute to the discussion.

(2) Dissecting the literature assignment (20 points): Learning how to navigate through and interpret
the primary literature is an important skill to master. We will use the first journal article assigned as
an opportunity to begin to build this skill set. This assignment is due, in hard copy, at the beginning
of class on XXX.

(3) Reading quizzes (10 points each, 50 points total): When an empirical journal article is assigned
there may be a reading quiz. The reading quiz will consist of two questions and will be worth 5
points. At the end of the syllabus there is a list of the questions. If you come to class prepared to
answer each of these questions, you will do fine on the reading quizzes. Reading quizzes cannot be
made up, but in the event of an excused absence the average of the other reading quizzes will be
substituted for the missing grade.

(4) Cognition in the news assignments (40 points each, 80 points total): Animal cognition is an
extremely popular topic for journalists. We will be exploring how animal cognition research is
covered by the popular press, and similarities and differences between write-ups for lay people and
for the scientific community. See the “Cognition in the News” handout for a breakdown of
assignments and grading. Cognition in the News assignments are due in hard copy at the beginning
of class.

(5) In-class Exams (100 points, 50 points each): There will be two in-class exams. These exams will
each consist of 2 long answer/short essay (2-3 paragraph) questions. These questions will ask you to
draw on your background knowledge and examples we covered in class. You will have a choice of 3
questions and will pick two to answer.

(7) Final Exam (50 points): The final exam will consist of 4 long answer/short essay (2-3 paragraph)
questions. You will again have a selection of questions to choose from. These questions will ask you
to draw on your background knowledge and examples we covered in class. Additionally, these
questions will ask you to synthesize material across multiple topics.
(8) Final Project – Design an experiment in animal cognition (100 points): For your final project you will be developing a 10 page research proposal for an experiment on an animal cognition topic of your choice. Your proposal must include a literature review on the topic, an objective and hypotheses, and a summary of the methods you would use to test this question. I will hand out guidelines and a rubric in class. 10 points will be allotted to meeting the following intermediate deadlines: topics must be approved by XXX and a rough draft must be handed in by XXX (in class); the remaining 90 points are for the paper itself.

(9) Presentation of Final Project (20 points): At the end of the semester each student will present the experiment they designed to the class. Following the style of scientific conferences, the presentations will be 15 minutes plus additional time for questions. You must present each part of your final project as outlined above. I will hand out guidelines and a rubric in class.

Final letter grades will be assigned using the following scale:

405 points and above........ A
360-404 points.................. B
315-359 points.................. C
270-314 points.................. D
below 270 points............... F

CLASS POLICIES

Attendance: Students are expected to attend each class. In order for an absence to be designated as excused, students MUST have their excuse verified by the Academic Support Center AND approved by the professor. Students who anticipate missing class for an athletic, military, or another school-sanctioned event should provide documentation and inform the professor BEFORE the class to ensure the absence is excused. Students whose absence is excused will not be penalized. However, they are responsible for having assignments completed by the due date and learning of any announcements or content they missed by not attending class.

Students are allowed a total of 2 unexcused absences. Each additional absence will result in a reduction of 1% from the student’s final grade.

Classroom Policies: A student found violating any of the classroom policies below will have their in-class points penalized at the professor’s discretion.

- Arrive to class on time and do not leave early. Remain in the classroom for the whole class.
- Cellphones are to be turned off and out of sight.
- Tablets and laptops may be used for classroom purposes. However, students are encouraged to take hand-written notes, since research shows that hand-written notes increase test performance and knowledge retention compared to typing notes (Mueller & Oppenheimer, 2014). When not being used for class, your tablets and laptops should not be used. Participation grades will be penalized for inappropriate use of devices (e.g., checking email, Facebook, Twitter, online shopping, etc.).
- Focus on the class that you’re in, not other classes (i.e., don’t do homework for another class).
You may be asked to leave if you display any conduct or behavior deemed inappropriate and/or disruptive to other students.

