I. Program Objectives and Structure

Date of Initiation

1970

Conceptual Design

The B.A. psychology department curriculum is designed to promote the acquisition of the basic problem-solving skills, critical thinking skills, communication skills, literature review skills, technological skills, and general information needed for effective functioning in future academic, employment, social, and interpersonal settings. The curriculum is designed as a traditional liberal arts degree, a design that is typical of the field of psychology throughout the country. Thus, throughout the period under review, the program has had a core of required courses focusing on the information and research methodologies typical of the field of psychology and the social sciences in general.

This core curriculum consists of three basic types of courses: 1) those designed to foster critical thinking, written communication skills, and a general familiarity with the nature and structure of the field; 2) those designed to provide students with an understanding of basic data collection and analysis procedures; and 3) those that lead to an in-depth understanding of content related to fundamental human processes and specific aspects of human life. It must also be noted that many psychology courses incorporate all three components. Specialization and responsiveness to the personal needs and interests of the student is provided by the inclusion of several psychology and non-psychology elective courses.

Finally, the psychology program also offers an IBHE approved minor sequence of course work. This minor is designed to provide students majoring in other directly or indirectly related fields with a background in the fundamentals of the social sciences in general and psychology in particular.
Program Objectives

The following is a listing of the program objectives that are included in the Psychology Department Faculty Handbook. These objectives were developed using the American Psychological Association’s (APA) Guidelines for the Undergraduate Psychology Major (2007) and they will serve as functional guidelines for fulfilling the Department’s mission.

The UIS Psychology Department will:

- Develop and deliver a curriculum that reflects rigorous disciplinary goals and expectations for optimal learning outcomes;
- Foster student sensitivity to and appreciation for the usefulness of psychology in addressing real world problems;
- Set clear guidelines for ethical academic behavior;
- Establish clear performance objectives at the program and individual course levels;
- Provide variety in learning formats and experiences;
- Encourage student autonomy and active engagement in learning experiences;
- Appreciate student diversity and address relevant diversity issues within the curriculum;
- Evaluate student performance fairly and provide feedback on a regular basis;
- Review the curriculum systematically and maintain consistency with evolving professional standards and guidelines;
- Advise students effectively about institutional policies and procedures, exploration of career options, and post-baccalaureate educational possibilities; and
- Encourage student participation in program decision-making and co-curricular activities.

These general objectives can be translated into the following list of measurable curricular and instructional objectives:

1. To have each student develop and/or improve basic communication (reading and writing), thinking, and research skills and to become familiar with the latest technological approaches to information acquisition and data analysis.
2. To have each student gain a general knowledge of the historical development of psychology as an academic and applied discipline, including the contributions of major theoretical schools of psychology and of the major historical and contemporary figures in the field.
3. To have each student gain an understanding of the theories underlying the various contemporary approaches to psychology and of the major meta-theoretical and philosophical issues in psychology, while avoiding a rigid adherence to any one orientation and acknowledging the problems inherent in the field.
4. To have each student comprehend the rationale and methods of psychology as a social science and, specifically, to develop an understanding of experimental methods, the role of measurement and data collection, and the implications of various data analysis techniques.
5. To have each student explore current and potential applications of psychological knowledge, principles, and methods within educational, business, and governmental settings and as part of the formulation, implementation, and assessment of social policies in general.

6. To have students become familiar with areas of psychology that deal with the development of personal philosophy, values, self-knowledge, self-acceptance, and personal adjustment.

7. To have each student understand the ethical issues inherent in research and intervention with human or animal participants.

The faculty of the psychology department maintain that while the particulars of content in the discipline may become outmoded or obsolete, the creative, analytic, interpretative, communication, and critical thinking skills upon which the field is based will not. These skills are essential not only to competent professional or occupational performance, but also to effective performance in personal life as a citizen. Thus, many of the objectives of the psychology department are formulated to help students become sophisticated and skeptical consumers of information as well as responsible and informed citizens. Students are expected to gain knowledge about the field, but more importantly, they are encouraged to learn how to recognize implicit assumptions, to develop alternative explanations, to question data collection and analysis techniques, to recognize rhetorical devices, and to question vested interests. These overall goals and objectives have remained, despite recent changes to the curriculum.

### Curricular Requirements and Coherence

Until the fall semester of 2007 the requirements for a B.A. major in psychology were as follows:

**CORE REQUIREMENTS:**
(Courses required of **all** psychology majors regardless of concentration)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301 Entrance Assessment</td>
<td>0</td>
</tr>
<tr>
<td>PSY 302 Research Methods in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 471 Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total 8 Hrs</strong></td>
</tr>
</tbody>
</table>

**CLINICAL/COUNSELING CONCENTRATION**

Additional Required Psychology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 441 Theories of Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY 351 Abnormal Psychology</td>
<td>4*</td>
</tr>
<tr>
<td>PSY 452 Introduction to Clinical Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 453 Psychological Foundations for Helping</td>
<td>4</td>
</tr>
<tr>
<td>PSY 458 Psychological Tests and Measurement</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>20 Hrs</strong></td>
</tr>
</tbody>
</table>
Relevant Psychology Electives (Select a minimum of 8 Hrs from the following)
PSY 303 Applied Statistics and Methods........4 Hrs
PSY 411 Cognitive Psychology..................4 Hrs
PSY 412 Introduction to Biopsychology........4 Hrs
PSY 315 Psychoactive Drugs.....................4 Hrs
PSY 321 Life-span Developmental Psychology...4 Hrs*
PSY 331 Social Psychology......................4 Hrs*
PSY 454 Theories of Psychotherapy.............4 Hrs
PSY 457 Behavior Modification..................4 Hrs

8 Hrs

Concentration Total 28 Hrs

*Note: PSY 321, PSY 331 and PSY 351 fulfilled the prerequisites for admission to the Human Development Counseling MA program at UIS.

*****************************************************************************

DEVELOPMENTAL CONCENTRATION

Additional Required Psychology Courses

PSY 321 Life-Span Developmental Psychology..............4 Hrs
PSY 322 Child Development ..................................4 Hrs
PSY 323 Adolescence........................................4 Hrs
PSY 326 Family Psychology..................................4 Hrs

16 Hrs

12 Hrs

Concentration Total 28 Hrs

*****************************************************************************

EDUCATIONAL PSYCHOLOGY CONCENTRATION*

Additional Required Psychology Courses

PSY 327 Educational Psychology..............................4 Hrs
PSY 322 Child Development....................................4 Hrs
PSY 324 Exceptional Child......................................................... 4 Hrs  
PSY 465 Psychological Tests and Measurements.......................... 4 Hrs  

16 Hrs

Relevant Psychology Electives (Select a minimum of 12 Hrs from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 303</td>
<td>Applied Statistics and Methods</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 413</td>
<td>Psychology of Learning and Memory</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 311</td>
<td>Cognitive Psychology</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 416</td>
<td>Psychology of Motivation</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Life-Span Developmental Psychology</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 323</td>
<td>Adolescence</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 326</td>
<td>Family Psychology</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 338</td>
<td>Psychological Aspects of Diversity</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Abnormal Psychology</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 457</td>
<td>Behavior Modification</td>
<td>4 Hrs</td>
</tr>
</tbody>
</table>

12 Hrs

Concentration Total 28 Hrs

*Note: This is the appropriate concentration for TEP Elementary Education minors. PSY 327, PSY 322 and PSY 323 fulfill prerequisites for admission to Teacher Education at UIS, and PSY 324 is a required course for a minor in Elementary or Secondary Education.

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EXPERIMENTAL PSYCHOLOGY CONCENTRATION

Additional Required Psychology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 303</td>
<td>Applied Statistics and Methods</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 413</td>
<td>Psychology of Learning and Memory</td>
<td>4 Hrs</td>
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<td>4 Hrs</td>
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<td>PSY 412</td>
<td>Introduction to Biopsychology</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Social Psychology</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Abnormal Psychology</td>
<td>4 Hrs</td>
</tr>
</tbody>
</table>

20 Hrs
Relevant Psychology Electives (Select a minimum of 8 Hrs from the following)

- PSY 313 Critical Thinking .......................... 4 Hrs
- PSY 315 Psychoactive Drugs ....................... 4 Hrs
- PSY 416 Psychology of Motivation .............. 4 Hrs
- PSY 321 Life-span Developmental Psychology ... 4 Hrs
- PSY 322 Child Development ....................... 4 Hrs
- PSY 442 Consciousness ............................ 4 Hrs
- PSY 465 Psychological Tests & Measurement .... 4 Hrs

Concentration Total 28 Hrs

PERSONAL/TRANSPERSONAL PSYCHOLOGY CONCENTRATION

Additional Required Psychology Courses

- PSY 313 Critical Thinking .......................... 4 Hrs
- PSY 442 Consciousness ............................ 4 Hrs
- PSY 444 Psychology of Spirituality ............... 4 Hrs
- PSY 447 Wellness, Happiness, and Success ....... 4 Hrs

16 Hrs

Relevant Psychology Electives (Select a minimum of 12 Hrs from the following)

- PSY 315 Psychoactive Drugs ....................... 4 Hrs
- PSY 338 Psychological Aspects of Diversity ...... 4 Hrs
- PSY 448 Hypnosis .................................... 4 Hrs
- PSY 459 Stress Management ....................... 4 Hrs

12 Hrs

Concentration Total 28 Hrs

INDIVIDUALIZED CONCENTRATION

Students who want to tailor course selections for personal interest, or to meet requirements for admission to a specific institution or profession, should consider the Individualized Concentration. It is recommended that students interested in the Individualized Concentration consult with their academic advisor to discuss course planning and goals for the concentration. Students should consult with advisors in the major for specific guidance regarding completion of general education requirements.
Other Requirements:

UIS Requirements (AST/LSC/PAC)  
12 Hrs

General Electives  
(Any 300- or 400-level courses, psychology or non-psychology)  
12 Hrs

**Total Hours 60 Hrs**

This curriculum was developed for the specific purpose of accomplishing the goals and objectives mentioned above. The rationale for each aspect of the curriculum is as follows:

- **PSY 300: Entrance Assessment** is a non-credit generating course, which is required for all psychology majors during their first semester of enrollment. It involves a pre-curriculum evaluation of undergraduate-level knowledge and skills within the discipline of psychology as well as an orientation to the program and to the field of psychology as a whole.

- **PSY 302: Research Methods in Psychology** provides an introduction to the research method and design process. By providing an understanding of basic research design procedures, this course further refines the students’ critical thinking and problem solving skills.

- **PSY 471: Senior Seminar** is a closure course that was implemented in an effort to ensure that students have an opportunity to integrate psychological information with the reading, writing, and thinking skills acquired throughout their academic career. Special emphasis is placed on writing skill development and reflection on learning as they relate to the APA Learning Goals and Outcomes for Undergraduate Education in Psychology. The end product of this course is a portfolio integrating elements from students’ academic careers. This course also offers an opportunity to conduct formal and informal exit assessments of critical thinking skills and knowledge within the field.

- Students are given the choice of one out of six concentration areas in the psychology program, which provides the curricular flexibility required to meet the unique interests and needs of individual students. The five concentration areas are Educational Psychology, Developmental Psychology, Clinical/Counseling Psychology, Experimental Psychology, Personal/Transpersonal Psychology, and Individualized. Students complete 16–20 hours of required courses in each concentration and have a choice of 8-12 hours of psychology electives, which enable students to tailor their education to meet their individual needs and interests.

Finally, it must be noted that all students also have the option of enrolling in **PSY 490: Independent Study in Psychology** as an elective. This self-directed learning option enables students to pursue in-depth study of a topic of special interest that is not available as a regular course. Topics, methods of study, and methods of evaluation are negotiated between the student and a faculty member willing to supervise study in that area. Typically this course involves either an independent research study initiated by the student or assisting with faculty research.

The current curriculum is specifically designed to meet the program’s fundamental educational objectives while also responding to the individual needs of each student. The basic elements of critical thinking, literature review and analysis, written and oral communication, and research skills are continually assessed and taught early in each student’s curriculum within the required core courses. These skills are then utilized and further refined within every other psychology
course no matter what the central content of the course might be. Within these content area courses, students also learn facts regarding historical figures, theoretical schools of thought, intervention strategies, and research-based conclusions relevant to the central topic of concern. However, each course also refers to material typically presented in other courses as well, thus clarifying the dynamic interrelationship of the theories, observations, and interventions from one branch of the field to another. Finally, in Senior Seminar (PSY 471) students are required to pull all of these skills and sources of information together in the construction of a written narrative and portfolio that demonstrates the requisite knowledge and skills outlined in the APA’s Learning Outcomes for Undergraduate Psychology Majors.

