

Revised 7/23/07

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Principles of Learning

Initiating Unit or Individual: Janice Weaver - Psychology

Contact Person's Name: Janice Weaver e-mail: weaverja@ferris.edu phone: 591-3597

Date or Term of Proposal Implementation: Spring, 2009

- 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

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty	<i>Janice Weaver</i>	10/17/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head	<i>Joseph A. [Signature]</i>	10/17/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Matthew [Signature]</i>	10-21-08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>[Signature]</i>	10/26/08	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* 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.)

Many wonder why people and animals do the things that they do. A course in learning explains many of the variables that influence human and animal behavior. Learning theory provides a framework that allows students to understand how classical conditioning leads to reflexive, emotional responding and how consequences affect voluntary behavior. In addition, students are exposed to experimental methods which model and encourage critical thinking about behavior.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
PSYH	390	Principles of Learning

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

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

Prefix	Number	Title
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e. Removal of existing FSU courses from program

Prefix	Number	Title
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*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

NEW COURSE INFORMATION FORM*See Sample – Limit to Two Pages Please***Course Identification:**

Prefix:	Number	Title
PSYH	390	Principles of Learning

Course Description:

An examination of traditional learning theory as it has been developed through the use of operant and classical conditioning techniques. The course will draw heavily on research findings from animal studies but also discuss the application of those findings to human behavior modification, psychopathology, addiction, and education. Hands-on exercises will involve the application of conditioning techniques learned in the course.

Course Outcomes and Assessment Plan:

1. Acquire knowledge of conditioning processes and phenomena
 - a. Class discussions, homework questions, and in-class exercises will be used to assess student's knowledge of these processes and phenomena prior to the exam.
 - b. Multiple-choice and short-answer exam questions will assess students' knowledge of basic conditioning processes and phenomena.
2. Understand the variables that affect conditioning and demonstrate knowledge of how these variables affect conditioning.
 - a. Class discussions, homework questions, and in-class exercises will be used to assess student's knowledge of these variables.
 - b. Multiple-choice, short-answer, and essay questions on an exam will assess students' understanding of these variables and their effects on conditioning.
3. Recognize the interplay between classical and instrumental conditioning in both experimental research and real-life situations.
 - a. Class discussions and homework questions will indicate the degree to which students recognize the interaction of these types of conditioning.
 - b. In-class exercises will often involve both elements. Student generated reports/summaries of in-class exercises will demonstrate their understanding of the roles of these elements.
4. Understand contemporary theories of explanation for classical conditioning, instrumental conditioning, and more complex cognitive phenomena.
 - a. Class discussion and homework questions will assess students' understanding of key theories.
 - b. Essay questions and application of these theories to scenarios will demonstrate their understanding of these explanations.

Course Outline including Time Allocation:

Week 1 – History and Science background for area of learning

Weeks 2-6 Classical Conditioning (Basics, Procedures, Variables, Phenomena, & Theories)

Weeks 7-10 Instrumental Conditioning (Basics, Procedures, Variables, Phenomena, & Theories)

Weeks 11-12 Generalization, Discrimination and Memory

Weeks 13-15 Complex Cognitive Function

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

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): 200901 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

PSYH

b. Number

390

c. Enter Contact Hours per week in boxes.

LECTure 3

LAB

INDEPENDent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Principles of Learning

(Limit to 30 characters/spaces.)

e. College Code: CAS

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

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

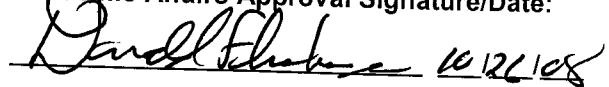
An examination of traditional learning theory as it has been developed through the use of operant and classical conditioning techniques. The course will draw heavily on research findings from animal studies but also discuss the application of those findings to human behavior modification, psychopathology, addiction, and education. Hands-on exercises will involve the application of conditioning techniques learned in the course.

p. Term(s) Offered: 200901 (See instructions for listing.) q. Max. Section Enrollment: 23

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date:



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

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DEPARTMENT OF SOCIAL SCIENCES
COLLEGE OF ARTS & SCIENCES
FERRIS STATE UNIVERSITY

TO: Reinhold Hill, Associate Dean, Arts & Sciences
FROM: J. Andy Karafa, ^{JK} Department Head, Social Sciences
RE: PSYC 390 PSYH?
DATE: 10/17/08

The standard cap for approved Honors courses is 23. For example, PSYH 325 is capped at 23.

In addition, this course will utilize an integrated laboratory component, much like that used in PSYC 410, which has a cap of 20.

So, I am requesting a cap of 23 for this course.

