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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Lorain County Community College

Course(s) Submitted(Title & Course #) Personality Theories PSYH 263 for
Ohio Articulation Number OSS018

Date February 3, 2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Rosemary Schestag Title Project Manager

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Credit Hours 3 qtr _____ sem X

Lecture Hours 3

Laboratory Hours _____ (if applicable)

Pre-Requisites(s) Course work (if applicable)

Introduction to Psychology PSYH 151

Placement Score (if applicable)

(Name of test) _____

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

Personality Theories PSYH 263: An introduction to the major theories and research that describe and explain the development of personality. Emphasis is placed on the determinants of healthy personality as it relates to self-concept, emotionality, and interpersonal relations. Applications in assessment and therapy are covered.
Prerequisite: PSYH 151.

Texts/Outside Readings/Ancillary Materials

Burger, J. (2004). *Personality Theories (5th Edition)*. Thomson Publishers.

Course Objectives and/or Plan of Work

1. Knowledge:

Identify the key concepts and principles of the major theories of personality

2. Knowledge

Differentiate among the various theories of personality

3. Knowledge

Describe the major approaches to the assessment of personality

4. Knowledge

Describe the various applications of personality theory to psychotherapy

5. Knowledge

Evaluate past and current research within personality psychology as it relates to personality theories and their application

7. Knowledge

Evaluate scientific and nonscientific explanations of human behavior

8. Values

Develop a sensitivity to differences among individuals and an openness to the factors that underlie those differences

9. Values

Develop a positive attitude concerning the role of psychology in society

Description of Assessment and/or Evaluation of Student Learning

- Objective assessment of quizzes and test (item analysis)
- Essays on tests
- Written assignments evaluated by rubric
- Reflective paper written by rubric
- Lecture
- Discussion
- Group activities
- Self-assessment
- Grades will be based on the number of tests, quizzes, projects, written assignments, etc. Each will be weighted via individual course syllabi

Master Syllabi and Working Syllabi (if both are used)

**LORAIN COUNTY COMMUNITY COLLEGE
PSYH 263 PERSONALITY THEORIES
MASTER COURSE SYLLABUS**

Instructor

XXXXX

Class Sessions:

XXXXX

Office Hours:

XXXXX

CATALOG DESCRIPTION OF THE COURSE:

An introduction to the major theories and research that describe and explain the development of personality. Emphasis is placed on the determinants of healthy personality as it relates to self-concept, emotionality, and interpersonal relations. Applications in assessment and therapy are covered. *Prerequisite: PSYH 151*

COURSE LEARNER OBJECTIVES and RECOMMENDED ASSESSMENT METHODS:

Knowledge:

1. Identify the key concepts and principles of the major theories of personality; *assessment: objective assessment of quizzes and tests (item analysis)*
2. Differentiate among the various theories of personality; *assessment: objective assessment of quizzes and tests (item analysis)*
3. Describe the major approaches to the assessment of personality; *assessment: objective assessment of quizzes and tests (item analysis)*
4. Describe the various applications of personality theory to psychotherapy; *assessment: objective assessment of quizzes and tests (item analysis)*
5. Evaluate past and current research within personality psychology as it relates to personality theories and their application; *assessment: essays on tests and/or written assignments evaluated by rubric*
6. Evaluate scientific and nonscientific explanations of human behavior; *assessment: objective assessment of quizzes and tests (item analysis)*

Values

7. Develop a sensitivity to differences among individuals and an openness to the factors that underlie those differences; *assessment: value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric*
8. Develop a positive attitude concerning the role of psychology in society; *assessment: value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric*

TEXT FOR THE COURSE:

Burger, J. (2004). *Personality Theories (5th Edition)*. Thomson Publishers.