As of the fall semester of 2007, the requirements for a B.A. major in psychology are as follows:

**CORE REQUIREMENTS (courses required of ALL Psychology majors)**

PSY 301 Orientation and Entrance Assessment 0 Hrs.
PSY 302 Research Methods in Psychology 4 Hrs.
PSY 471 Senior Seminar 4 Hrs.

**CLINICAL/COUNSELING CONCENTRATION (28 hours)**

*Core Concentration Courses (select 16 hours from the following courses)*

Required: PSY 351 Abnormal Psychology 4 Hrs.*

PSY 303 Statistics for the Behavioral Sciences 4 Hrs.
PSY 311 Cognitive Psychology 4 Hrs.
PSY 315 Psychoactive Drugs 4 Hrs.
PSY 321 Life-span Developmental Psychology 4 Hrs.*
PSY 331 Social Psychology 4 Hrs.
PSY 352 Multicultural Counseling 4 Hrs.
PSY 412 Introduction to Biopsychology 4 Hrs.
PSY 441 Theories of Personality 4 Hrs.
PSY 452 Introduction to Clinical Psychology 4 Hrs.
PSY 453 Psychological Foundations for Helping 4 Hrs.
PSY 454 Theories of Psychotherapy 4 Hrs.
PSY 457 Behavior Modification: Principles and Techniques 4 Hrs.
PSY 458 Psychological Tests and Measurements 4 Hrs.

*Psychology Electives (12 Hrs.)*

Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

*PSY 321 and PSY 351 fulfill the prerequisites for admission to the Human Development Counseling M.A. Program at UIS.*
DEVELOPMENTAL PSYCHOLOGY CONCENTRATION (28 hours)

Core Concentration Courses (select 16 hours from the following courses)

Required: PSY 321 Life-span Developmental Psychology 4 Hrs.

PSY 303 Statistics for the Behavioral Sciences 4 Hrs.
PSY 311 Cognitive Psychology 4 Hrs.
PSY 313 Critical Thinking 4 Hrs.
PSY 322 Child Development 4 Hrs.
PSY 323 Adolescence 4 Hrs.
PSY 324 Exceptional Child 4 Hrs.
PSY 326 Family Psychology 4 Hrs.
PSY 331 Social Psychology 4 Hrs.
PSY 412 Introduction to Biopsychology 4 Hrs.
PSY 413 Psychology of Learning and Memory 4 Hrs.
PSY 416 Psychology of Motivation 4 Hrs.

Psychology Electives (12 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

EDUCATIONAL PSYCHOLOGY CONCENTRATION* (28 hours)

Core Concentration Courses (select 16 hours from the following courses)

Required: PSY 327 Educational Psychology 4 Hrs.*

PSY 311 Cognitive Psychology 4 Hrs.
PSY 313 Critical Thinking 4 Hrs.
PSY 321 Life-span Developmental Psychology 4 Hrs.
PSY 322 Child Development 4 Hrs.*
PSY 323 Adolescence 4 Hrs.*
PSY 324 Exceptional Child 4 Hrs.*
PSY 326 Family Psychology 4 Hrs.
PSY 413 Psychology of Learning and Memory 4 Hrs.
PSY 416 Psychology of Motivation 4 Hrs.
PSY 457 Behavior Modification: Principles and Techniques 4 Hrs.
PSY 458 Psychological Tests and Measurements 4 Hrs.

Psychology Electives (12 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

*This is the appropriate concentration for elementary education candidates. PSY 322, PSY 323, and PSY 327 fulfill prerequisites for admission to the Teacher Education Program at UIS, and PSY 324 is a required course for a minor in Elementary or Secondary Education.
EXPERIMENTAL PSYCHOLOGY CONCENTRATION (28 hours)

Core Concentration Courses (select 20 hours from the following courses)

Required: PSY 303 Statistics for the Behavioral Sciences* 4 Hrs.

PSY 311 Cognitive Psychology 4 Hrs.
PSY 313 Critical Thinking 4 Hrs.
PSY 314 Sensation and Perception 4 Hrs.
PSY 315 Psychoactive Drugs 4 Hrs.
PSY 321 Life-Span Developmental Psychology 4 Hrs.
PSY 331 Social Psychology 4 Hrs.
PSY 351 Abnormal Psychology 4 Hrs.
PSY 412 Introduction to Biopsychology 4 Hrs.
PSY 413 Psychology of Learning and Memory 4 Hrs.
PSY 416 Psychology of Motivation 4 Hrs.
PSY 417 Perceptual Learning 4 Hrs.
PSY 441 Theories of Personality 4 Hrs.
PSY 458 Psychological Tests and Measurements 4 Hrs.
*Note: PSY 303 is a required course in this concentration.

Psychology Electives (8 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

INDIVIDUALIZED CONCENTRATION (28 Hours)

Students who want to tailor course selections for personal interest, or to meet requirements for admission to a specific institution or profession, should consider the Individualized Concentration. It is recommended that students interested in the Individualized Concentration consult with their academic advisor to discuss course planning and goals for the concentration. Students should consult with advisors in the major for specific guidance regarding completion of general education requirements.

Accreditation

Not applicable

Comparison with similar programs

A comparison of the basic psychology curriculum at UIS to those of comparable colleges and universities (specifically, to COPLAC member institutions in the Midwest) indicates that the number of hours needed and the courses required are comparable (see table below for a summary).
### Number of hours needed and required courses for a BA in Psychology at COPLAC schools in the Midwest

<table>
<thead>
<tr>
<th>Institution</th>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois – Springfield</td>
<td>36</td>
<td>Principles of Psychology, Orientation and Assessment, Research Methods,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>Truman State, MO</td>
<td>34</td>
<td>General Psychology, Experimental Psychology, History and Systems of Psychology, Psychological Research</td>
</tr>
<tr>
<td>Minnesota – Morris</td>
<td>42</td>
<td>Introduction to Psychology, Research Methods in Psychology, Introduction to Statistics or Statistical Methods</td>
</tr>
<tr>
<td>Fort Lewis, CO</td>
<td>44</td>
<td>Introduction to Psychology, Sophomore Seminar, Elementary Statistics, Psychological Research Methods, Senior Seminar</td>
</tr>
<tr>
<td>Wisconsin – Superior</td>
<td>34</td>
<td>Introduction to Psychology, Statistics for Psychological Research, Research Methods in Psychology, Professions in Psychology, Senior Research Project</td>
</tr>
</tbody>
</table>

General themes present in this list are that all schools require an introductory and research methods course, most do not require specific content courses, and most require some form of capstone or senior project course. UIS is similar to this group on all of these characteristics. UIS is somewhat unique in comparison to the other schools in that we require the Orientation and Assessment course but we do not require a statistics course (and do not have plans to do so in the future). In addition, the UIS psychology curriculum is unique from other psychology curricula in that we have a large number of concentration areas for students to choose from. The purpose of the concentration areas was so students could focus their courses given their post-baccalaureate goals. The UIS psychology curriculum also offers a larger variety of psychology courses compared to most of the other psychology programs. There seems to be no obvious “standard” regarding breadth of topics covered or number of required courses, and the psychology program curriculum at UIS seems to be something of a compromise between two ends of the spectrum.
II. Assessment of Learning Outcomes and Curricular Revisions

Student Learning Goals

The APA’s Guidelines for the Undergraduate Psychology Major (2007)\(^1\) describes five discipline-specific and five general (i.e., liberal arts) educational goal categories for possible adoption by undergraduate psychology departments (See Appendix B for learning goals). Departments are encouraged to design their curricula and outcome assessment methods with these broad categories in mind; however, the guidelines clearly recognize that different institutional contexts, department resources, student populations, and faculty areas of emphasis would necessarily affect curricular structure, course contents, and approaches to evaluation. Thus, the guidelines do not make recommendations for particular courses or offer a “standard” or “preferred” model for curricular design. Department faculty members share responsibility for developing and delivering an effective curriculum. Based on the APA recommendations the Psychology Department has adopted the following 10 undergraduate learning goals for our majors:

**Goal 1 - Knowledge Base of Psychology:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**Goal 2 - Research Methods in Psychology:** Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

**Goal 3 - Critical Thinking Skills in Psychology:** Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

**Goal 4 - Application of Psychology:** Students will understand and apply psychological principles to personal, social, and organizational issues.

**Goal 5 - Values in Psychology:** Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**Goal 6 - Information and Technological Literacy:** Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

**Goal 7 - Communication Skills:** Students will be able to communicate effectively in a variety of formats.

**Goal 8 – Sociocultural & International Awareness:** Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

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Goal 9 – Personal Development: Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10 – Career Planning & Development: Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Assessment of the APA Learning Goals Across the Curriculum

In 2005, department faculty began mapping the APA learning goals to their course assignments (See Appendix C). The purpose of this exercise is to provide the department with a map of the specific APA learning goals that are being assessed across the curriculum. It allows us to see the degree to which each goal is being assessed and the goals that may need to be given more attention. As can be seen in the course mapping document in Appendix C, all ten of the APA learning goals are being assessed across the department’s curriculum. However, two learning goals were being assessed to a lesser degree: Goal 8 – Sociocultural & International Awareness and Goal 10 – Career Planning & Development. To help remedy this situation, the oral presentations that are given in PSY 471 – Senior Seminar must involve a psychological research article that is related to Goal 8. In addition, the faculty in the department has developed several new courses aimed at addressing sociocultural and international awareness (e.g., Psychology of Women, Multicultural Counseling, and Multicultural Psychology). To better assess Goal 10, this year the department has added a career planning assignment in PSY 302 – Research Methods that requires students to meet with a career counselor in the Career Development Center and write about their career goals. Students in PSY 471 – Senior Seminar must complete an interview assignment and participate in mock interviews to better prepare them for future graduate school and job interviews.

It should also be noted that the psychology curriculum includes particular courses, within the Educational Psychology concentration, that meet a variety of content standards and learning goals established by the Illinois State Board of Education for students who are completing a minor in teacher education. The Psychology Department faculty who teach those courses work collaboratively with faculty and administrators in the College of Education and Human Services’ Teacher Education Program to provide the course-related documentation needed for their program evaluation and accreditation processes.

Student Awareness of the APA Learning Goals

In 2003/2004, the Psychology Department reorganized the capstone course in the major, PSY 471-Senior Seminar, to directly assess the knowledge and skills that were related to the 10 APA learning goals that had been acquired by our graduating majors. The course syllabus for PSY 471-Senior Seminar clearly states the APA learning goals and the complete APA learning goals document is used by students to complete their course portfolios. In addition, the APA learning goals document is on the Psychology Department web page.

In 2005/2006 department faculty began putting a standard statement in all course syllabi regarding the APA learning goals and the portfolio requirement in PSY 471 - Senior Seminar. In
addition, in 2006/2007 department faculty began identifying on course assignment guidelines particular APA learning goals that were being met by the assignment.

Quantitative & Qualitative Assessment of Learning Outcomes

Student learning within the Psychology Department is being assessed using two methods.

Assessment Exam

Knowledge within the discipline is being assessed at upper-division entry and exit points using an objective exam. This exam is completed in the first semester of enrollment at the upper division level (typically at the point when a student is a junior) during PSY 301 - Orientation and Assessment sessions and again during PSY 471 - Senior Seminar, in order to allow for pre- and post-test analyses of some learning outcomes.

Collection of entry and exit data began in the fall semester of 2003. In 2004/2005, department faculty analyzed the psychometric properties of the assessment test. We found that the instrument was highly reliable (Cronbach’s alpha = .96), but it was extremely long (over 160 items). To reduce the length of the assessment exam we omitted all items with an item-total correlation of less than .5. The resulting instrument was 35 items long, but was essentially as reliable as the original (Cronbach’s alpha = .95). These 35 items tapped both content within psychology as well as scientific critical thinking.

In June of 2011, we compared the entry and exit scores of the students (n = 283) who had completed both the entry and exit assessment. The difference between the scores was significant (p < .001) with a moderate effect size (Cohen’s d = .53, r = .58). The average entry score for these 140 students was 75.4% correct. The average exit score was 82.3% correct, for a difference of 6.8%.

