

Cover Sheet: Request 14469

PSY4810 Psychology of Learning and memory

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Neil Rowland nrowland@ufl.edu
Created	11/22/2019 10:07:51 AM
Updated	2/18/2020 7:20:54 AM
Description of request	To create a new course number, at upper undergraduate level, that presents this core component of psychology in a cross-cutting way accessible to all Psychology majors, as well as to other majors with appropriate background.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Psychology 011618000	Julia Graber		11/22/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) adjust the weekly contact hours to three, or explain why the current number does not match credits; 2) remove "at least" from the prerequisite description (and include the current list of Psychology course prefixes); 3) course objectives should be re-done to be consistent with UF guidelines (see https://gov.clas.ufl.edu/files/CorProblems-Checklist.pdf for guidance); 4) links and policies should be complete, see http://syllabus.ufl.edu/media/syl for guidance.	1/10/2020
No document changes					
Department	Approved	CLAS - Psychology 011618000	Julia Graber		1/29/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee approves this request, with three minor changes: 1) use "&" in the prerequisites; 2) add a "Week 15" to the weekly schedule of courses; 3) address typos in the grading scheme	2/18/2020
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/18/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14469

Info

Request: PSY4810 Psychology of Learning and memory

Description of request: To create a new course number, at upper undergraduate level, that presents this core component of psychology in a cross-cutting way accessible to all Psychology majors, as well as to other majors with appropriate background.

Submitter: Neil Rowland nrowland@ufl.edu

Created: 2/18/2020 8:27:43 AM

Form version: 5

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
PSY

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
4

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
810

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Psychology of Learning and Memory

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
PSY LEARNING MEMORY

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:

Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2020

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Theoretical foundations of learning and memory and applications to various fields of psychology.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

PSY 2012 & TWO 3000 level Psychology courses (i.e., prefixes CLP, DEP, EAB, PPE, PSB, SOP)

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Learning and memory is, arguably, one of the core and cross-cutting aspects of psychology and it is therefore odd that UF Psychology does not offer such a course that is accessible to all our majors. (We do have a Neurobiology of learning and memory course PSB 4810 that is highly molecular, and is simply not appropriate for most of our majors or those from other majors). To this end, I developed this as a fully on-line course under a rotating topics number, but it has proven increasingly popular (>80 are preregistered for Spring 2020) and merits a separate course number. This course is and will be taken by seniors, and some juniors, and is in many ways integrative across many fields of Psychology - hence the prerequisites requested. This course will likely be offered both fall and Spring semesters, and could be equally effective in bricks and mortar as well as online formats.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

A student who successfully completes this course will be able to:

1. Identify key findings or landmarks in the experimental study of learning and memory
2. Critically evaluate research methods and findings in the area of learning and memory
3. Apply contemporary theories of learning and memory to solve practical problems

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

The core text is Learning and memory: from brain to behavior (4th ed, 2019) Gluck, Mercado & Myers. This is the most comprehensive text I have been able to find.

In the online course, each section of each module is accompanied by a voice over slide presentation not only explaining book materials, but selected extensions thereof.

Some sections have additional video segments, for example illustrating a concept or technique.

As noted above, students self-select ONE scholarly article per week to read and summarize.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1-2: Introduction to Psychology of learning and memory: Includes historical foundations (Aristotle, Darwin, James, etc), birth of experimental psychology (Ebbinghaus, Pavlov, Thorndike), the school of behaviorism (Skinner, Tolman) and the cognitive school (Miller, Rumelhart). [This module has no neuroscience or clinical sections]

Week 3-4: Neuroscience of learning and memory: Includes Structure of the human brain and methods for imaging, functional aspects for learning and memory (synaptic plasticity, connectivity), manipulating brain activity (long term potentiation and depression, brain damage, drugs).