CLASS SCHEDULE: *(dates will vary depending on number of times class is scheduled to meet)*

DATE *(list for each session)* **TOPIC** **ASSIGNMENT**

Note: Orientation to the Course will vary according to individual syllabi

Note: Assignments will also vary according to the individual instructor

Session	Orientation
Session(s)	Psychoanalytic Theory
Session(s)	Neo-Psychoanalytic Theories

<i>Session(s)</i>	Behavior and Learning Theories
<i>Session(s)</i>	Trait Theories
<i>Session(s)</i>	Biological Theories
<i>Session(s)</i>	Humanistic and Existential Theories
<i>Session(s)</i>	Cognitive Theories
<i>Session</i>	Final Exam

ASSESSMENT OF STUDENT LEARNING AND GRADING PROCEDURES:

The college is committed to a process of effectively assessing and documenting student learning. Instructors and students both share in the responsibility to assist in an effort to promote continuous improvement in course delivery and student achievement. This course addresses the following general education outcomes.

General Education Outcomes

1. Professional Competencies
3. Scientific Inquiry
6. Writing
9. Critical Thinking
10. Multicultural and Global Issues
11. Health and Well Balanced Lifestyle

Assessment Method(s)

Assessment methods and course outcomes 1-4; 8-9
Assessment methods and course outcomes 5,7
Assessment methods and course outcomes 5,6
Assessment methods and course outcomes 5,7
Assessment methods & course outcome 8
Assessment methods & course outcome 6

Grades will be based on:

The instructor lists the various grade-giving components in his/her course and stipulates their various weight, e.g., Lecture, Discussion, Classroom demonstrations, Lab assignments, Collaborative learning activities.

COLLEGE AND CLASSROOM POLICIES:

A. College Policies

1. **Special Needs:** In accordance with College policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center, Room 115. The telephone extension is 4058. These privileges are not retroactive.
2. **Campus code of Conduct:** LCCC students, faculty, staff and campus visitors are prohibited from engaging in those activities outlined in the Campus Code of Conduct. Students may refer to the LCCC Catalog for complete details regarding these policies. Specific concerns include:
 - a. **Academic Integrity:** All forms of academic dishonesty are violations of the LCCC Code of Campus Conduct. In particular, students are cautioned against “plagiarism of any kind: to steal or pass off as one’s

own ideas, words, writings, sources of another without giving direct and complete credit; to commit literary theft, to present as new and original ideas, phrases, photos, sentences, or products of any length derived from an existing source without citing the quotation as such and listing the complete source.”

- b. Classroom Decorum: Faculty members are charged with responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accord with the LCCC Code of Student Conduct. Students may refer to the LCCC Catalog for complete details regarding these policies.
3. Family Educational rights and Privacy Act (FERPA): LCCC totally subscribes to all provision of this Act. The College Catalog specifies these rights and any exceptions that may exist about them.
4. Withdrawal Policy: Withdrawal from courses begins on the eighth calendar day of the term and proceeds through 4:00 pm on Friday of the week 2-weeks prior to the end of the term (please check the College catalogue). Students wishing to withdraw from a course must complete a withdrawal form obtained at the Records Office (1-800-995-5222 ext. 4067).
5. Incomplete: If the student is unable to complete the course due to circumstances and conditions beyond the control of the student AND there is a reasonable possibility that the student will be able to complete the course requirements within the required time. Conditions under which the work must be complete: A contract between the faculty and student must be negotiated and signed prior to final exams and issuing an "I."
6. Provisions Subject to Change: This syllabus does not constitute a contract. To maintain the integrity of the course, the instructor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students verbally or by written addendum.