PSY 471 – Senior Seminar Capstone Course

PSY 471 - Senior Seminar provides students with an integrative capstone experience focused on the APA’s learning goals. Using the learning guidelines drafted by the APA, majors are required to prepare a narrative and portfolio that reflects learning and skill competencies for each of the ten learning goals. Developing better writing skills and writing in APA style are emphasized in the course, so the first four goal narratives must be revised by students. Documentation of learning and skill competencies is provided in the portfolio that includes a mixture of evidence drawn from work already completed in UIS psychology courses, and work prepared specifically for PSY 471 - Senior Seminar. During the development of Senior Seminar, faculty agreed that extra emphasis should be placed on four of the APA’s goals in order to enhance our curriculum (Goal 3 – Critical Thinking Skills, Goal 5 – Values in Psychology, Goal 7 – Communication Skills; specifically, oral communication, and Goal 8 – Sociocultural & International Awareness). As a result, students in Senior Seminar complete an assignment related to a critical thinking exercise and an assignment focused on ethics in research. In addition, they each do a presentation about a psychological journal article related to sociocultural and/or international awareness.
Faculty who teach sections of PSY 471 - Senior Seminar use standard syllabi, course assignments, and grading rubrics to support the department’s assessment documentation. Sample portfolios are collected from students who give permission to use their work for department assessment purposes. For an example of the Senior Seminar syllabus see Appendix D and for an example of a Senior Seminar assignment see Appendix E.

At the end of PSY 471 – Senior Seminar, students and the instructor rate the student’s performance on each learning goal using a standardized rubric. Two hundred and eighty-five undergraduates in sixteen sections of the Senior Seminar capstone course were evaluated from the fall of 2003 to the spring of 2008. Instructor ratings of the students’ performance on each of the APA learning goals indicated that students were most competent at: (a) Goal 6 – Information and Technology Literacy (72% received “excellent” and “above average” ratings), (b) Goal 4 – Application of Psychology (65% received “excellent” and “above average” ratings), (c) Goal 10 – Career Planning and Development (63% received “excellent” and “above average” ratings), and (d) Goal 9 – Personal Development (62% received “excellent” and “above average” ratings). Students were less competent at: (a) Goal 3 – Critical Thinking Skills in Psychology (47% received “average” and “below average” ratings), (b) Goal 8 – Sociocultural and International Awareness (47% received “average” and “below average” ratings), and (c) Goal 7 - Communication Skills, both written and oral (45% received “average” and “below average” ratings). Particular attention will be paid to these learning goals in future courses.

Curricular Revisions during the Review Period

The curriculum in place during the program’s last review was somewhat less flexible and responsive to individual student needs than the current one and considerably less responsive to student needs and goals than the one implemented in the fall of 2007. Specifically, in addition to the basic entry-level requirement course (PSY 301 Orientation and Entrance Assessment), a methods course (PSY 302 Research Methods in Psychology), an exit-level course (PSY 471 Senior Seminar), and 16-20 hours of content concentration courses were required. Only 8-12 hours of psychology electives were available. In an effort to increase the ability of the curriculum to meet the unique needs and interests of individual students more effectively while maintaining a commitment to the overall educational goals and objectives mentioned previously, the following changes were implemented in the fall semester of 2007.

Rather than requiring 16-20 hours of core concentration courses, students are now only required to take one concentration course and given the option of selecting any 16-20 hours of courses out of 48-56 hours of courses in order to complete their chosen concentrations. This has provided a wider range of options to students for customizing course selections to meet their individual interests and goals. It also has allowed students to have from 8-12 additional hours of elective courses in psychology, depending on their interests.

Due to the loss of a faculty member who taught most of the courses in a particular concentration, the Personal/Transpersonal Psychology concentration was no longer offered in the curriculum beginning fall of 2008.
In the fall semester of 2007, the psychology program faculty implemented a slightly revised curriculum. This revised curriculum represents a slight shift in structure and purpose. To begin with, the overall structure of the revised curriculum represents a recognition that students were taking longer to graduate because the required courses in each concentration were not offered frequently enough. As a way to streamline students’ graduation timeline as well as increase flexibility in the curriculum, the revised curriculum only requires students to complete one required course in each concentration (beyond PSY 301, PSY 302, and PSY 471).

A year after the revised curriculum was implemented the psychology program lost a faculty member who taught the required courses in the Personal/Transpersonal Psychology concentration. Therefore, as of fall 2008, the curriculum no longer included this concentration.

While establishing these curricular changes, considerable thought was also given to renumbering many of the courses offered in psychology. A vast majority of 400 level courses were renumbered as 300 level courses so that a larger number of lower-level majors could complete the necessary courses for their degree on time. This, in turn, altered the structure of a few of these course “concentrations”, but the overall intent and organization of each remained the same. The PSY 300 – Orientation and Entrance Assessment course was renumbered to PSY 301 due to numbering restrictions in the university Banner system.

Once all of these changes were adopted, the revised curriculum became the following:

**CORE REQUIREMENTS (courses required of ALL Psychology majors)**

PSY 301 Orientation and Entrance Assessment 0 Hrs.
PSY 302 Research Methods in Psychology 4 Hrs.
PSY 471 Senior Seminar 4 Hrs.
CLINICAL/COUNSELING CONCENTRATION (28 hours)

Core Concentration Courses (select 16 hours from the following courses)

Required: PSY 351 Abnormal Psychology 4 Hrs. *

PSY 303 Statistics for the Behavioral Sciences 4 Hrs.
PSY 311 Cognitive Psychology 4 Hrs.
PSY 315 Psychoactive Drugs 4 Hrs.
PSY 321 Life-span Developmental Psychology 4 Hrs. *
PSY 331 Social Psychology 4 Hrs.
PSY 352 Multicultural Counseling 4 Hrs.
PSY 412 Introduction to Biopsychology 4 Hrs.
PSY 441 Theories of Personality 4 Hrs.
PSY 452 Introduction to Clinical Psychology 4 Hrs.
PSY 453 Psychological Foundations for Helping 4 Hrs.
PSY 454 Theories of Psychotherapy 4 Hrs.
PSY 457 Behavior Modification: Principles and Techniques 4 Hrs.
PSY 458 Psychological Tests and Measurements 4 Hrs.

Psychology Electives (12 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

*PSY 321 and PSY 351 fulfill the prerequisites for admission to the Human Development Counseling M.A. Program at UIS.

DEVELOPMENTAL PSYCHOLOGY CONCENTRATION (28 hours)

Core Concentration Courses (select 16 hours from the following courses)

Required: PSY 321 Life-span Developmental Psychology 4 Hrs.

PSY 303 Statistics for the Behavioral Sciences 4 Hrs.
PSY 311 Cognitive Psychology 4 Hrs.
PSY 313 Critical Thinking 4 Hrs.
PSY 322 Child Development 4 Hrs.
PSY 323 Adolescence 4 Hrs.
PSY 324 Exceptional Child 4 Hrs.
PSY 326 Family Psychology 4 Hrs.
PSY 331 Social Psychology 4 Hrs.
PSY 412 Introduction to Biopsychology 4 Hrs.
PSY 413 Psychology of Learning and Memory 4 Hrs.
PSY 416 Psychology of Motivation 4 Hrs.

Psychology Electives (12 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.
EDUCATIONAL PSYCHOLOGY CONCENTRATION* (28 hours)

Core Concentration Courses (select 16 hours from the following courses)

Required: PSY 327 Educational Psychology 4 Hrs.*

PSY 311 Cognitive Psychology 4 Hrs.
PSY 313 Critical Thinking 4 Hrs.
PSY 321 Life-span Developmental Psychology 4 Hrs.
PSY 322 Child Development 4 Hrs.*
PSY 323 Adolescence 4 Hrs.*
PSY 324 Exceptional Child 4 Hrs.*
PSY 326 Family Psychology 4 Hrs.
PSY 413 Psychology of Learning and Memory 4 Hrs.
PSY 416 Psychology of Motivation 4 Hrs.
PSY 457 Behavior Modification: Principles and Techniques 4 Hrs.
PSY 458 Psychological Tests and Measurements 4 Hrs.

Psychology Electives (12 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

*This is the appropriate concentration for elementary education candidates. PSY 322, PSY 323, and PSY 327 fulfill prerequisites for admission to the Teacher Education Program at UIS, and PSY 324 is a required course for a minor in Elementary or Secondary Education.

EXPERIMENTAL PSYCHOLOGY CONCENTRATION (28 hours)

Core Concentration Courses (select 20 hours from the following courses)

PSY 303 Statistics for the Behavioral Sciences* 4 Hrs.
PSY 311 Cognitive Psychology 4 Hrs.
PSY 313 Critical Thinking 4 Hrs.
PSY 314 Sensation and Perception 4 Hrs.
PSY 315 Psychoactive Drugs 4 Hrs.
PSY 321 Life-Span Developmental Psychology 4 Hrs.
PSY 331 Social Psychology 4 Hrs.
PSY 351 Abnormal Psychology 4 Hrs.
PSY 412 Introduction to Biopsychology 4 Hrs.
PSY 413 Psychology of Learning and Memory 4 Hrs.
PSY 416 Psychology of Motivation 4 Hrs.
PSY 417 Perceptual Learning 4 Hrs.
PSY 441 Theories of Personality 4 Hrs.
PSY 458 Psychological Tests and Measurements 4 Hrs.
*Note: PSY 303 is a required course in this concentration.
Psychology Electives (8 Hrs.)
Any upper division (300 or 400 level) Psychology courses at UIS will fulfill this requirement.

INDIVIDUALIZED CONCENTRATION (28 Hours)

Students who want to tailor course selections for personal interest, or to meet requirements for admission to a specific institution or profession, should consider the Individualized Concentration. It is recommended that students interested in the Individualized Concentration consult with their academic advisor to discuss course planning and goals for the concentration. Students should consult with advisors in the major for specific guidance regarding completion of general education requirements.

### Career Objectives and Job Placement

As stated in the UIS course catalog, a B.A. in Psychology provides students with a liberal arts background that is relevant to many entry-level positions in business, industry, or government, but professional employment in the helping professions or in an academic setting requires a graduate degree (M.A., M.S., M.S.W., Psy.D., or Ph.D.). Accordingly, the psychology curriculum is designed to provide students with the communication skills, critical thinking skills, and problem-solving skills required and expected of all liberal arts graduates applying for general entry-level positions and also to help prepare students for continued study at the graduate level.

The chart\(^2\) below indicates the typical employment pattern for B.A. psychology graduates throughout the U.S.A. The aim of the psychology program is to prepare students for successful performance in each of these areas. This objective is more focused for students who are pursuing a minor in teacher education who are also psychology majors. Their goal is to gain employment as elementary education teachers upon graduation; hence the goal of their curriculum is to prepare them for this role.

\(^2\) SOURCE: U.S. Department of Education, National Center for Education Statistics 2000/01 Baccalaureate and Beyond Longitudinal Study
As indicated previously, a large number of our alumni continue on to graduate school, a vast majority of them in the social or human services. According to the “2008-18 Job Outlook in Brief” a rapidly aging population will cause this field to enjoy “much faster than average growth” over the next several years (a projected increase of 23%).

At the same time, some of our graduates plan to become teachers and a majority of those apparently will continue to be able to secure employment in that field. Again, the “2008-18 Job Outlook in Brief” projects “about average” to “much faster than average” rates of growth for the various levels and types of teaching.

It must be acknowledged, however, that a majority of undergraduate psychology majors will end up employed in a non-human services arena such as the business management. The “2008-2018 Job Outlook in Brief” projects “about average” to “much faster than average” rates of growth for the various levels and types of management. The outlook for employment of psychology graduates is less a function of specific occupational demands than of the economy as a whole and of the economy’s ability to support employment of liberal arts majors in general.

Survey responses of graduates from 2002 - 2008 indicated that approximately 43% of our alumni continued their education following their graduation from UIS. This percentage is slightly above the CLAS percentage of 40%. A majority of these students (82%) enrolled in master’s level graduate programs. The PSY graduates who were pursuing an additional degree indicated that they thought the PSY program prepared them better for the additional degree than students in

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other majors across the college (1.77 versus 1.94 where lower scores indicate higher satisfaction for undergraduate preparation).