Week 5: habituation, sensitization and familiarization: dual process theory, priming, perceptual and spatial learning; heterosynaptic facilitation, hippocampal navigational neurons; stress and mood disorders, neurorehabilitation, sensory prosthetics

Week 6: Classical conditioning: basic terminology, appetitive and aversive, acquisition and extinction, cause-effect judgments, ecological constraints; cerebellum and hippocampus mechanisms of classical conditioning; drug addiction, tolerance and overdose.

Week 7: Operant conditioning: reinforcers and punishers, behavioral change, behavioral economics, reinforcer substitution; dopamine and incentive salience, dorsal striatum and S-R relationships, orbitofrontal cortex and response-outcome evaluation; drug reinforcement, treatment strategies

Week 8: Generalization, discrimination, and concept formation: categories of generalization, discrimination training, network node models, category formation; cortical plasticity and salience, hippocampus and generalization; stereotyping, medial temporal lobe dysfunction and schizophrenia

Week 9: Episodic and semantic memory: Principles governing formation of new memories, improving recall, false memory, memory failure; hippocampus and memory formation, consolidation of memory, role of frontal cortex; amnesias

Week 10: Skill memory: Perceptual-motor vs cognitive skills, practice, learning set; basal ganglia and skill learning, cerebellum and sequence learning; loss of skill capacity (neurodegenerative diseases), motor prostheses

Week 11: Working memory and cognitive control: visuospatial sketchpad and phonological loop, contrasting models of memory storage - single vs multiple systems; relative roles of dorsal and ventrolateral prefrontal cortex in memory, anterior-to-posterior gradient of activation; impairments in schizophrenia and ADHD

Week 12: Emotional influences on learning and memory: Components and models of emotion, escape learning, learned helplessness, stress and memory storage; amygdala and emotion, frontal cortex and interpretation of emotion in others; phobias, PTSD, and treatment strategies

Week 13: Social learning and memory: imitation and social contagion, social transmission of learning; mirror neurons, species differences in brain substrates of social learning; autism spectrum disorders, frontal cortex and social learning

Week 14: Development and aging: processes in infants, sensitive periods, sex-linked differences, age-related decline; genetic and epigenetic factors, hormonal mechanisms in brain, neurogenesis, neurodegeneration; structural and function impairments in Down syndrome and Alzheimer disease.

Week 15: Overview, any special topics, and final assignments

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

(Note that since this is an online course in Canvas, completion of assignments by designated dates is included in this requirement).

Accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF grading policies are at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

As noted about, approximately 67% of these points are from the weekly multiple choice (content) quizzes and 33% of points from the weekly written paper summary.

The multiple choice questions are in part from the text publisher's bank and in part my own that probe content from the module videos or slides; these questions have a range of difficulties.

The target papers are chosen by me from the recent literature and are graded out of 10 according to this rubric (which is posted): students receive feedback about their article from the grader including specific suggestions for future improvement.

Needs Improvement(0) Satisfactory (1)

Excellent (2) for each of five categories (in summary form below):

A: Summary does not mention main points of assigned article. Summary only describes one main point of article.

Summary includes all main points of article.

B: Summary lacks understanding of main concepts

Demonstrates loose understanding of main concepts. Demonstrates thorough understanding of article.

C: does not address how pertains to course work or future Summary has some explanation

Synthesizes main points /inferences/benefits the field.

D: shorter in length than acceptable for an essay assignment.

Summary is too "wordy" - summarize more efficiently. Summarizes main points of article succinctly.

E: Poor mechanics/grammar Acceptable mechanics/grammar with suggestions Proper use of mechanics/grammar with virtually no mistakes.

Letter grading: Over the past 2-3 semesters I have offered this course, the highest grade obtained is about 95%, and about half the class make 85% or above. That is, there is a lot of material and it is quite challenging, so the letter grade scale reflects that degree of difficulty: 88 and above A or A-; 82 and above B (including +/- split); 76 and above C (+/-); 70 and above D.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Dr. Neil Rowland