B. Specific Policies of the Instructor

(For Example—will vary according to individual syllabi)

1. *Students are expected to be present and on time for all class sessions; each absence results in loss of one point; to earn attendance credit, students must sign attendance log on actual date of attendance.*
2. *Students are encouraged to react to class lectures, to ask relevant questions, and to schedule a conference if needed.*
3. *Textbook reading assignments are due on the dates indicated; the lecture objective unit tests will be constructed to evaluate mastery of text as well as*

- materials.*
4. *Writing requirements: Papers are due on the dates specified; Each day late the paper loses one third of a grade. Papers should be carefully proofread; part of the grade is based on correct use of standard written English.*

Working Syllabus
LORAIN COUNTY COMMUNITY COLLEGE
PSYH 263 PERSONALITY THEORIES
COURSE SYLLABUS

Instructor

Dr. Eulalio Gonzalez

Class Sessions:

T/Th 9:30am-10:45am

Office Hours:

T/Th 12:15-2:45pm

INTRODUCTION

Hello! and welcome to the course. This syllabus is intended to orient you to **PSYC 263: Personality Theories**, to give you an idea of how to approach the course, and to make clear my expectations for you.

If you are like most students, when you took Introduction to Psychology you were eager to learn about why people act the way they do. Why is one person aggressive and another fearful, one outgoing and another painfully shy? Why are siblings who are reared in the same family, so different? Why do some people appear successful in relationships and career, while others stumble from one failure to another. In fact you probably thought that psychology was primarily about understanding people's personalities. Yet when you looked at the syllabus you found that psychology included studying the brain and central nervous system, drives, learning and memory, states of consciousness, and research methods.

In this course we will focus exclusively on understanding personality. Undoubtedly as we proceed through the course and examine the major theories of personality, you will think of people that you know and that seem to fit a theory. You may even see yourself in a theory or two!

According to one psychologist, **personality theories are maps of the mind**. Each personality theory offers a provocative view of human nature with its own philosophical assumptions, insights, and biases. It has become increasingly clear in the study of human behavior that no one theory can explain human personality. We are simply too complex and variable. Yet each theory makes a unique contribution to the ever evolving quest to understand the essence of human nature.

CATALOG DESCRIPTION OF THE COURSE:

An introduction to the major theories and research that describe and explain the development of personality. Emphasis is placed on the determinants of healthy personality as it relates to self-concept, emotionality, and interpersonal relations. Applications in assessment and therapy are covered. *Prerequisite: PSYH 151*

COURSE LEARNER OBJECTIVES and ASSESSMENT METHODS:

Knowledge:

1. Identify the key concepts and principles of the major theories of personality; *assessment: objective assessment of quizzes and tests (item analysis)*
2. Differentiate among the various theories of personality; *assessment: objective assessment of quizzes and tests (item analysis)*
3. Describe the major approaches to the assessment of personality; *assessment: objective assessment of quizzes and tests (item analysis)*
4. Describe the various applications of personality theory to psychotherapy; *assessment: objective assessment of quizzes and tests (item analysis)*
5. Evaluate past and current research within personality psychology as it relates to personality theories and their application; *assessment: essays on tests and/or written assignments evaluated by rubric*
6. Evaluate scientific and nonscientific explanations of human behavior; *assessment: objective assessment of quizzes and tests (item analysis)*

Values

7. Develop a sensitivity to differences among individuals and an openness to the factors that underlie those differences; *assessment: value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric*
8. Develop a positive attitude concerning the role of psychology in society; *assessment: value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric*

TEXT FOR THE COURSE:

Burger, J. (2004). *Personality Theories (5th Edition)*. Thomson Publishers.

CLASS SCHEDULE

<i>Session</i>	<i>Topic</i>	<i>Assignment</i>
<i>Sessions 1-2</i>	Orientation/Introduction	Ch. 1-2
<i>Sessions 3-6</i>	Psychoanalytic Theory	Ch. 3-4
<i>Sessions 7-10</i>	Neo-Psychoanalytic Theories/ <i>Exam 1</i>	Ch. 5-6
<i>Sessions 11-13</i>	Behavior and Learning Theories	Ch. 13-14
<i>Sessions 14-17</i>	Humanistic and Existential Theories	Ch. 11-12
<i>Sessions 18-20</i>	Cognitive Theories/ <i>Exam 2</i>	Ch. 15-16

<i>Sessions 21-24</i>	Trait Theories	Ch. 7-8
<i>Sessions 25-27</i>	Biological Theories/ <i>Exam 3</i>	Ch. 9-10
<i>Sessions 28-30</i>	Integrative Approach to Personality Theories	TBA
<i>Session 31</i>	<i>Final Exam</i>	

ASSESSMENT OF STUDENT LEARNING AND GRADING PROCEDURES:

The college is committed to a process of effectively assessing and documenting student learning. Instructors and students both share in the responsibility to assist in an effort to promote continuous improvement in course delivery and student achievement. This course addresses the following general education outcomes.