Overall, slightly over 90% of our undergraduates were employed full or part-time, compared with 82% across the rest of the college. Slightly over 80% of PSY graduates thought that the PSY degree prepared them Very Well, Well, or Adequately for their present job. This percentage is slightly below the CLAS percentage of 87%, however, 84% of PSY graduates thought that their major was Extremely, Very, or Somewhat Helpful for their duties in their current job compared to 78% across the rest of the college. PSY graduates did not differ from their CLAS counterparts concerning how competitive they thought that the UIS degree made them in the marketplace (both percentages were 74%). The most frequently occurring occupational settings reported by PSY majors were in business and education (both percentages 22%). Non-profit (14%), college/university, and government (both 11%) were also popular among graduates. These percentages are similar to the percentages at the time of the last PSY program review.

| Student Satisfaction |

The Psychology department can assess student satisfaction by two means: post-graduate survey conducted by the UIS Survey research office and the Department’s exit survey conducted as part of the PSY 471: Senior Seminar course (see Appendix F for a copy of the exit survey).

The one-year post graduation surveys (from graduation years 2002 to 2008) indicate that students generally view the program in a positive light - on par with the ratings students give other departments across the college. In the interest of brevity, discussion here focuses on only those questions from the graduation survey where non-trivial differences exist between Psychology Departmental data and data from CLAS as a whole. A non-trivial difference in this case is defined as a 5% or greater difference between CLAS percentages and those of the Psychology Department. This number is admittedly arbitrary, but can serve useful for identifying areas potentially in need of improvement or areas of particular success. For the purposes of this discussion, the percentage of students indicating a positive responses were lumped together. For example, the response options for question #1 on the graduation survey, “What is your present attitude towards the University of Illinois at Springfield?” are: strongly positive (1), positive (2), somewhat positive (3), somewhat negative (4), negative (5), and strongly negative (6), so the percentages for options 1, 2, and 3 were collapsed together given they were all positive responses. This same technique was used for other questions that used a 5-point scale, however, only response options 1 and 2 were collapsed given option 3 indicated a neutral opinion. When the response options indicated a frequency, options: very often (1) and often (2) were collapsed and interpreted. The other options in this format were: sometimes (3), infrequently (4), and never (5) were not. Items on the Graduation Survey that did not directly address the Psychology Department are not included (e.g., satisfaction with recreation/athletic facilities, housing, graduate programs).

The following questions revealed that PSY majors had more positive opinions about UIS/PSY relative to students from other majors within the college. These questions have been categorized based on their conceptual similarity. Brief interpretations precede each group:
1. Psychology students generally think that professors have high standards and give good feedback, especially relative to what students experienced outside Psychology. They also appreciate the intellectual abilities of their classmates. This reinforces the Departments’ emphasis on high-quality undergraduate experience.
   - Professors’ expectations for the quality of student work were high (PSY: 93.2% vs. CLAS: 84.5%)
   - Professors provided me with timely feedback on my performance (PSY: 88.4% vs. CLAS: 81.3%)
   - In major, communication between faculty and students (PSY: 85.3% vs. CLAS: 76.4%)
   - Quality of education outside major (PSY: 74.4% vs. CLAS: 81.5%)
   - Quality of instructors outside major (PSY: 79.2% vs. CLAS: 84.2%)
   - The quality of fellow students (PSY: 74.5% vs. CLAS: 69.4%)

2. Psychology students were happy with course offerings and quality of courses, relative to their CLAS counterparts. This is particularly important given that professors in the Department are limited in their ability to offer specialty courses due to the demand for core offerings.
   - (Availability of) the kinds of undergraduate academic programs offered (PSY: 83.9% vs. CLAS: 74.9%)
   - (Availability of) electives in your major (PSY: 83.9% vs. CLAS: 74.8%)
   - Quality of “on-line” courses you took outside your major (PSY: 62.7% vs. CLAS: 78.2%)

3. Psychology students were happy with out-of-class opportunities with which they are presented. This is likely due to the strong emphasis the Department places on mentoring students in research and participation in the Psi Chi honor society and the Psychology Club.
   - Opportunity to participate in research projects (PSY: 72.4% vs. CLAS: 54.7%)
   - Opportunity to participate in volunteer activities (PSY: 80.0% vs. CLAS: 65.4%)

4. Psychology students had positive thoughts about their intellectual development. This is especially important given that it is consistent with the goals of the Department.
   - My understanding of ethical implications of subjects in my major (PSY: 88.2% vs. CLAS: 79.5%)
   - To write well (PSY: 81.0% vs. CLAS: 75.4%)
   - To express ideas verbally (PSY: 78.8% vs. CLAS: 68.7%)
   - To conduct research (PSY: 72.8% vs. CLAS: 66.8%)
   - To appreciate your own abilities (81.2% vs. CLAS: 74.1%)
   - To improve your ability to understand people (75.4% vs. CLAS: 65.6%)

The following questions revealed that PSY majors had less positive opinions about UIS/PSY relative to students from other majors within the college:

1. Psychology students are not as satisfied with the online education as students in other majors. This may be due to the fact that Psychology is not an online major or that many of our online courses, by necessity, are taught by adjunct instructors.
• Availability of online courses in your major (PSY: 61.2% vs. CLAS: 67.2%)
• Availability of online courses outside your major (PSY: 53.7% vs. CLAS: 62.6%)
• Quality of “on-line” courses you took in your major (PSY: 78.4% vs. CLAS: 84.0%)
• Opportunity for class participation during online courses (PSY: 69.2% vs. CLAS: 87.8%)

2. Psychology students do not appear to be as pleased with the level of engagement and remedial work opportunities they experience in their classes. They also do not appear to be as likely to engage in life-long learning as their CLAS peers. This was an unexpected finding that the Department should address.

• Opportunity for intellectual dialogue and discussion (PSY: 72.4% vs. CLAS: 78.3%)
• Meeting non-career goals and personal development (PSY: 71.5% vs. CLAS: 80.8%)
• Increased my interest/involvement in public affairs, community issues and/or civic engagement (PSY: 44.1% vs. CLAS: 55.0%)
• Interested me in pursuing additional academic work (PSY: 71.0% vs. CLAS: 78.0%)
• Stimulated me to learn (study) more on my own after UIS (PSY: 71.5% vs. CLAS: 81.1%)
• Increased tendency to set high standards for your work quality and quantity (PSY: 72.8% vs. CLAS: 77.8%)
• Assessment and follow-up of academic deficiencies (PSY: 56.4% vs. CLAS: 63.3%)

Data compiled for student exit surveys conducted in PSY 471: Senior Seminar serve as a second means by which the Department can assess student satisfaction. The following summary statistics are from anonymous survey responses from 537 students from the fall 2003 through fall 2010 semesters. Some survey items are coded on a 6-point scale where 0 = No, strongly disagree and 5 = Yes, strongly agree. Summary statistics for these items are presented as means and standard deviations. Other items are coded as Yes or No. The percentage of students responding Yes are presented in the table. Interpretation of student responses is within the table.

PSY 471: Senior Seminar survey items

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<thead>
<tr>
<th>Item</th>
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<tr>
<td>Consistent with the results obtained from the graduation survey conducted by the UIS Survey Research Office, results from the Senior Seminar exit survey show that students are very pleased with the Psychology faculty. These results reinforce the Departments’ emphasis on high-quality undergraduate experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The psychology faculty are caring and helpful to students.</td>
<td>4.62</td>
<td>.66</td>
</tr>
<tr>
<td>Psychology faculty are excellent teachers.</td>
<td>4.56</td>
<td>.65</td>
</tr>
<tr>
<td>The psychology faculty are highly knowledgeable in their fields.</td>
<td>4.68</td>
<td>.55</td>
</tr>
<tr>
<td>The psychology faculty provided adequate and helpful feedback about my performance in their courses.</td>
<td>4.39</td>
<td>.77</td>
</tr>
<tr>
<td>The psychology faculty are fair and unbiased in the treatment of individual students in their courses.</td>
<td>4.44</td>
<td>.81</td>
</tr>
<tr>
<td>Psychology faculty members are approachable and willing to help.</td>
<td>4.62</td>
<td>.67</td>
</tr>
<tr>
<td>Adjunct faculty or part-time instructors in the Psychology Department are</td>
<td>4.16</td>
<td>1.00</td>
</tr>
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</table>
competent course instructors. Psychology courses taught by part-time faculty have generally been comparable to those taught by full-time faculty in the UIS Psychology Department. 52%

Again consistent with results from the graduation survey, our students seem generally pleased with the Psychology curriculum.
The requirements for psychology majors are reasonable. 4.51 .64
I have been able to get into the core psychology courses I needed without much difficulty. 4.33 .99
I feel a sense of pride in being a psychology major. 4.48 .77
Would you recommend the psychology major at UIS to others? 95%
If you were just now declaring a major, would you choose to be a psychology major again? 91%
The content of my psychology courses was valuable. 4.56 .62

Psychology students were happy with out-of-class opportunities with which they are presented (e.g., participation in research and opportunities for internships). The Department emphasizes these opportunities and promotes mentoring undergraduates in these ways.
Opportunities to participate in research activities are important for psychology majors. 4.36 .80
Did you ever participate in psychology research for course-related extra credit or a course requirement at UIS? 82%
If yes, was your participation a valuable learning experience? 90%
Have you completed an Applied Study Term placement? 28%
Did your academic advisor effectively assist you in selecting the right placement for your individual needs? 58%
Was your applied study placement a valuable or rewarding experience? 82%

Student Achievements

Graduates of the Psychology Department have furthered their studies in graduate school work. From fall of 2004 to fall of 2010, approximately 53 graduates went into Master’s programs, 8 went into Ph.D. programs, and 6 went into Psy.D. programs. Many of these graduates furthered their studies in fields within psychology: 10 in Clinical/Counseling Psychology, 5 in School Psychology, 5 in Industrial-Organizational Psychology, 2 in Experimental Psychology, 1 in Cognitive Psychology, and 1 in Developmental Psychology. Other graduates furthered their studies in fields closely related to psychology: 24 in Human Development Counseling, 5 in Human Services, 6 in Social Work, and 2 in Criminology. The remaining graduates who went into graduate programs were in fields not related to psychology, such as environmental studies, public administration, public health, business administration, finance, occupational therapy, law, and art therapy. A few examples of student achievements other than graduate school include: the Hope Cares coordinator at the Hope Institute for Children and Families, behavior therapist for Circles Behavioral Consultation Services, and training coordinator at Fast Enterprises. The information presented here comes from the Departmental newsletter, PsychoPaths, and is an approximation of students’ post BA education.
III. Student Characteristics and Academic Support

Demographics

From fall 2003 through fall 2010, 81% of Psychology majors were women (range 79% to 82%, depending on year). This number is nearly identical to the percentage at the time of the last review (83%). During this same period, the distribution of psychology majors across different age brackets remained relatively stable, but trended younger. During the time period of this review, the number of students in the 22 or under category increased over time while the number in the 22 to 29 category decreased. The number of majors in the 22 and under category represented 43% of the total, while the number in the 22 to 29 category represented 38% of the total. These numbers support the informal trend noticed in the department that the major has a higher percentage of younger students than in the past.

Perhaps consistent with the increase in the percentage of younger students is the increase in the percentage of full-time, relative to part-time, students. During the time of this review the number of full-time students increased from 70% in the fall of 2003 to 85% in the fall of 2010. This increase was a yearly trend, with only 2009 showing a lower percentage of full-time students compared to the year before. The percent of minority psychology majors increased during the time of this review compared with totals reported in the last review. At the time of the last program review, 9% of students self-reported as a member of a minority group (in 2001). Collapsing across all years of the current review, by contrast, 3.4% of students identify as Hispanic, 12% Black, 1.3% Asian, 5.3% Other, 0.2% Multi, and 77.7% White.

Transfer characteristics / Feeder institutions

During the time of this review (fall 2004 – fall 2010), there were 136 students who entered the major as Capital Scholars. This number represents slightly over 25% of the 540 students (Capital Scholars + Transfers) who entered the major (excluding students already at UIS who switched their major to Psychology). The number of Capital Scholars who declared Psychology as their major started small, but increased and has stabilized in the mid-twenties. Specifically, seven Capital Scholars declared Psychology as a major in the fall of 2004. This number peaked in 2008 when 29 Capital Scholars declared Psychology as a major. From 2006 to 2010 the number ranged from 18 to 29, with 24 Capital Scholars declaring a Psychology major in 2009 and 2010. The increase in the number of Capital Scholars declaring a Psychology major is likely due to the increase in the number of lower division courses taught by professors in the Department. Given that the number of courses has likely reached its upper-limit, increases in Psychology majors from the Capital Scholars program does not seem likely (but neither does a precipitous drop).

