PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Honors Psychology of Personality

Initiating Unit or Individual: Psychology
Contact Person's Name: Lindsey Root Luna  e-mail: root11@ferris.edu  phone: x. 5882
Date or Term of Proposal Implementation: Fall 2011
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☒ Group II - A – Minor curriculum clean-up and course changes
☐ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<td>Program or Academic Unit Faculty</td>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

As an honors course, students will be required to write 4 papers (one biographical account of a relevant theorist and how his or her experiences shaped theory development, one research paper, one personality disorder paper to accompany his or group presentation, and a final paper on his or her personal theory of personality), as well as smaller written assignments, and will be offered opportunities for revision. Feedback on written work will be provided to further writing skills and aid the writing of the students' final papers. Students will also complete a group presentation, engage in discussion, critically evaluate current research, and complete 3 in-class examinations.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
   Prefix Number Title

b. Courses to be Deleted From FSU Catalog:
   Prefix Number Title

c. Existing Course(s) to be Modified:
   Prefix Number Title
   PSYH 331 Honors Psychology of Personality

d. Addition of existing FSU courses to program
   Prefix Number Title

e. Removal of existing FSU courses from program
   Prefix Number Title
3. Summary of All Consultations

Form Sent (B or C)  Date Sent  Responding Dept.  Date Received & by Whom

4. Will External Accreditation be Sought? (For new programs or certificates only)

___________ Yes  ____X_____ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

None.
CREATE NEW COURSE
Course Data Entry Form

I. ACTION TO BE TAKEN: CREATE A NEW COURSE
Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.

PSYH 331 LECTure 3 LAB INDependent Study – Check (x) □
P'acticum: _______ Seminar: _______

d. Course Title: Psychology of Personality Honors (Limit to 30 characters/spaces.)

e. College Code: AS f. Department Code: SOCS
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: □ Variable ☑ Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes ☑ No

k. Levels: Check (x) Undergraduate □ Graduate □ Professional

l. Grade Method: Check (x) Normal Grading □ Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes ☑ No

Number See instructions on Replacement courses.

n. Equivalent course: Prefix []

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Individual differences and review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures, and findings of personality assessment and research. Discussion of critical issues in evaluation of personality theories.

p. Term(s) Offered: Fall (See instructions for listing.) q. Max. Section Enrollment: 23

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Student must be in Honors Program.

UCC Chair Signature/Date: 4/4/11 Academic Affairs Approval Signature/Date: 4/4/11

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) S, R, G.E. Codes

Office of the Registrar use ONLY
Date Rec’d: ___ Date Completed: ___ Entered: SCACRSE __ SCADTEL __SCARRES __ SCAPREQ __
Sample

NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix:  Number  Title
PSYH    331     Psychology of Personality Honors

Course Description:
This course is designed to provide an overview of the general approaches on the nature of human personality. The goal is to introduce students to theoretical positions on individual differences and complex human behavior. Some of these theories will contradict each other. Students will be asked to examine and understand the presuppositions of each theorist, strengths and weaknesses of each approach, as well as their similarities and differences, and ultimately develop their own theories of personality. Across each theory, the major assumptions (e.g., structure and development of personality), key methods of inquiry (i.e., assessment), explanations for normal and abnormal functioning (i.e., research), and implications for intervention will be explored and evaluated. The 10 personality disorders classified in the DSM and their relationship to “normal” personality will also be examined. This course meets General Education requirements in the categories of Social Awareness and Race, Ethnicity and Gender. This course will be reserved for Honors students.

As an honors course, students will be required to write 4 papers (one biographical account of a relevant theorist and how his or her experiences shaped theory development, one research paper, one personality disorder paper to accompany his or group presentation, and a final paper on his or her personal theory of personality), as well as smaller written assignments, and will be offered opportunities for revision. Feedback on written work will be provided to further writing skills and aid the writing of the students’ final papers. Students will also complete a group presentation, engage in discussion, critically evaluate current research, and complete 3 in-class examinations.

Course Outcomes and Assessment Plan:
Demonstrate awareness and knowledge of the enduring characteristics that make humans similar and different from one another (Social Awareness)

Describe the research methods used to evaluate and understand those characteristics (Social Awareness)

Employ this knowledge in your personal and professional relationships (Social Awareness)

Differentiate between and compare the major theories of personality: Freudian, Neo-Freudian, Biological, Trait, Humanist, and Social Learning

Summarize the biographical information from each theorist that informed his or her theory and shaped his or her presuppositions

Describe the research that supports and undermines each theoretical approach
Articulate symptomatology and possible etiology of personality disorders

Discuss the ways that race/ethnicity and gender interact with personality and impact identity, stereotypes, prejudice, and discrimination (Race, Ethnicity, and Gender)