General Education Outcomes

1. Professional Competencies
3. Scientific Inquiry
6. Writing
9. Critical Thinking
10. Multicultural and Global Issues
11. Health and Well Balanced Lifestyle

Assessment Method(s)

Assessment methods and course outcomes 1-4; 8-9
Assessment methods and course outcomes 5,7
Assessment methods and course outcomes 5,6
Assessment methods and course outcomes 5,7
Assessment methods & course outcome 8
Assessment methods & course outcome 6

COURSE REQUIREMENTS

Lectures

The lectures for this course are designed to enhance and clarify text material and in some cases to expand into areas not covered in the text. **A key to the success of our time together is your ACTIVE ENGAGEMENT AND PARTICIPATION in class.**

Exams and studying for this course

Doing well on exams will require more than just memorizing a set of definitions and concepts; it includes understanding the concepts, applying the concepts to novel illustrations, and analyzing and evaluating case studies. There will be three exams and a final exam. These exams will consist of multiple choice, fill-in-the blank, and/or essay questions covering lecture and text material. Each of the exams will cover the following chapters:

- Exam 1: Chapters 1-6
- Exam 2: Chapters 11-16
- Exam 3: Chapters 7-10
- Final : Comprehensive

Individual testing or team testing

You have two options for how you may take each of the first 3 exams. You may take the ***multiple choice portion of the exam*** in the traditional manner, as an individual, or you may choose one other person in the class and work on the multiple choice questions as a team. In team testing both students get a copy of the multiple choice questions but only one answer sheet. Students who are team testing may discuss the questions with their partner before choosing an answer. Students

taking the test as a team will receive the same score on the multiple choice portion of the exam. In team testing, the multiple choice portion of the test must be completed first.

For any or all of the first 3 exams you may choose to take the test as an individual or as a team.

The final exam and any make-up exam must be taken as an individual.

Make-Up Policy for Exams

Exams are to be completed on the days scheduled. If a disastrous situation occurs (such as serious illness) you must notify me prior to the scheduled time of the quiz/exam. It is your responsibility to notify me of your intent to make-up a missed exam. You may make-up only one exam. See me to schedule a specific day and time to make up the exam.

Reaction Papers

After every class I will ask you to write a short "reaction paper" at the end of class. The purpose of the paper is to express your thoughts on the ideas and concepts discussed in that class. Your reaction papers need not be more than a paragraph. In this paragraph you will indicate **what points in particular you found interesting and why? Or, what in particular was meaningful or applicable to your life and why?**

Please write legibly and on a standard 8 1/2 by 11 sheet of notebook paper (no spiral notebook, please). Your paper must be handed in at the end of that particular class. **Reaction papers will be worth up to 2 points each.** If you miss class you forfeit those 2 points.

Homework

Throughout the semester, I will assign between 4-6 homework projects. These projects will usually consist of evaluating your personality in some way and then writing a reaction to the results of your testing. Details will be provided when the assignments are given.