Four hundred four transfer students declared Psychology as a major from fall 2004 to fall 2010. This number represents slightly under 75% of the 540 students (Capital Scholars + Transfers) who entered the major during that time (excluding students already at UIS who switched their major to Psychology). Of these 404 transfer students, a majority (70%) came from Illinois public community colleges, with Lincoln Land and Richland Community Colleges providing the most students. Almost 10% of Psychology transfer students came from Illinois public universities, with Southern Illinois University – Edwardsville and Illinois State University providing the most
students. Slightly over 14% of the transfer students came from other schools within Illinois, with Lincoln Christian and SCI/Benedictine University providing the most students. Slightly over 5% of transfers came from non-Illinois schools. The Department does not anticipate the number of students entering the program as transfers to change drastically in the near future.

**Recruitment Activities**

As noted previously, several different groups of students are interested in pursuing the BA in psychology at UIS: those who wish to pursue a psychology curriculum as a terminal degree (for entry into the workforce upon graduation), those who plan to continue attending school beyond the BA to pursue a graduate degree in some area of psychology, counseling or social work, those who are studying psychology for personal growth reasons or simply because they are interested in the topic, and those who wish to pursue a teaching certificate in elementary education through the Teacher Education Program.

The psychology program is actively recruiting majors from the General Education courses that are taught. These recruitment efforts occur in all of the department’s lower division courses (i.e., PSY 201: Principles of Psychology, 212: Brain and Emotion, PSY 214: Psychological Perceptions of Art, and PSY 241: Multicultural Psychology). Overall, recruitment efforts on the part of the psychology faculty have been rather limited since the last review. The normal recruitment efforts of sending out program information in response to requests from potential students, faculty participation in recruitment programs sponsored by the admissions office, returning phone calls and e-mails about the program, and meeting with prospective students when they visit the campus are carried out on an ongoing basis. Faculty advising loads, large enrollment courses, and an inadequate number of full-time faculty have made special program-based recruitment efforts difficult to impossible to organize or implement. Furthermore, there already is an ongoing concern about the large number of students the program currently is attempting to manage.

Nonetheless, the program is committed to recruitment efforts devoted to improving the quality and diversity of our student body. Toward that end, the program intends to take the following steps, suggested by the Office of Admissions, to increase recruitment: (1) Faculty calling potential students who have made a deposit to UIS, (2) Faculty calling transfer students who have been admitted to UIS, and (3) Provide the Office of Admissions with the times that Departmental faculty would be routinely available to meet with prospective students. The Department is also considering having undergraduate students who are members of Psi Chi or the Psychology Club call these potential students in addition to the calls from faculty. The Department Chair has recently met with admissions counselors to discuss highlights/selling points of the Psychology Department. The Department has created a supplemental handout to be used in conjunction with the Department’s Fact Sheet, that describes the various branches of Psychology, careers in Psychology (e.g., Psychologist versus Psychiatrist), degrees in Psychology (e.g., Ph.D. versus Psy.D.), and career options after graduation. Lastly, the Department plans to initiate a 1-day summer camp during which local high school students learn about the field of Psychology (similar to the Girl Tech program that Computer Science has conducted).
When faculty positions become available, the Psychology Department actively recruits women and minority faculty in order to more effectively attract and retain women and minority students. During this review period, the Department has been successful in recruiting both women and minorities for tenure track positions (discussed in detail in Part IV – Faculty). While the Department has no firm data, we believe that such diversity can only aid in the recruitment and retention of a more diverse student body. Six of the eight psychology professors who are currently teaching in the department (visiting instructors and tenure track; 75%) are women, two of whom are Asian, adding racial/ethnic diversity to the department’s faculty. This percentage compares favorably to the percentage at the time of the last review (57%). Given that 81% of psychology majors are women, the Department thinks that it is important to maintain a substantial number of women on the tenure track faculty.

Admissions Criteria

The Department has implemented a 2.5 minimum GPA requirement for full admission to the major since the last review. The policy states that: “Students at UIS with 30 or more credit hours and a cumulative grade-point average of at least 2.50 on a 4.0 scale qualify for full admission to the Psychology Major. Students with a GPA between 2.00 and 2.49 can be granted conditional admission to the major, which permits enrollment in up to 12 semester hours of 300-level psychology courses during the first semester. The final decision on admission to the major for conditionally admitted students is made after completion of 12 hours of psychology courses at UIS. Those 300-level courses must be completed within two semesters of the conditional admission.” Given the large class sizes in the Department coupled with the Department’s heavy emphasis on writing, the faculty in the Department felt compelled to take this step to bring the effort required by faculty to effectively teach students to a more manageable level. Faculty teaching 30 students per class in which multiple papers were assigned, most required to be completed in strict APA format, found themselves devoting too much time to remediating student writing. The new admission requirement helps insure that incoming majors have the minimum required abilities to succeed in the major while giving those who do not (at least initially) a semester to demonstrate that they are able to perform at the academic level necessary to succeed in the major. The Department has eliminated the pre-requisite coursework, or equivalent, in college algebra or finite math. This former requirement followed from the fact that the required course, PSY 302: Statistical and Experimental Methods I, required students to complete a substantial amount of statistical computation. At the time of the last review, PSY 302 was the first semester of a year-long, integrated methods and statistics sequence (the second course being PSY 303: Statistical and Experimental Methods II). Since the time of the last review, the content of these two courses has been separated into two separate, stand-alone courses: PSY 302: Research Methods in Psychology, which is required for the major but does not require students to complete any mathematical computation, and PSY 303: Statistics for the Behavioral Sciences, which is an elective. Given that the Department no longer has a required course that demands students perform mathematical computations, the college algebra/finite math/equivalent pre-requisite has been dropped.
Advising and Other Communication to/with Students

All students indicating that they plan to be psychology majors receive a letter from the program Chair and from their randomly assigned faculty advisor welcoming them to the program and suggesting that they arrange a meeting with their advisor at their earliest convenience and before they register for classes each semester. These advising sessions are used to determine the student’s background, interests, and goals, to explain the structure and purpose of the psychology curriculum, to plan an appropriate and feasible course schedule for each student, and, when appropriate, to steer a student toward a more suitable major.

During any given semester psychology program faculty members typically are responsible for advising between 30 and 40 students. To facilitate the advising process, separate forms listing all requirements for each concentration and minors are available to all students on the Department’s website (see Appendix G for the Concentration Planning form for the Clinical/Counseling concentration). These forms allow the student and the faculty adviser to map out the student’s entire academic career semester by semester.

Results from 537 students who completed the exit survey from fall 2003 – fall 2010 about their advising experience in the department indicated that faculty members in the Psychology Department were knowledgeable advisors ($M = 4.45; SD = .95$), helped students select the courses they needed ($M = 3.98; SD = 1.61$), were willing to discuss career or graduate school plans ($M = 4.10; SD = 1.19$), and responded appropriately to students’ questions ($M = 4.45; SD = .96$). The potential range of responses were from zero (strongly disagree) to five (strongly agree).

The Psychology Student Handbook was updated in 2007 and provides a relatively complete orientation to the university, the Psychology Department, and the Faculty. It also provides answers to questions students most commonly ask (as well as answers to questions they never think to ask) and includes examples of the various forms they may need to fill out during their academic career, including those used to petition out of certain classes or course prerequisites, and those used to file for graduation.

The Psychology Department web site provides an additional source of information for current and prospective students about the department. This site provides general information about the program (e.g., what to do with the PSY BA), curriculum (e.g., entrance requirements, minimum required grades, curricular planning forms), faculty, students (e.g., research assistants, ‘where are they now’, and Psi Chi/Psychology club), and contact information.

PSY 301: Orientation and Assessment is one of the three courses required of all Psychology majors. The purpose of this class is to orient students to the major and therefore, it is an important means by which the Department initially communicates with incoming students. The 0 credit hour course is a one-time meeting, lasting for approximately two hours, during which students are familiarized with the department. Students are required to take the course during their first semester as a major. Students who do not complete the course are banned from enrolling in Psychology courses until the PSY 301 course is completed. Multiple meeting times
are offered every semester, as are individual meeting times. Topics covered in the meeting include: advising, transferring courses, conducting and participating in research, progressing through the curriculum, academic integrity, and other general issues. Students also take an assessment test focused on Psychological knowledge and critical/scientific thinking. Students take the same assessment test upon completion of the curriculum (i.e., in PSY 471: Senior Seminar). The Department uses students’ pre- and post-test scores to assess the curriculum, not student entry into or exit from the major.

Results from 537 students who completed the exit survey from fall 2003 – fall 2010 about communication between faculty members/the department and students indicated that psychology faculty were available for consultation during their scheduled office hours (M = 4.57; SD = .67), the new student orientation was helpful (M = 3.50; SD = 1.21), the psychology student handbook provided helpful information (M = 3.84; SD = 1.04), and the department bulletin boards provided helpful and interesting information (M = 3.91; SD = 2.52). The potential range of responses were from zero (strongly disagree) to five (strongly agree).

The department newsletter, “PsychoPaths”, has been published virtually every semester since spring 2005. The newsletter is emailed to students, posted in the Department, and available on the web site. The newsletter includes a message from the chair, Departmental award recipients (e.g., student marshal), useful information for students (e.g., tips for getting into graduate school), updates on Psi Chi and Psychology Club, faculty and student research, upcoming conferences, “where are they now,” recent events in the Department (e.g., new faculty hires), and other miscellaneous information.

In addition to their formal roles as advisors, psychology faculty members regularly serve as mentors, further guiding the development of students’ critical thinking, analytical, and communication skills. Students are invited to join research projects being conducted by individual faculty and are offered guidance and supervision as they propose and carry out their own studies. Students preparing for internships are directed toward placements that seem particularly relevant to their interests and backgrounds (and normally supervised by a licensed clinical psychologist in the Department). Psychology Department faculty take student advising very seriously and strive to provide high quality advice. Department faculty include statements about their advising in their annual performance reviews and reappointment and tenure applications.
The following grid compares retention rates in Psychology with those of UIS undergraduate first-time 4-year students and transfers.

<table>
<thead>
<tr>
<th>Fiscal Year Entering (PSY)</th>
<th>Fiscal Year Entering (UIS)</th>
<th>Year of Enrollment</th>
<th>Category PSY</th>
<th>UIS 4-year</th>
<th>UIS transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2001</td>
<td>8b</td>
<td>64.4</td>
<td>57.8</td>
<td>67.5</td>
</tr>
<tr>
<td>2003</td>
<td>2002</td>
<td>8a</td>
<td>64.5</td>
<td>59.8</td>
<td>67.4</td>
</tr>
<tr>
<td>2004</td>
<td>2003</td>
<td>7</td>
<td>69.0</td>
<td>69.8</td>
<td>64.2</td>
</tr>
<tr>
<td>2005</td>
<td>2004</td>
<td>6</td>
<td>64.6</td>
<td>74.4</td>
<td>59.9</td>
</tr>
<tr>
<td>2006</td>
<td>2005</td>
<td>5</td>
<td>60.9</td>
<td>65.2</td>
<td>63.9</td>
</tr>
<tr>
<td>2007</td>
<td>2006</td>
<td>4</td>
<td>47.2</td>
<td>54.6</td>
<td>64.4</td>
</tr>
<tr>
<td>2008</td>
<td>2007</td>
<td>3</td>
<td>63.7</td>
<td>55.7</td>
<td>64.7</td>
</tr>
<tr>
<td>2009</td>
<td>2008</td>
<td>2</td>
<td>68.5</td>
<td>75.7</td>
<td>72.8</td>
</tr>
</tbody>
</table>

Data from Institutional Research (IR) gives 2-year enrollment data for PSY beginning in 2009 but the 2-year enrollment data for UIS transfer and 4-year students begins in 2008. No 2-year enrollment data were posted for the 2009 cohort on the IR website as of 5/1/2011 for UIS transfer or 4-year students. The percentage of students retained within each category (PSY, UIS 4-year and UIS transfer) is listed by Year of Enrollment. The result is that the cohorts being compared are off by one year in terms of entering fiscal year, but the year of enrollment is consistent across groups.

Retention rates for Psychology are clearly on par or surpass UIS data. The Psychology Department views our current retention rates as a source of pride. Of the eight cohorts listed above, retention rates for Psychology are higher than one or both of the UIS comparison groups for 5 of the cohorts (i.e., Years of Enrollment: 3, 6, 7, 8a, and 8b). When retention rates of Psychology lag the UIS comparison groups, Psychology is not more than 5% behind (i.e., Years of enrollment: 2 and 5), the lone exception for this trend is the Year of Enrollment: 4 cohort. Analysis of the Psychology data for that cohort reveals that there were only 106 students in the Psychology cohort, which is the lowest number of any of the years listed above. The average number of students in the remaining cohorts is considerably higher (n = 125). Given the smaller number of students in this cohort, slight deviations from Psychology retention norms are magnified relative to other years.