Formulate your own theory of personality, based on existing theories

Course Outline including Time Allocation:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Assigned Reading</th>
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<tr>
<td>1</td>
<td>Course Orientation and Introduction</td>
<td>None</td>
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<td>What is Personality?</td>
<td>Chapter 1</td>
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<td>Research Methods</td>
<td>Chapter 2</td>
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<td>Freudian Approach</td>
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<td>Neo-Freudian Approach</td>
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<td>Neo-Freudian Approach: Research</td>
<td>Chapter 6</td>
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<td>5</td>
<td><em>Personality Disorders Presentations (Cluster A)</em></td>
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<td>TEST 1 – covering lectures and readings up to this point</td>
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<td>Trait Approach</td>
<td>Chapter 7</td>
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<td>Trait Approach: Research</td>
<td>Chapter 8</td>
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<td>Biological Approach</td>
<td>Chapter 9</td>
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<td>Chapter 10</td>
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<td>Biological Approach: Research</td>
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<td>9</td>
<td><em>Personality Disorders Presentations (Cluster B)</em></td>
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<td>TEST 2 – covering lectures and readings since Test 1</td>
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<td>10</td>
<td>Humanistic Approach</td>
<td>Chapter 11</td>
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<td>Humanistic Approach: Research</td>
<td>Chapter 12</td>
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<td>Behavioral/Social Learning Approach</td>
<td>Chapter 13</td>
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<td>Behavioral/Social Learning Approach</td>
<td>Chapter 14</td>
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<td>13</td>
<td><em>Personality Disorders Presentations (Cluster C)</em></td>
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<td>Happy Thanksgiving!</td>
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<td>14</td>
<td>Personality, Culture, &amp; Gender</td>
<td>Appendix</td>
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<td>TEST 3 – covering lectures and readings since Test 2</td>
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<td>Review &amp; Discussion</td>
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GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website:
hhttp://www.ferris.edu/HTMLS/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: PSYH Course Number: 331

Course Title: Honors Psychology of Personality G. E. Codes Requested: S, R

| G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding |

Initiator: Lindsey Root Luna Date Sent: 2/14/2011

Proposal Contact: Lindsey Root Luna Email: root11@ferris.edu

Department: Social Sciences Campus Address: ASC 2108

Please Print

University General Education Committee: _____

Chair: ____ Date Returned: _____

Based upon University General Education Committee review on ____ (date), we

☐ Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

____
COLLEGE OF ARTS AND SCIENCES COURSE ASSESSMENT
DEPARTMENT OF SOCIAL SCIENCES

COURSE PREFIX, NUMBER AND TITLE: PSYH 331, Psychology of Personality Honors
CURRENT DATE: 2/11/2011

STUDENT LEARNING OUTCOMES

1. Demonstrate awareness and knowledge of the enduring characteristics that make humans similar and different from one another (Social Awareness)

2. Describe the research methods used to evaluate and understand those characteristics (Social Awareness)

3. Employ this knowledge in your personal and professional relationships (Social Awareness)

4. Differentiate between and compare the major theories of personality: Freudian, Neo-Freudian, Biological, Trait, Humanist, and Social Learning

5. Summarize the biographical information from each theorist that informed his or her theory and shaped his or her presuppositions

6. Describe the research that supports and undermines each theoretical approach

7. Articulate symptomatology and possible etiology of personality disorders

8. Discuss the ways that race/ethnicity and gender interact with personality and impact identity, stereotypes, prejudice, and discrimination (Race, Ethnicity, and Gender)

9. Formulate your own theory of personality, based on existing theories

EVALUATION OF STUDENT ACHIEVEMENT

1. Three in class examinations, final paper, discussion, and group presentation

2. Three in class examinations, final paper, and research paper

3. Discussion, final paper

4. Three in class examinations, discussion, final paper

5. Theorist paper

6. Three in class examinations, discussion, final paper

7. Group presentation, paper, three in class examinations

8. In class examination, discussion, final paper

9. Final paper

COURSE EVALUATION STRATEGIES (How will course successes be measured?)

1. In class examinations, group presentations, written papers and in class discussions

2. The number of students who achieved all 9 of the course objectives

3. Surveying students for how the course is relevant for his or her major
Hi Lindsey
The UCC met earlier this week and took an initial look at your proposal to create an honors version of an existing psychology class. This action will require a Form F (Create New Course) rather than a Form F (Modify) and a Form E detailing course content, time allocation, and outcomes and assessment information. Please forward these forms to Paula Hadley by Thursday, March 31 so that the proposal can be considered at the Monday, April 4th meeting of the UCC.
Thanks.
Leonard

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
http://www.ferris.edu/education/education