Self-Analysis Paper

This paper is essentially a review of the most significant things you have learned about yourself through the course. It will be your attempt to synthesize the key material from the course into your life in a personal way. Please do not write a paper where you incorporate every term and theory discussed in class. I am only interested in those **key concepts, theories, and issues that were most meaningful to you. I want to know your thoughts, ideas, and feelings about how this material on personality applies to you.** Your paper will be graded on these 3 criteria:

1. Your depth of understanding of those theories and concepts you choose to highlight (30 pts)
2. Your ability to explain the personal meaningfulness of these theories and concepts using examples to illustrate their application to your personality and life (30 pts)
3. grammar/format (20 pts)

Please follow the following guidelines for the format of your paper:

1. All papers must be typed.
2. Do not use any folders or plastic covers. Staple the pages together in the upper left-hand corner.
3. The title page should include the title, your name, course name, and name of this college.
4. There should be a 1 inch margins on the top, the left, right, and bottom sides of the paper.
5. Type the page numbers in the upper right hand corner of the page.

6. The text should be double-spaced.
7. **The paper should be between 7-10 pages.** Papers are due on **Thursday, May 4.**

COLLEGE AND CLASSROOM POLICIES:

B. College Policies

5. Special Needs: In accordance with College policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Special Needs Services located in the Learning Resources Center, Room 115. The telephone extension is 4058. These privileges are not retroactive.
6. Campus code of Conduct: LCCC students, faculty, staff and campus visitors are prohibited from engaging in those activities outlined in the Campus Code of Conduct. Students may refer to the LCCC Catalog for complete details regarding these policies. Specific concerns include:
 - a. Academic Integrity: All forms of academic dishonesty are violations of the LCCC Code of Campus Conduct. In particular, students are cautioned against “plagiarism of any kind: to steal or pass off as one’s own ideas, words, writings, sources of another without giving direct and complete credit; to commit literary theft, to present as new and original ideas, phrases, photos, sentences, or products of any length derived from an existing source without citing the quotation as such and listing the complete source.”
 - b. Classroom Decorum: Faculty members are charged with responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accord with the LCCC Code of Student Conduct. Students may refer to the LCCC Catalog for complete details regarding these policies.
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5. Incomplete: If the student is unable to complete the course due to circumstances and conditions beyond the control of the student AND there is a reasonable possibility that the student will be able to complete the course requirements within the required time. Conditions under which the work must be complete: A contract between the faculty and student must be negotiated and signed prior to final exams and issuing an "I."
6. Provisions Subject to Change: This syllabus does not constitute a contract. To maintain the integrity of the course, the instructor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students verbally or by written addendum.

B. Specific Policies of the Instructor

Attendance and Class Participation

Attendance is expected. If you must be absent from a lecture for any reason it is your responsibility to obtain any missed lecture notes, materials, or information I may have passed out. **Missing class will also mean forfeiting your 2 reaction paper points.**

Your active participation in class is expected. Participation can take a variety of forms such as asking questions, making comments on the topic being discussed, sharing life experiences related to the topic, and answering questions. Attendance and class participation will be taken into consideration if a student's grade is on the borderline.

Grades

Grades are based on the number of points accumulated on the exams, your reaction papers, self-analysis paper, and homework. At the end of the course your total points will be converted to a percentage and grades will be assigned according to the following scale:

- A = (90-100%)
- B = (80-89%)
- C = (70-79%)
- D = (60-69%)
- F = (less than 60 %)

MISCELLANEOUS

1. Please come to class on time. Late arrivals tend to be a disruption.
2. Please turn off cell phone, pagers, etc. during class.
3. You may tape record lectures.
4. You may have a soft drink or coffee during class but please do not bring food to class.
5. You may bring a guest to a class if the person is 18 years or older. **Please do not bring school age children to class or have them sit in the hallway outside of class.**

Additional Documentation

COURSE DESCRIPTION WITH STUDENT OUTCOMES

LORAIN COUNTY COMMUNITY COLLEGE

DIVISION: Social Sciences and Human Services

COURSE TITLE: Personality Theories

COURSE NUMBER: PSYH 263

		Contact Hours/Week			Weight		ILU's			
LECTURE/ RECITATION	=	3	X	LECTURE/ RECITATION	(1.0)	=	3			
LAB	=		X	LAB	(0.85)	=				
CLINICAL	=		X	CLINICAL	(1.0)	=				
*	=			*		=				
*	=			*		=				
TOTAL CONTACT HOURS:	=	3		TOTAL COURSE ILU's		=	3	CREDIT HOURS:	=	3

* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the Ohio Board of Regents Operating Manual for Two-Year Campus Programs for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

IS THERE A SEPARATELY SCHEDULED LAB: No
IS THERE A SEPARATELY SCHEDULED CLINICAL: No

SPECIAL FACILITIES:

START YEAR/SEMESTER: Fall 2006

PREREQUISITE: PSYH 151
 (Please indicate course/s that must be taken before this course.)

COREQUISITE:
 (Please indicate course/s that must be taken with this course.)

CONCURRENT :
 (Please indicate course/s that must be taken before or with this course.)

CATALOG DESCRIPTION:

An introduction to the major theories and research that describe and explain the development of personality. Emphasis is placed on the determinants of healthy personality as it relates to self-concept, emotionality, and interpersonal relations. Applications in assessment and therapy are covered.
Prerequisite: PSYH 151.

REQUIRED TEXTBOOK(S)/MATERIAL(S):

Burger, J. (2004). *Personality Theories (5th Edition)*. Thomson Publishers.

TOPICAL OUTLINE: (COMMON CORE TOPICS)

- Psychoanalytic Theory
- Neo-Psychoanalytic Theories
- Behavior and Learning Theories
- Trait Theories
- Biological Theories
- Humanistic and Existential Theories
- Cognitive Theories

COURSE OUTCOMES & ASSESSMENT:	(Tools, Methods, and Expected Results)
Outcomes	Assessment Method(s) <i>*Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i>
1. Knowledge: Identify the key concepts and principles of the major theories of personality	Objective assessment of quizzes and tests (item analysis)
2. Knowledge Differentiate among the various theories of personality	Objective assessment of quizzes and tests (item analysis)
3. Knowledge Describe the major approaches to the assessment of personality	Objective assessment of quizzes and tests (item analysis)
4. Knowledge Describe the various applications of personality theory to psychotherapy	Objective assessment of quizzes and tests (item analysis)
5. Knowledge Evaluate past and current research within personality psychology as it relates to personality theories and their application	Essays on tests and/or written assignments evaluated by rubric
7. Knowledge Evaluate scientific and nonscientific	Objective assessment of quizzes and tests

explanations of human behavior	(item analysis)
8. Values Develop a sensitivity to differences among individuals and an openness to the factors that underlie those differences	Value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric
9. Values Develop a positive attitude concerning the role of psychology in society	Value scales (item analysis) and/or written assignments or reflective paper evaluated by rubric

GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT (Tools, Methods, and Expected Results)

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well-balanced lifestyle.

General Education Outcomes

Assessment Method(s)

1. Professional Competencies	Assessment methods and course outcomes 1-4; 8-9
3. Scientific Inquiry	Assessment methods and course outcomes 5, 7
6. Writing	Assessment methods and course outcomes 5-6
9. Critical Thinking	Assessment methods and course outcomes 5, 7
10. Multicultural and Global Issues	Assessment methods and course outcome 8
11. Health and Well Balanced Lifestyle	Assessment methods and course outcome 6

SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):

- Lecture
- Discussion
- Group Activities
- Self-assessment

GRADING PROCEDURES:

Grades will be based on the number of tests, quizzes, projects, written assignments, etc. Each will be weighted via individual course syllabi.

TRANSFER MODULE REQUIREMENT CHANGES:

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

MISCELLANEOUS

- Add Ohio Articulation Number (OAN) and Department Code
- Add "G" for International Course (at least 30% of content is outside U.S.)
- Course/Cluster Program Review Underway

OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE:

Date: Approved by Curriculum Council
 Date: Approved by SS/HS Division 11/7/05
 Replaces PSYC 263 in Semester Conversion.
 Date Revised for Semester Conversion: February 1997

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	