In an attempt to increase the Department’s already solid retention numbers beginning the spring of 2011, faculty in the Department have begun to have faculty email their academic advisees
who have not signed up for coursework for the next semester. This contact is made approximately 2 weeks after registration has begun. This retention effort was suggested by the Office of Admissions. Informal assessment of this practice is positive. It is not a burdensome time commitment on the part of faculty and students appear to appreciate the extra attention.

The Department is optimistic that retention rates, while very good, can improve. The Department can identify at least two reasons for this optimism. First, the Department began an initiative to better prepare students for life after graduation by incorporating job search, networking, and career planning assignments in two required courses (PSY 302: Research Methods in Psychology and PSY 471: Senior Seminar). While not intended to directly influence retention rates, the Department believes that these course improvements will have a beneficial effect. Second, the Department has a diverse faculty. Recent efforts to improve the ethnic diversity of our faculty have resulted in the hire of two Asian faculty members. In addition, for the academic year 2010-2011, 6 of the 8 full-time faculty were women.
IV. Faculty

Demographics

The following is a chronology of the hiring in and departures from the Psychology Department from the fall of 2003 to the fall of 2010. In the fall of 2003, the full-time tenure track faculty in the Psychology Department were: L. Da Costa, R. Havens, J. Hess, K. Kirkendall, L. Pardie, C. Switzer, and M. Yoder. The adjunct faculty members were: K. Carwile, C. Harmon, L. Hughes, R. Jobe, M. Loken, M. Paoni, M. Talbert, K. Vost, and C. Walters. At the end of the spring 2004 semester, J. Hess retired and L. Da Costa did not receive tenure; her employment was completed at the end of the spring 2005 semester. K. Burton was hired in the fall of 2004 and R. Havens retired. In the spring and fall of 2005, L. Pardie was appointed as the Interim Associate Dean of the College of Liberal Arts and Sciences. J. Barker and S. Reminger were hired in the fall of 2005 and K. Kirkendall transferred to the Liberal Studies Program. In the spring of 2006, L. Pardie returned to the department. In the summer of 2006, L. Pardie was appointed the Associate Vice Chancellor for Graduate Education and Research. K. Mooney was hired in the fall of 2006 as a lecturer and started the tenure track in the fall of 2007. K. Pressley was hired in the fall of 2007. In the fall of 2008, F. Shen was hired. At the end of the spring 2009 semester, J. Barker was not reappointed; his employment was completed at the end of the spring 2010 semester. In the fall of 2010, S. Pui was hired as a tenure track professor, D. Towers was hired as a visiting clinical instructor, and K. Burton was appointed as the Interim Associate Dean of the College or Liberal Arts and Sciences. In the fall of 2010, the full-time tenure track faculty in the Psychology Department are: K. Mooney, K. Pressley, S. Pui, S. Reminger, F. Shen, C. Switzer, and M. Yoder. D. Towers is a visiting clinical instructor and the adjunct faculty members are: K. Carwile, L. Lanier, M. Talbert, and C. Walters. These changes are summarized in the following table:
Of the original full-time faculty members employed in the fall of 2003, the two Full Professors retired, one of the Associate Professors took an administrative position and the other transferred to another department, one Assistant Professor did not receive tenure, and two of the Assistant Professors were promoted to Associate. Only two of the original faculty members from fall 2003 remain (C. Switzer and M. Yoder). Since the fall of 2003, seven tenure-track faculty members
have been hired. One tenure-track faculty member was not reappointed and another tenured professor is currently the Interim Associate Dean of CLAS. In addition, one Visiting Clinical Instructor has been hired. The current composition of the department includes two Associate Professors, five Assistant Professors, and one Visiting Clinical Instructor. Since 2003, there has been a shift in the department from senior (Full and Associate) faculty members to a majority of junior (Assistant) faculty members. There are two males in the department and six females. This is a loss of one male and the addition of two females since 2003. In the fall of 2003, all of the full-time faculty members were Caucasian U.S. citizens. Special emphasis was placed on the recruitment of faculty members from a diverse pool of applicants over the past seven years. This has resulted in the hiring of two Asian faculty members.

All of the tenure-track faculty members and the visiting clinical instructor have Ph.D.s. No one in the department has a joint appointment with another department. There are currently two faculty members who have standing NIAs. M. Yoder receives two NIAs a semester: one for department chair and one for university Faculty Athletic Representative responsibilities. K. Pressley has received one NIA per semester since the fall of 2009 as the chair of the Academic Integrity Council; her term and the NIAs will end in the spring of 2011.

From the fall of 2003 to 2006, the department employed an average of nine adjunct instructors who taught between 13 - 17 courses over the academic year. Many of the adjunct instructors were high quality teachers who helped the department to deliver its curriculum in a timely manner. However, over time it became apparent through teaching evaluation ratings and student complaints, that some of the adjunct instructors were not meeting the standard of teaching excellence required at UIS. As a result, in the fall of 2006, the department made the decision to hire only the adjunct instructors whose teaching evaluations were commensurate with the full-time faculty. Since that time, the department has hired an average of four adjunct instructors, three of whom have been employed for seven or more years in the department.

**Fit with Program**

Although not all of the key areas of psychology are represented by the current faculty specializations, and the ability to meet the program’s objectives would be easier if these gaps were filled by future recruitment efforts, the current mix of faculty interests and areas of expertise does provide the kind of broad coverage of the field required by our curriculum. Within the curriculum, the Clinical/Counseling concentration attracts a large number of our majors and therefore, requires a minimum of two faculty members with that specialty area in order to deliver the core courses required for that concentration. In addition, many courses that are a part of the Developmental concentration (e.g., Child Development, Adolescence, and Family Psychology) are taken by the elementary education minors in our department and students who are interested in counseling a particular segment of the population. As a result, two faculty members with a developmental psychology specialty are needed to meet the demand for the courses in that concentration. Professors in the department currently have the following specialty areas: S. Reminger has a Ph.D. in Clinical Neuropsychology, F. Shen has a Ph.D. in Counseling Psychology, C. Switzer has a Ph.D. in Developmental/Educational Psychology, K. Mooney has a Ph.D. in Developmental Psychology, M. Yoder has a Ph.D. in Experimental Social Psychology, K. Pressley has a Ph.D. in Cognitive Psychology, and S. Pui has a Ph.D. in
Industrial/Organization Psychology. D. Towers, our visiting clinical instructor, has a Ph.D. in Cognitive Neuroscience. Based on requests from students that we offer courses related to Industrial/Organizational Psychology, we hired an I/O psychologist (S. Pui) in the fall of 2010, and are able to offer these courses for the first time in our department.

In spite of the fact that several faculty members have similar general interests (e.g., clinical psychology and developmental psychology), their areas of expertise within these sub-disciplines are quite different. This diversity of interests is counterbalanced by a commonality - the commitment of every faculty member to the goal of teaching critical thinking skills, communication skills, and the other fundamental goals of the program in every class, no matter what the content. Thus, the current faculty is an amalgam of diverse interests held together by common educational goals. The loss of additional full-time faculty members without replacement would, of course, significantly compromise the integrity of this mixture.

**Commitment to Excellence in Teaching**

All members of the psychology faculty are committed to excellence in teaching as shown by the course evaluations they receive. Ratings across all of the teaching evaluation questions have remained fairly consistent for the department from the fall of 2003 to the fall of 2010. In spite of large class sizes, several faculty members consistently receive the highest possible ratings on the university’s student evaluation forms. In addition, the Psychology Department consistently receives ratings that are above the College of Liberal Arts and Sciences and University percentages.

<table>
<thead>
<tr>
<th>Teaching Evaluation Ratings</th>
<th>PSY Dept FA 2003</th>
<th>PSY Dept FA 2010</th>
<th>CLAS FA 2010</th>
<th>UIS FA 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Interest</td>
<td>67%</td>
<td>62%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>Increased Critical Thinking</td>
<td>86%</td>
<td>89%</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td>Well Planned/Organized</td>
<td>97%</td>
<td>99%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>Teacher Competence (4 &amp; 5)</td>
<td>91%</td>
<td>94%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Motivated Me</td>
<td>84%</td>
<td>84%</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>Overall Quality (4 &amp; 5)</td>
<td>89%</td>
<td>87%</td>
<td>83%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Faculty Achievements

Every member of the psychology faculty is involved in significant scholarly and/or professional service activities, all of which influences the nature and/or content of courses offered to students. Since the last review in 2003, the faculty have collectively authored or co-authored 19 journal articles (in journals such as Aging, Neuropsychology, & Cognition and Brain & Language), four book chapters, two encyclopedia entries, two research reports, and one book review. The faculty presented or have been co-authors on presentations at six international conferences (e.g., the Society for Psychophysiological Research, Berlin, Germany and the International Neuropsychological Society, Bilbao, Spain), 38 national conferences (e.g., the American Psychological Association and the Association for Psychological Science), and 12 regional conferences (e.g., the Midwestern Psychological Association). In 2003 and 2005, Ron Havens and Lynn Pardie were each granted the UIS Faculty Excellence Award; one criterion for the award is the faculty member’s excellence in scholarship.

At the time of the previous program review, there were very few undergraduate psychology majors involved in faculty research or conducting their own studies under the guidance of a faculty supervisor. Since 2003, a main goal of the Psychology Department has been to involve undergraduates in research activities. To date, 86 students have worked as research assistants on faculty research projects and/or conducted their own research studies under the supervision of department faculty members. Twelve students have presented their own studies at the UIS Science Research Symposium and three of these students have won awards. In 2008, I. Moore won the best undergraduate student poster presentation. In 2009, A. Warren tied for the best undergraduate student poster presentation and J. Roskopf received second place for the best undergraduate oral presentation. Nine students have presented their studies at the regional Midwestern Psychological Association conference. A. Shilling presented his study at the national Association for Psychological Science conference and A. Davis was a co-chair of a conversation hour at the national Asian American Psychological Association conference, at which M. Stephens presented. In addition, A. Shilling published an article in the peer-reviewed Psi Chi Journal of Undergraduate Research in 2009.

Psychology Department faculty members are actively engaged in service to their profession. Since 2003, the faculty have collectively been ad hoc reviewers for 11 journals (e.g., the International Journal of Psychophysiology and Cognitive Brain Research), they have reviewed eight textbooks (e.g., Clinical Psychology: Understanding Mental Health and Statistics for the Behavioral Sciences), and they have reviewed abstracts for 11 conferences (e.g., the American Psychological Association and the American Educational Research Association). The faculty have also made 18 presentations to university, community, and professional groups that draw on the expertise in their specialty areas (e.g., the SIU Cancer Institute Symposium and the Taiwan Psychology Network). In addition, K. Burton is a member of the Human Rights Committee at McFarland Mental Health Center, F. Shen is a Board member for the Prairie Center Against Sexual Assault, and M. Yoder is the faculty representative for the Midwestern Psychological Association conference. Dr. Shen has been particularly active in two national organizations, the Asian American Psychological Association (AAPA) and the Taiwan Psychology Network (TPN). She has been the major co-editor of the AAPA newsletter for two years, the website
administrator for three years, and a conference reviewer and conference registration co-chair since 2010. Dr. Shen has contributed to the TPN as the membership officer and as the major co-editor for the TPN Special Edition Newsletter.

### Technology

The Psychology Department maintains a computer lab where 20 computers with Internet access are available for use with classroom and research activities. In addition, most faculty members have thoroughly integrated instructional technology into their teaching. For example:

- Students in PSY 302 - Research Methods in Psychology, PSY 303 - Statistics for the Behavioral Sciences, and PSY 471 – Senior Seminar are taught how to use EXCEL and SPSS software to compute statistical analyses for class assignments.
- Students in PSY 322 – Child Development use a software program to raise a virtual baby for a class project.
- Students in PSY 321 – Life Span Development take an Internet based stress assessment for a class activity.
- Students in virtually all classes are required to create PowerPoint slides for class presentations.

To support faculty scholarship, the department maintains three research laboratories that have a(n):

- 128 channel electroencephalography (EEG) system for recording brain activity.
- Psychophysiological equipment that includes a skin conductance response system for recording arousal (e.g., emotional) responses and an electromyographic recording system for recording facial muscle activity.
- Eye tracker/pupilometry system to record eye movement and pupil dilation.

