

Please keep a copy of this syllabus in your personal files; it may be helpful when you apply for future degrees, certifications, or transfer of credit. If you need any assistance with this, feel free to reach out.

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COURSE LISTING

Name: Behavioral & Cognitive Neuroscience

Number: CBNP 5032Q

Semester: Fall 2026

Credits: 2

PREREQUISITES

Fundamentals of Neuroscience - NEUR 5200Q (masters students)

COURSE LEADERSHIP

Faculty details

Role	Name	Email
Course Director	Dr. Kevin Beck, Ph.D.	kevin.d.beck@njms.rutgers.edu

Message from the course director

My primary mode of communication will be Canvas Announcements and/or my Rutgers email account. Please ensure that you regularly check these channels to receive all important course updates. Individual meetings with students may be scheduled to occur after class or via an online meeting.

Please be advised that this course assumes all students have some background in neuroscience (undergraduate coursework at a minimum). Masters students should complete Fundamentals of Neuroscience ahead of this course.

CLASS SCHEDULE

Key dates

Our class begins on September 01, 2026 and ends on October 20, 2026. All students should review the policies outlined on our website and in the Student Handbook to understand the distinction between dropping a course and withdrawing from a course. Students should contact their track director for approval to drop or withdraw from the course.

Meeting Days and Time

Day of the week: Tuesday and Wednesday

Time: 5:30 PM to 7:20 PM

Course delivery

In-person and online. Note that Ph.D. students are required to attend all lectures in-person.

Location & building access

Room number and building: B619, Medical Science Building (MSB)

Building Access: All students have easy access to MSB. On the first day of class, arrive a little early to give yourself enough time to locate the room and settle in.

COURSE DESCRIPTION

This course focuses upon identifying the underlying neurobiological and neurophysiological processes that are responsible for the expression of behavior and cognitive processes. The course follows a lecture format with a mid-term and final exam.

Learning goals

- Understand the connection between observable behaviors and underlying physiology.
- Recognize how animals have been used to discover the fundamental physiological, biological, and chemical signaling processes underlying behavior.
- Understand how specific brain areas and network connections create reflexive responses, motivated behaviors, and cognitive functioning.
- Understand how the brain encodes information to form basic neural associations and network-level memories.
- Recognize the concept that individual's behaviors are shaped by others.
- Understand how computational modeling has further developed the ability to map how the brain functions and to visualize that functioning.

Course Topics/Schedule

Lecture material and the specific schedule will be made available on the course's Canvas site. Briefly, lectures will begin with introduction the cellular neuroscience and gross brain anatomy followed by topics such a learning, memory, amnesia, motivation and higher processes, attention and perception, social behavior, cognitive development, aging and dementia, computational neuroscience, and imaging the brain.

COURSE MATERIALS

Required Texts:

The following textbook is available online in the Rutgers University library. Topics associated with the course, as well as fundamental neuroscience concepts, are found in the following texts:

Fundamental Neuroscience (open edition), Casey Henley (2021)

Neurosciences: From Molecules to Behavior. C. Giovanni Galizia & Pierre-Marie Lledo Eds. (2013)

[Rutgers George F. Smith Library of Health Sciences](#)

Technology Requirements:

This course may require that you access online resources in the University's Canvas site. Please review the following link for [Canvas Student Resources](#) for assistance on getting started in Canvas:

Additional Technical Requirements:

MS Office applications (e.g. Word, PowerPoint, Excel), and Adobe PDF.

STUDENT EXPECTATIONS

Student Success

To support your success in this course, please focus on the following:

- Attend the lectures live: While lectures are recorded, you are **expected** to attend sessions live. Please note that Ph.D. students are required to attend all lectures in-person.
- Active Engagement: Contribute constructively to classroom discussions. Engaging respectfully with your peers and considering different perspectives is vital to mastering the course materials.
- Intellectual honesty: All participants must maintain intellectual honesty, respecting the shared learning ecosystem and the academic integrity guidelines mandated by the School of Graduate Studies.

Submission Policy

All work is expected to be submitted promptly by the assigned deadlines.