Exam Policies:
- A pen/pencil and calculator are allowed on exams. Unless otherwise specified by the professor, students may NOT use textbooks, notes, or other electronic devices (e.g., phone, tablet, laptop).
- Students may have a pen/pencil(s), the exam form, and a drink on the table in front of them during the exam. All other belongings should be stowed away and out of sight. Cell phones, tablets, and computers should be turned off and out of sight. Cell phones should be taken out of pockets and put into backpacks.
- No food or gum is allowed in the classroom on the day of an exam. Students chewing gum will be asked to throw it away prior to being allowed to begin the exam so as to not disturb other students.
- Students must remove hats, hoods, or sunglasses before being allowed to begin the exam.
- Once the exam is handed out:
  - Talking with classmates is prohibited. If you have a question, raise your hand.
  - Students may not leave the classroom until they completed the exam unless the situation is an emergency. If you need to use the bathroom, do so before starting the exam.
  - Students should keep eyes on their own exam form.
- Make-up exams will be allowed for verified emergencies (e.g., car accident, family death) or illnesses only. Make-up exams should be taken at the student’s next available opportunity (i.e., the next day). If you have a known conflict with a scheduled exam date, inform your instructor at least one week in advance and be prepared to take the exam before the scheduled date.

ACADEMIC HONESTY POLICY

Individual Work: All work in this class must be performed individually, although mutual help among students is encouraged. All projects are assumed to be individual projects unless explicitly stated otherwise by the instructor. Plagiarism is defined as inappropriate use of others’ work, including that of classmates and published materials. The use of one’s own papers and materials prepared for another class without permission of the instructor is considered plagiarism. The APA Publication Manual describes the appropriate citation for published materials. Students caught plagiarizing will receive a “0” on the assignment and will be reported to the Office of Student Affairs.

Helping Others: If you are having difficulty with an assignment, you should first try to get help from the lab TA. Obviously, if you are working at the last minute, this may be difficult. You may help others with their projects by demonstrating technical skills (e.g., showing someone where to find a command in a menu structure) but you may not pass any materials to others either electronically or otherwise. Thus, you CAN help other students understand the procedures and methods for performing a project (e.g., labeling a variable in SPSS). However, you CANNOT do work for them, and you may not walk them through the project step-by-step. All students with nearly identical assignments will be cited for plagiarism regardless of their role.

College of Psychology and Liberal Arts Statement and Policy on Academic Dishonesty: Academic dishonesty is the willful misrepresentation of all or any part of another’s work as one’s own. Copying another’s answers or giving or receiving unpermitted aid during classroom or take-home examinations, assignments, papers, research reports and projects are all cheating. Plagiarism in all its forms is cheating.
Students have an obligation to themselves and to their peers to uphold the integrity of their institution by not participating either directly or indirectly in acts of cheating and by discouraging cheating by others. A student who aids another in cheating shares the guilt of the offense. The College of Psychology and Liberal Arts pursues all cases of academic dishonesty vigorously, according to University guidelines. You should also be familiar with the statement of academic honesty at Florida Tech available online at: http://www.fit.edu/current/, click on “Plagiarism Policy”.

STUDENTS WITH DISABILITIES

Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class needs. Students must contact the Academic Support Center’s Disabilities Services for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact the professor after class or during office hours so that appropriate arrangements may be made.

The contact information for Disabilities Services is as follows:
Campus Location: Teaching Auditorium (P-133) of the Evans Library Pavilion
Phone Number: (321) 674-7110
E-mail: ASC@fit.edu
Web: http://www.fit.edu/asc/disabilities.php