**COLLEGE OF ARTS AND SCIENCES COURSE ASSESSMENT TEMPLATE
DEPARTMENT OF SOCIAL SCIENCES**

COURSE PREFIX, NUMBER AND TITLE: PSYH 390 Principles of Learning

CURRENT DATE: 10/17/2008

STUDENT LEARNING OUTCOMES

EVALUATION OF STUDENT ACHIEVEMENT

1. Acquire knowledge of conditioning processes and phenomena
 2. Understand the variables that affect conditioning and demonstrate knowledge of how these variables affect conditioning.
 3. Recognize the interplay between classical and instrumental conditioning in both experimental research and real-life situations.
 4. Understand contemporary theories of explanation for classical conditioning, instrumental conditioning, and more complex cognitive phenomena.
1. Class discussions will be used to gauge students' knowledge.
 2. Homework assignments will be used to assess students' comprehension of the material covered.
 3. Performance during in-class exercises and student generated reports/summaries will be used to assess students understanding and ability to apply knowledge.
 4. Exam questions (in a variety of formats) will assess students' knowledge and ability to apply the course information.

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

1. The majority of students will demonstrate 70% performance or higher on the student achievement measures.

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:
<http://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:** 390

Course Title: Principles of Learning **G. E. Codes Requested:** S

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

Initiator: Janice Weaver **Date Sent:** _____

Proposal Contact: Janice Weaver **Email:** weaverja@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:

DEPARTMENT OF SOCIAL SCIENCES
COLLEGE OF ARTS & SCIENCES
FERRIS STATE UNIVERSITY

TO: Fred Heck, Chair, General Education Committee
FROM: Janice Weaver, Psychology Program Coordinator
RE: PSYH 390 (Principles of Learning)
DATE: 10/14/08

The newly created experimental course, Principles of Learning (PSYH 390), meets the criteria to be considered a social awareness course. First, the core subject matter covered includes human development (e.g., child rearing practices, socialization) and group interactions (e.g., principles of reinforcement). Second, the course is driven by theory (e.g. classical conditioning) and approaches the study of learning by way of understanding experimentation. Third, this is a standard psychology course offering and is therefore considered social awareness (or social science) at most other institutions. Fourth, I have extensive training in this area of psychology and regularly teach Behavior Modification (PSYH 410) which is an upper-level, application course that focuses on elements of learning principles (e.g., operant conditioning).

College of Arts and Sciences

October 21, 2008

**TO: Daniel Burcham, Interim Vice President of Academic Affairs
Meral Topcu, Chair, College Curriculum Committee**

FR: Matthew A. Klein, Dean *max*

RE: PSYH 390 – Principles of Learning

Enclosed for your information is the proposal for PSYH 390 – Principles of Learning which I have approved to be offered Spring 2009 by the Social Sciences Department.

Thank you.

Cc: Andy Karafa
Valerie Greenfield

REC'D OCT 23 2008

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

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): 200905 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

PSYC

b. Number

390

c. Enter Contact Hours per week in boxes.

LECTure LAB INDEPENDENT Study – Check (x)

Practicum: Seminar:

d. Course Title: Cultural Psychology: Turkey (Limit to 30 characters/spaces.)

e. College Code: CAS

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

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

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

In this course will cover basic methods to study cultures in relation to how cultures shape our self concept. The main point is to learn about the difference between Eastern and Western cultures. Turkey is a unique country, because geographically and culturally it is in between East and West. Turkish history, art, way of living, government style, main religion show that Turkey was an important Eastern country (Ottoman Empire) that is trying to be a Western country (New Turkish Republic).

p. Term(s) Offered: SUMMER (See instructions for listing.) q. Max. Section Enrollment: 40

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date:

 11/14/08

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRS __ SCAPREQ __

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:
<http://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: PSYC **Course Number:** 390

Course Title: Cultural Psychology – Study Abroad : Turkey **G. E. Codes Requested:** S, G

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

Initiator: Dr. Meral Topcu **Date Sent:** 10/15/2008

Proposal Contact: Dr. Meral Topcu **Email:** meraltopcu@ferris.edu

Department: Social Sciences **Campus Address:** ASC 2108

Please Print

University General Education Committee:

Chair: Fred Heck **Date Returned:** 11/20/08

Based upon University General Education Committee review on 11/18/08 (date), we

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

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

Comments: Request for S was dropped by author.

Frederick R Heck/FSU
11/20/2008 10:53 AM

To Donald Flickinger/FSU@FERRIS
cc Joseph Karafa/FSU@FERRIS, Janice
Weaver/FSU@FERRIS, Meral Topcu/FSU@FERRIS,
Maureen Milzarski/FSU@Ferris
bcc
Subject gen ed approvals

Don,

The following courses, proposals attached below, have been approved by the appropriate subcommittees and by the University General Education Committee for general education status.

PSYH 390 Principles of Learning has been approved for Social Awareness.

PSYC 390 Cultural Psychology, Study Abroad to Turkey has been approved for **Global Consciousness**.

Thanks,

Fred Heck
General Education Coordinator



PSYH 390 Principles of Learning.pdf PSYC 390 Cultural Psychology SA in Turkey.doc