Code of Professional Conduct

All students have a fundamental responsibility for maintaining academic integrity and intellectual honesty in their academic and professional endeavors. They are expected to observe generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, to acknowledge the published work of others in an appropriate manner, and to refrain from receiving or giving aid during examinations or other work requiring independent effort. When submitting written material, students take full responsibility for the originality of all work not otherwise identified by appropriate acknowledgments and imply that both the ideas and words used are their own. All students are expected to respect the property of faculty and other students and not use research equipment or laboratory supplies of others without permission.

The following general examples are designed to clarify what is not permissible. The list is not all-inclusive, but intends to establish that no form of academic dishonesty will be tolerated by the school, its faculty, or its students.

- Providing false information in any academic document or academic exercise
- Forging, plagiarizing, or altering any academic document
- Intentionally impeding or interfering with the ability of fellow students to use academic materials or to complete academic work

- Taking another student's personal belongings or taking University equipment for personal use.
- Knowingly assisting a fellow student in any of the above activities.

Examinations

Specific examples of appropriate behavior in examinations are given below:

Examinations: The purpose of an examination is to assess a student's knowledge of a topic defined within a course or courses. **Unless given explicit written instructions to the contrary, a student must work without assistance on an examination.**

- Classroom examination: Each student will provide answers to questions as directed. Unless otherwise stated, no material (books, calculators, computers, communication devices) of any kind can be used during an examination.
- Take-home examination: Each student will provide answers as directed. Unless otherwise stated, research and writing must be done individually without assistance or exchange of information with others. The ability to use source material in the research of answers will be defined for each examination. But, unless stated otherwise, all source material should be cited appropriately as outlined below.

GRADING

Final Course Grade:

The evaluation will be based on three exams.

Assessment Type	Weight (%)
Exam 1	33.3%
Exam 2	33.3%
Exam 3	33.3%

Grading Scale

Final letter grades will be assigned as follows:

Letter Grades	Percentage Ranges
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A	90+
B+	85 - 89
B	80 - 84
C+	75 - 79
C	70 - 74
D	We do not have a D grade in our Master's Program
F	Failure

ACCESIBILITY AND ACCOMODATIONS

Students with disabilities requesting accommodations should review all the information listed in this section.

Brief introduction

Rutgers School of Graduate Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this please contact Student Affairs, to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom setting. Students are encouraged to register with the Office of Student Affairs as soon as they begin their program. Accommodations are not provided retroactively. Rutgers School of Graduate Studies encourages students to access all resources available through the School for consistent support and access to their program. More information can be found online at [Office of Disability Services website](#)

After the student completes the process listed below and the documentation supports the request for reasonable accommodations, the Office of Disability Services will provide the student with a Letter of Accommodations. This Letter will be used to notify appropriate school personnel about the accommodations the student is qualified to receive.

Registration form

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must complete the ODS registration form: [Registration Form | Office of Disability Services](#) and make an appointment for intake

interview. For the interview, please contact the RBHS Office of Disability Services at 973-972-5396 or email Cindy Poore-Pariseau, Ph.D at cindy.poorepariseau@rutgers.edu. Cindy is the Director of Disability Services for Rutgers Biomedical and Health Sciences

Documentation Guidelines

Please plan in advance to provide documentation of your disability. Detailed information is available on the [Documentation Guidelines webpage](#).

ACADEMIC POLICIES

Drop Course Policy

Students may drop courses with approval of the instructor (when required) and the program director. Students submitting a completed “Add/Drop/withdraw” form to the SGS-BHS Registrar’s office within 10 academic days of the start of the course will receive a full tuition refund and the course will not appear on their official transcript. Please note that an academic day is defined as a day that the SGS campus at which the student is enrolled is open for business. The drop period of 1-10 *academic days, is distinguishable from the withdrawal period in that the drop period is without penalty. A completed and approved “Add/Drop/Withdraw” form(s) must be received by the Registrar’s office within the time periods set forth above in order for a course(s) to be “dropped”. Students can access the form on our [Forms Page](#) under General Student Forms. The forms are DocuSign forms and should be routed to the appropriate advisor for processing.

Absence from Class

Students are expected to attend all classes in person. If you need to miss a session, please notify the instructor as early as possible.

Absences for Religious Obligations

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse, without penalty, students who are absent from class because of religious observance and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Further details with specific dates are available on the [Absences for Religious Obligations webpage](#).