Undergraduate research assistants who have worked with the faculty members who use this equipment have all been trained to use these systems. In addition, many students have conducted their own studies using this equipment and relevant software. F. Shen’s research assistants routinely utilize Web Services’ Toolbox to upload study surveys. Some of S. Reminger’s research assistants use the Analyze Visualization and Analysis software to identify regions of interest on brain images so various types of analyses can be run, like calculating volumes of brain structures. In addition, several students across various research projects have learned to use E-Prime software for stimulus presentation (e.g., to control the timing of when objects are presented on a computer screen).

### Faculty Development

Since the last review two faculty members have received sabbatical leaves to work on scholarly activities. M. Yoder received a sabbatical leave in the spring of 2009 to work on manuscript preparation. C. Switzer received a sabbatical leave in the fall of 2009 to design the Educational Aspirations study and the accompanying questionnaire, consent forms, debriefing form and IRB approval application. To date, approximately 200 UIS students have participated in the study. It should be noted that both Drs. Yoder and Switzer were eligible for sabbatical leave in the fall of 2005. However, because they were the only senior members of the department and all of the
remaining faculty members were recent hires who were in the tenure-track, Drs. Yoder and Switzer decided to wait to take the leave until the department was at a more stable point, even though this will essentially forfeit one potential sabbatical leave over the course of each of their careers.

The Psychology Department is consistently one of the most popular undergraduate majors and generates a high number of credit hours; as a result, faculty are faced with large class sizes and large numbers of advisees. To help offset this workload, the department had been given an NIA once a year to be rotated among the untenured faculty so that they would have time to focus on their scholarship. However, at the end of the spring 2010 semester, this NIA was no longer available to the department.

Several of the department faculty have applied for and been awarded the university’s Summer Competitive Scholarly Research Grants:

- S. Reminger received $3,500 in 2007 to conduct brain image analyses to identify factors that account for patterns of cognitive performance in cancer survivors. Part of the funding was used to support a summer salary for an undergraduate student, G. Kasa, to assist with the research. Findings from this work were presented in a talk given by Dr. Reminger at the 2007 Meeting of the International Neuropsychological Society in Bilbao, Spain.
- S. Reminger received $1,200 in 2009 to run a pilot study to establish the feasibility of a cognitive intervention program for individuals with learning disabilities.
- K. Pressley received $1,000 in 2009 to examine the automatic shifting of attention to emotional stimuli and concomitant activity in the brain using electroencephalography (EEG). A presentation based on this work was given at the Cognitive Neuroscience Society annual meeting in Montreal, QB, Canada, in April of 2010.
- F. Shen received $3,000 in 2009. Funding was provided for her qualitative research on the impact of experiences of discrimination and stereotyping on Asian Americans. For that summer, Shen and her students completed the majority of the phone interviews with participants and also began data collection. The funding provided student-worker pay for three undergraduate psychology students to help with participant recruitment and transcription. It also supplied some pay for equipment.

These awards benefit the department by allowing faculty members much needed time to pursue their scholarly interests. In addition, several undergraduate psychology majors have been involved in these research projects and received compensation from the awards for their work.

### Summary: Needs and Opportunities

Since the fall of 2005, the Psychology Department has had an almost complete turnover in personnel with the exception of two faculty members. As a result, a majority of the faculty members in the department are currently working their way through the tenure process. The recent hire of two Asian faculty members has allowed the department to broaden its diversity in terms of racial composition. Course offerings have also expanded with the addition of an Industrial/Organizational psychologist, a specialty area the department has not had before. Faculty members in the department are high quality teachers as evidenced by teaching evaluation
ratings that are consistently higher than both college and university percentages. The faculty are active scholars who regularly publish and present their work in peer-reviewed venues. The department is particularly proud of its goal to involve undergraduate majors in research with a total of 86 students who have engaged in the research process to date. Faculty members routinely incorporate technology into their teaching and train undergraduate students to use the equipment that is essential for conducting their research. Because the majority of the faculty are recent hires, they will not be eligible for sabbatical leave for several years. Untenured faculty members have been actively pursuing other faculty development opportunities. However, given the student demand for courses and advising, the loss of the rotating NIA places a burden on the untenured faculty in this department.
V. Learning Environment and Support Services

Student Involvement with Program Activities

All psychology majors are encouraged to join the Psychology Club. Students who have the requisite GPA are invited to join our local chapter of the national psychology honor society, Psi Chi. These two groups hold regular meetings (often concurrently) throughout the academic year. At times, these groups coordinate social or recreational activities where faculty and students can interact on and off campus.

In addition, under the guidance of faculty advisers, these student groups also plan and conduct fund raising events. They have raised money for the American Foundation for Suicide Prevention, the Central Illinois Foodbank, Relay for Life, Positive Options, Referrals, and Alternatives (PORA), Big Brothers/Big Sisters, and the Walk a Mile in Her Shoes fundraiser for the Prairie Center Against Sexual Assault. They have also raised money to send students to the annual meeting of the Midwestern Psychological Association in Chicago. In addition to raising funds, these student groups have also participated in the Out of the Darkness Community Walk for the American Foundation for Suicide Prevention, the Trick or Treat for Canned Goods event, and numerous times they have cooked breakfast at the Washington Street Mission.

At the beginning of each academic year, psychology majors elect a student representative who attends all department faculty meetings. In addition to talking directly with faculty members, students are encouraged to voice their concerns through their student representative. In this way, students are able to affect department policies and operations. As a result of student feedback, the department started giving “Getting Into Graduate School” workshops once a year, we have rotated required courses so that they are periodically offered at night, adjusted course offerings based on student interest, and we hired an Industrial/Organizational psychologist.

General Curricular Support

In general, the library has been responsive to faculty requests for the addition of new books, videotapes, and journals. For materials not available in the UIS library, the interlibrary loan system has been streamlined and now enables students to acquire virtually any article or book they need within a reasonable time. The department notes, however, that more stability in the library’s liaison to the department would be helpful. The Psychology Department also maintains its own small library of textbooks and journals, all of which are donated by the faculty. For the most part, the department’s needs with respect to laboratory equipment and space, as well as observation and training rooms, have been met.

While department faculty routinely help students with their writing skills, faculty members do refer students to the Center for Teaching and Learning for assistance with their writing. On some occasions in the past these types of referrals for writing help might have also been handled within the department by sending students to get help from one of the department’s two GAs, however, budget cuts that resulted in the department losing one of its two previous GAs has eliminated this practice. The Psychology Department also has a close working relationship with the Experiential and Service-Learning Office on campus. Many of the psychology majors who
participate in an ECCE Engagement Experience off-campus register for regular ECCE credit and one hour of ECCE PSY 467 – Specialized Applied Study Seminar. In this way, students can be supervised by a clinical or counseling psychologist in our department while they are completing internships that are more clinically oriented. The ECCE PSY 467 seminar is designed for students who participate in intensive internships with high-risk populations such as young children, psychiatric inpatients, or prison inmates. Because of the sensitive nature of this work, clinical supervision of students in this program is important.

**Computer Technology**

Internet connected computers are available for all faculty and 20 are available in our lab for student use in psychology courses as well as faculty use in research. Upgrades and replacement of existing computers will eventually need to be made, but while aging, they are adequate at present and relevant software is provided for each. In addition, we have a “data analysis” room equipped with four computers that undergraduate research assistants use to enter and analyze data for student and faculty research projects.

**Future Needs**

There is no reason, at present, to anticipate the need for significant changes or additions to the support services required by the Psychology Department in the near future.
VI. Student Demand and Program Productivity

Student Enrollment

In fall of 2010 the Psychology Department currently has 287 majors, the second highest of all undergraduate majors on campus. Since the last review, the number of majors in the Department has increased from 246 to 287, and have moved from the third highest to the second highest of all programs on campus (see Table 1, pg. 43).

Table 2 shows that the credit hours generated in prefix courses per fiscal year by psychology faculty have fluctuated between roughly 3,800 and 5,500. In fall of 2003, psychology generated 5214 credit hours, and in fall of 2010, psychology generated 4589 credit hours. There was a slight dip in credit hours generated in fall of 2007 to 3890. This dip could be due to a decrease in the department’s use of adjunct faculty to teach courses. From the fall of 2003 to 2006, the department had an average of nine adjunct instructors. Based on teaching evaluation ratings and student complaints, stating that some of the adjunct instructors were not meeting the standard of teaching excellence required at UIS, the department made the decision to hire only the adjunct instructors whose teaching evaluations were commensurate with the full-time faculty in the fall of 2006. Since that time, the department has hired an average of four adjunct instructors, three of whom have been employed for seven or more years in the department. Since fall of 2007, psychology’s credit hours generated have been steadily increasing.

The number of degrees granted in the Psychology Department ranged from 54 to 94. The average number of degrees granted in the Psychology Department during this review period was 72, whereas the average number of degrees granted between FY 01 and FY 03 was 79. On average, the number of degrees granted in the department for this review period had not changed significantly from the previous review period.
### Table 1

**University of Illinois at Springfield**  
**Credit Hours Generated in Prefix Courses by Undergraduate Students**  
**FY2003-FY2010**  
(In Descending Order, FY 2010)

<table>
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</table>

**SOURCE**: FY03-FY10 Induced Course Load Files. **Note**: Due to an historical error in the coding of non-program prefix codes, such as PAC and LSC, the hours generated in certain prefixes on this table do not match that which was reported to the IBHE. The numbers reported to the IBHE included hours generated by cost-center faculty teaching in their prefix plus the hours they generated in teaching non-program prefix courses. This error was corrected in FY03.
The Psychology Department has been doing well in meeting student demand in comparison to other programs on campus. In fall of 2010, the student-faculty ratio for all psychology faculty (adjunct and full-time) is approximately 32:1, and the ratio for full-time psychology faculty is higher, at approximately 36:1. These ratios have increased from fall of 2008, when the student-faculty ratio for all psychology faculty was 27:1, and the ratio for full-time psychology faculty was approximately 30:1. From fall of 2008 to fall of 2010, the Psychology Department’s student-faculty ratio ranking, in comparison to other programs, increased from fifth highest to third highest ratio for all full-time and part-time faculty. Given that the number of adjunct and full-time faculty has remained relatively stable over this time, this increasing trend suggests that the student demand for the psychology courses is increasing over time. These ratios also support the notion that the Psychology Department is in need of an additional hire of a new tenure-track faculty member to meet student demands.

During the review period, the average class size for Psychology courses for regular classes (i.e., excluding PSY 467 and PSY 490 which are individualized instruction courses) is 24, whereas the average class size for PSY 201: Principles of Psychology (class size cap = 40) is 37 and for PSY 302: Research Methods in Psychology (class size cap = 25) is 22. The utilization rate, (i.e., the percentage of students enrolled in classes relative to the course capacity) shows an increasing trend over the review period. The utilization rate for PSY 201: Principles of Psychology in spring of 2005 was 36%, whereas in the spring of 2011 it had increased to 98%. This increasing trend was also found for PSY 302: Research Methods in Psychology, where the average utilization rate in fall of 2004 was 76% and the utilization rate increased to an average of 98% in spring of 2011. These numbers further support the notion that the student demand for Psychology courses is increasing and that the department needs to hire a new faculty to meet this demand.

Compared to other programs on campus, psychology ranked as the second highest number of credit hours generated. In addition to the Department’s standing in credit hours generated, the Department is also ranked the second highest in the number of enrollments and in the number of degrees granted when compared to other programs on campus.

Compared to the 12 other Psychology programs in public universities in Illinois, the UIS Psychology Department consistently ranked the 9th, 10th, or 11th in credit hours generated during the review period. On average, the credit hours generated in the department during the review period was 6,707, whereas the credit hours generated by other psychology programs in Illinois ranged from 3,997 to 40,469. In addition, the department has been consistently ranked 11th in enrollments compared to other psychology programs in Illinois during the review period. The average number of enrollments in the department at UIS was 250, whereas the number of enrollments by other psychology programs in Illinois ranged from 168 to 1397. The Psychology Department has been ranked from 9th to 12th in the number of degrees conferred when compared to other psychology programs in the state. The average number of degrees conferred in the Psychology Department during this review period was 76, whereas the average number of degrees granted by other psychology programs ranged from 34 to 465. When compared to other psychology programs in Illinois, the data presented for the department at UIS is as expected.
Other psychology programs in Illinois are found in much larger institutions, where the psychology programs have multiple Master’s and doctoral programs in various specializations in psychology. Thus, those programs have a larger number of faculty members to cater to student demands.