TITLE IX STATEMENT

The federal law prohibiting sex discrimination in educational institutions is Title IX of the Educational Amendments Act of 1972. Title IX prohibits discrimination on the basis of sex under any education program or activity operated by an institution receiving or benefiting from federal financial assistance. Sexual harassment, which includes sexual violence, is a form of sex discrimination. To report a violation please contact the Director of Security at extension 8111. Please note that as your professor, I am required to report any incidences to the Director of Security or to the Title IX Coordinator (extension 8700). For confidential reporting, please contact CAPS at extension 8050.
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<td>What is animal intelligence and cognition?</td>
<td>Shettleworth pp. 1-16</td>
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<td>Anthropomorphism &amp; Anthropodenial</td>
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<td>Attention and Perception 1</td>
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<td>Chiao &amp; Hanlon (2001)</td>
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<td>Dissecting an article</td>
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<td>3</td>
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<td>Memory and Mental Time Travel</td>
<td>Shettleworth pp. 20-28,</td>
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<td>Concepts and Categories</td>
<td>Shettleworth pp. 41-48</td>
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<td>Symbols and Language</td>
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<td>Cognition in the News 1: Language</td>
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<td>Numbers and Counting</td>
<td>Shettleworth pp. 61-64</td>
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<td>Beran (TBA)</td>
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<td>Video: Lemurs have a knack for numbers</td>
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<td>Maps and Spatial Navigation</td>
<td>Shettleworth pp. 49-56</td>
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<td>Sex Differences in Spatial Navigation</td>
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<td>Tool Use and Causality</td>
<td>Shettleworth pp. 73-79</td>
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<td>Delay of Gratification</td>
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<td>Videos: Primetime Primates, Ravens</td>
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<td>Communication 1</td>
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<td>Broesch et al., (2011)</td>
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<td>Video: Killer whale wave hunting</td>
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<td>The Altruism Problem</td>
<td>Shettleworth pp. 89-92</td>
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<td>Final Exam</td>
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**Reading quiz questions:**

At the end of each assigned journal article, you should be able to answer the following questions (in 1-2 sentences each).

1. What question were the authors asking?
2. What did they do? (In other words, what methods did they use?)
3. What did they find?
4. What does it mean?
5. Why is this study important?
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE  College of Psychology and Liberal Arts  DEPARTMENT  Psychology

REQUEST IS FOR CHANGE IN COURSE  PSY  2512  Research Methods and Statistics 1

Prefix  Number

TO BE INCLUDED IN 2016_2017 CATALOG

Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE?  □ Yes  ■ No  If yes, requested name __________________________

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE?  □ Yes  ■ No  If yes, current credits _______ requested credits ________

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE?  □ Yes  ■ No  If yes, please check all that apply:

- Add  ■ Remove  ■ Prerequisite  □ Corequisite

- Add  □ Remove  □ Prerequisite  ■ Corequisite

- Add  ■ Remove  ■ Other Restrictions*  ■ Yes  □ No  If yes, please use box below:

*Other restrictions may include changing the grade mode (P/F, S/U, A-F, E), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

Remove "CSE1301 or CL designated course" restriction. Clarify math requirement (see memo).

Catalog should read:
Prerequisites: PSY 1411, and MTH 1701 or MTH 1000 or MTH 1012 or higher-level math.

□ Yes  ■ No  Is this request for the course to be used to measure program-level student learning outcomes?

□ Yes  ■ No  Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

□ Yes  ■ No  Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) □ Yes  ■ No  [Signature]  10/22/15  Chair, Graduate Council

2) □ Yes  ■ No  [Signature]  10/22/15  Department Head/Program Chair

3) □ Yes  ■ No  [Signature]  10/22/15  Dean or Associate Dean

4) □ Yes  ■ No  [Signature]  Date  Chair, Undergraduate Curriculum Committee

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PGR-254-1015
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE: COPLA
DEPARTMENT: Psychology

REQUEST IS FOR CHANGE IN COURSE: BEH 4025 Applied Behavior Analysis and Autism Interventions

TO BE INCLUDED IN 16-17 CATALOG
Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE? □ Yes □ No  
If yes, requested name: Applied Behavior Analysis & Exceptional Learners

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE? □ Yes □ No  
If yes, current credits requested credits

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE? □ Add □ Remove □ Prerequisite □ Corequisite BEH 3466 □ and □ or

□ Add □ Remove □ Prerequisite □ Corequisite PSY 4466 □ and □ or

□ Add □ Remove □ Other Restrictions* □ Yes □ No  
If yes, please use box below:

*Other restrictions may include changing the grade mode (E/F/S, A-F, CDU), dropping a course already in the system, majors or class level restricted from registration, or other restrictions.
Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

PSY3421 or Instructor Approval

□ Yes □ No Is this request for the course to be used to measure program-level student learning outcomes?

□ Yes □ No Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

□ Yes □ No Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) Orig: [Signature] 10/2/15
	Date

2) Department Head/Program Chair [Signature] 10/2/15
	Date

3) [Signature] 10/2/15
	Dean or Associate Dean Date

Chair, Graduate Council Date

OR

Chair, Undergraduate Curriculum Committee Date

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