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Missing exams (requiring makeup exam)

Make up exams should be completed within 24 -48 hours whenever possible.

1. Significant illness, with official note by doctor, which must include a valid reason for missing the exam. The doctor's note cannot result from a remote diagnosis (various online services have been used recently, including Doctors on Demand).
2. Death in the immediate family (parents, siblings, children, grandparents, aunts/uncles, niece or nephew, sister-in-law or brother-in-law, parents-in-law, first cousins). Verification, with dates, is required, but this can be a newspaper announcement, event (e.g. wake) announcement, etc.
3. Scheduled medical/dental school interview (these usually are fairly rigid and cannot be rescheduled). Copy of the invitation letter.
4. Presentation at a meeting (first author on presentation/poster?).
5. Permission of SGS Associate Dean of Students Affairs, with consultation of course director.

Ineligible Reasons for Exam Rescheduling

An exam should not be rescheduled for individual students because of other exams in the same week, or even on the same day, unless the student has more than two exams on the same day.

NOTE: The vast majority of schools across the country, including Rutgers New Brunswick, allow up to two final exams on the same day; requests to alter exam dates are considered by the Student Affairs office only if a student has three final exams scheduled in a 24 hour period or on the same day. Students know well in advance whether they will have two exams in the same day and should be able to plan for that.

Exam Security

To increase exam security, the SGS requests/requires that the following steps be instituted for in-class exams for both Master's and PhD students:

1. Exams should be held in a room, or rooms, large enough to allow sufficient space between examinees. If lectures are currently held in a room that does not allow at least one chair/table between students, the SGS office should be

- given the dates, times, and number of students for each exam as soon as possible so that a larger/second room can be scheduled.
2. There should be at least 1 proctor in each room at all times and optimally at least 1 proctor for every 75 students. If additional proctors are needed, contact the student affairs office as soon as possible arrangements for student proctors can be made. All proctors should be attentive and clear about the exam policies.
 3. An affidavit (available on the website), to be signed by each student before the exam begins, should be included as the first page of each exam. Announce that all electronic devices should be turned off and, along with papers, notes, coats, etc. should be placed at the front of the room. Apple watches and other devices are now in play.
 4. Alternate versions (different question order) of exams can discourage cheating and are simple to grade are encouraged. For all courses using exam soft software the affidavit must be selected.

In addition to exam security course instructors may use Exam Monitoring via exam soft, for courses that have more than 50 students.

Academic Integrity

Students will be expected to have read and followed the guidelines under Rutgers University Academic Integrity Policy. The policy is available on the [university's academic integrity website](#).

These principles forbid plagiarism and require students to:

- Ensure that all work submitted is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- Properly acknowledge and cite all use of the ideas, results, images, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Obtain all data or results by ethical means and report them accurately without suppressing
- Any results inconsistent with the student's interpretation or conclusions.
- Treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Violations of academic integrity will be treated in accordance with university policy, and sanctions for violations may range from no credit for the assignment, to a failing course grade, to (for the most severe violations) dismissal from the university.

Plagiarism

Understanding and avoiding plagiarism is crucial to maintaining this trust. All students must submit their own work and not use unauthorized materials, sources, programs. For additional information on Plagiarism, refer to Section III.A, Academic Integrity Violations: Types of Violations in the above Rutgers University Academic Integrity Policy.

Using AI Tools:

Check with your course director for guidance on using AI Tools. Also review the Rutgers University Academic Integrity Policy above, with particular attention to the provisions related to submitting one's own work.

Teacher-Learner Policy

The Teacher–Learner Policy at Rutgers SGS-Newark establishes expectations for a respectful, professional learning environment in which students, faculty, and staff share responsibility for maintaining appropriate conduct. It emphasizes mutual respect, professionalism, and fairness in all educational settings, and it defines and seeks to prevent behaviors that constitute mistreatment, including harassment, discrimination, and other disrespectful or abusive actions. The policy also outlines safe mechanisms for reporting concerns without fear of retaliation and ensures that issues can be addressed through established institutional processes. Students can learn more by reviewing the full Teacher–Learner Policy document on our [Guidelines and Policies webpage](#).