### Demand for Concentrations

As mentioned in Part I and Part II of this program review, the Psychology Department has five concentrations: Clinical/Counseling Psychology, Developmental Psychology, Educational Psychology, Experimental Psychology, and Individualized. The Department currently has 266 majors with 85 in the Clinical/Counseling Psychology concentration, 14 in the Developmental Psychology concentration, 67 in the Educational Psychology concentration, 5 in the Experimental Psychology concentration, and 23 in the Individualized concentration. There are currently 72 Psychology majors who have not declared a concentration.

To examine whether the department is able to support the concentrations stated in the campus catalog, class enrollment data and utilization rates for required core courses for each concentration will be examined. Class enrollment and utilization rates for the individualized concentration will not be presented because this concentration does not have a required core concentration course. In general, the required core concentration courses for all concentrations have high enrollment and high utilization rates. For Clinical/Counseling Psychology concentration, the average class size for the PSY 351: Abnormal Psychology course is 29 and the average utilization rate is 94%. For Developmental Psychology concentration, the average class size for the PSY 321: Life-span Development course is 29, with an average utilization rate of 97%. For Educational Psychology, the average class size for the PSY 327: Educational Psychology course is 26, and the average utilization rate is 86%. Finally, for Experimental Psychology concentration, the average class size for the PSY 303: Statistics in Behavioral Sciences course is 18 (class size cap = 25), with an average utilization rate of 71%.
VII. Centrality to Campus Mission

<table>
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<tr>
<th>Support of the Campus Vision</th>
</tr>
</thead>
</table>

In keeping with the university’s Vision Statement, the central focus and goal of the Psychology Department remains excellence in teaching. All faculty in the department have a commitment to research-based scholarship, thus increasing the level of student-generated research as well. Faculty and students attend and present at the two most important national peer-reviewed conferences in the discipline (American Psychological Association and the Association for Psychological Science), peer-reviewed regional conferences (e.g., the Midwestern Psychological Association), as well as the UIS Science Research Symposium. Program faculty members also model the importance of public affairs activities through their own high levels of professional involvement in community service, i.e., consultations with local agencies, public speaking engagements, coordination with area schools, etc. In addition, the Psychology Club that operates in affiliation with our honors society, Psi Chi, provides students with an opportunity to engage in important community service activities (e.g., serving breakfast at the Washington St. Mission), as well as coordination with the honor society in Criminal Justice to participate in the annual “Walk a Mile in Her Shoes” awareness campaign for domestic violence.

<table>
<thead>
<tr>
<th>Relationship to Other Campus Instructional Programs</th>
</tr>
</thead>
</table>

Psychology continues to be heavily involved in the teacher education (TEP) curriculum in terms of offering courses that meet teacher education prerequisites and core curricular requirements for the minor in that program. In addition, many teacher education students also choose to major in psychology. This means that psychology faculty not only teach a large number of teacher education students in the classroom, but also share advising responsibilities for many students with Teacher Education faculty.

<table>
<thead>
<tr>
<th>Service to Non-Majors</th>
</tr>
</thead>
</table>

The psychology program consistently serves a large number of non-majors. The number of credit hours generated in PSY prefix courses by undecided and non-majors is as follows: FY10 – 1,745; FY09 – 939; FY08 – 832; FY07 – 722; FY06 – 1,291; FY05 – 1,836; FY04 – 1,772; FY03 – 1,570. Among departments granting the bachelor’s degree (i.e., omitting departments offering only a minor) Psychology’s rank among other departments at UIS is as follows: FY10 – 6th of 22; FY09 – 17th of 21; FY08 – 13th of 21; FY07 – 15th of 21; FY06 – 4th of 21; FY05 – 2nd of 21; FY04 – 1st of 21; FY03 – 1st of 21. There is a slight dip by Psychology’s rank for FY07 through FY09. This dip is likely due to the following factors: 1) the Psychology department did not begin contributing to General Education until the spring of 2005 with the offering of one section of PSY 201: Principles of Psychology, per semester. It was not until the fall of 2007 when the department offered a second General Education course, PSY 212: Brain and Emotion. In 2010, PSY 201 was offered in summer and multiple sections were offered in the fall and spring semesters; 2) the Department does not currently have the faculty resources to offer any ECCE; 3) the Department had a higher number of course sections taught by adjunct faculty from FY 2003 to FY 2006 (average per year = 15 sections) than from FY 2007 to FY 2010 (average
per year = 8 sections); 4) the Chair of Psychology received a 2 course release spring 2008 through spring 2010.

**Support for General Education**

At the time of the last review the department had not taught any courses that fulfilled any general education categories. Since the time of that review the psychology department has made great strides in general education offerings. Specifically, the department has offered four different courses, taught over 22 sections (both online and on-ground), serving a total of 714 students, and generating 2,142 credit hours. The courses are each 3 credit hours and have fulfilled the social science requirement. These courses, sections, and enrollments are listed below. All sections are on-ground except where noted. One section was taught per term except where noted. The department voluntarily increased the capacity of the most frequently offered course, *Principles of Psychology*, from the normal 35 to 40 students.

PSY 201: *Principles of Psychology* (sp11: two sections, 79 total students; f10: one on-ground section, 39 students, one online section, 25 students; sm10: online section, 24 students; sp10: 47 students, f09: 38 students; sp09: 50 students; f08: 36 students; sp08: 41 students; f07: 40 students, sp07: 40 students; f06: 34 students; sp06: 36 students; sp05: 26 students)

PSY 212: *Brain and Emotion* (f10: 27 students; sp10: 27 students, f09: 29 students; f08: 29 students; f07: 14 students)

PSY 214: *Psychological Perceptions of Art* (sp11: 17 students)

PSY 241: *Multicultural Psychology* (sp11, 16 students)

**Support for Campus Initiatives**

The Psychology department has been very active in online teaching since the time of our last review. From the fall 2004 semester through the spring 2011 semester the department has offered 21 sections of online courses, offering at least one course online for each fall or spring semester. The median online course offering per semester for that time period, including summers, was 4. The total number of seats in these courses was 1,685. Given the capacity of 1,775, the utilization of these courses was over 94%.
VIII. Costs

Analysis of Costs

All psychology faculty members are cost centered in the Psychology Department. The instructional costs of the Psychology Department courses cost the university, on average, 21% less than instructional costs of other programs courses in the university. For example, in fall of 2008, the average cost per credit hour for the university as a whole was $400.17, but the average cost per credit hour for the Psychology Department was $324.91. Based on data from the Office of Institutional Research at UIS, the Psychology Department has consistently ranked as the third or fourth least expensive program in the university between fall 2004 and fall 2008. This trend could be partially attributable to the high enrollments in courses that the Psychology Department offers coupled with the lower salaries of Psychology faculty compared to some other departments across the institution.

During the review period, the unit cost of the Psychology Department increased from $256.56 to $324.91. On average, the unit cost of the Psychology Department was 10% more than the statewide average costs for psychology programs in other public universities during this review period. The average unit cost of the department during the last review period (FY01 – FY03) was 16% more than the statewide average costs. In addition, the average percent of change in unit cost of the Psychology Department during the review period is +4%. The deviation of unit cost for the Psychology Department from the statewide average could be due to the smaller class sizes that adhere to the UIS’ mission statement of “faculty members engag[ing] students in small classes and experiential learning settings”.

It should be noted here that even while the costs of the Psychology Department are decreasing relative to comparable Departments in the state, Psychology’s major and minor count, and the faculty to student ratios are increasing. These trends provide further evidence that the Psychology Department and UIS as a whole would benefit from adding a full-time tenure-track faculty member.

External Funding

There are no sources of external funding for the Department at present. The primary option for external funding in the future is grants generated by the faculty to fund their research and direct solicitation of contributions from our alumni. Given the current limited NIA availability and heavy teaching loads carried by members of the department, time to seek such funding opportunities is limited.
IX. Summary and Recommendations

| Previous Program Review Recommendations |

The Undergraduate Council expressed two concerns in the previous program review that were related to their recommendations. One concern was related to the Psychology Department’s heavy dependence on adjunct instructors. During the time of the previous program review, the Psychology Department routinely hired an average of nine adjunct instructors per academic year. However, in the fall of 2006, the department decided to only hire adjunct instructors with high teaching evaluation ratings and who had demonstrated high quality teaching. As a result, since that time the department has hired an average of four adjunct instructors per academic year. A second concern was that the department would be able to deliver all of its concentrations with the personnel losses that had been incurred. Since the previous program review, the department has discontinued the Personal/Transpersonal concentration due to low enrollment and the retirement of the faculty member who taught most of the core courses in that concentration. The current enrollment in our remaining five concentrations is as follows:

- Clinical/Counseling = 85
- Educational = 67
- Individual = 23
- Developmental = 14
- Experimental = 5

Despite the low enrollment in the Developmental and Experimental concentrations, the department does not have any plans to discontinue them because the core courses in those concentrations are regularly taught by department faculty and enroll quite well and (2) none of the courses were specifically developed for the concentration; the courses would be taught regardless of whether they are packaged in a concentration or not.

The recommendations from the Undergraduate Council regarding the previous program review were:

- We concur with the Program’s request for additional faculty, especially in the areas of Developmental Educational Psychology.
- We recommend that the Program look carefully at the five newly created concentrations to see if the courses can be delivered in a timely fashion. The program may wish to eliminate “tracks” that use scarce resources and have a limited demand.
- We support the Program’s efforts to both include adjunct faculty by developing the Departmental Handbook, but also to insure quality instruction by having full-time faculty engage in evaluations of part-time faculty.

The recommendations from VCAA & Provost Berman were:

- Program enrollments remain strong, while staffing is limited. The faculty line lost during the budget rescission should be restored and additional hiring opportunities should be created during the upcoming review period.
The new concentrations help clarify curricular options for students. Enrollment in the concentrations needs to be monitored to ensure that the intended results are being achieved and that student demand justifies the investment of resources.

The program should continue to strive to attract highly qualified minority faculty in needed areas of expertise.

In response to these recommendations the department has reduced the number of adjunct instructors, reduced the number of concentrations from six to five, and continues to monitor the concentration enrollments. In addition, the department has hired two Asian faculty members since the last review period. The department currently has seven tenure track faculty members and one visiting clinical instructor. Despite the addition of a visiting clinical instructor, the department would greatly benefit from an additional full-time tenure track faculty member given the large number of majors, minors, and credit hours generated each academic year.

### Current Program Strengths

**Research.** The Psychology Department has greatly enhanced our program of undergraduate research in the past seven years. Faculty members have active research programs that engage students in faculty projects and faculty members also mentor students who are doing their own projects. Students regularly present their research at the UIS Science Symposium and regional and national conferences. Faculty members in the Psychology Department also collaborate on research projects with other faculty in the Public Affairs & Administration College, the Business College, and at the SIU Medical School. This collaboration also extends to a Brown Bag series that allows faculty members and students from all of the social sciences across campus to present their scholarship.

**Assessment.** The Psychology Department has a strong assessment program that includes pre- and post-testing the students in terms of their knowledge base of psychology, aligning the curriculum with the American Psychological Association’s learning goals and objectives for undergraduate psychology majors, and assessing the APA’s learning goals and objectives in the department’s Senior Seminar capstone course.

**Advising.** To enhance our student advising, the department has developed advising guides for each of our concentrations. The advising guides, along with other advising forms and useful tips, are placed on the department’s web site so that they can be easily accessed by students. However, the department has a global view of student advising that extends beyond the traditional model of advising. As a result, the department has developed a “Getting Into Graduate School” workshop that is offered to students at least once a year. This year the department hosted an open forum for professionals in the community to discuss with students the qualities that they are looking for in psychology graduates. A career component has also been added to two of our courses: 1) in our Research Methods course (one of the first courses that all psychology majors must take) students meet with a career counselor in the Career Development Center and then write about that experience, and 2) in our Senior Seminar capstone course students participate in mock interviews to help prepare them for future job and graduate school interviews.
Diversity. In the past seven years the department has enhanced the racial diversity of its faculty. This has resulted in new course offerings (e.g., PSY 241: Multicultural Psychology and PSY 352: Multicultural Counseling). An additional result is an increased number of research projects that deal with diversity issues. The department has also expanded the diversity of the specialty areas of its faculty by employing an Industrial/Organizational psychologist for the first time.

Teaching. Faculty members in the department regularly teach upper and lower division courses that are on campus and online. The department’s teaching evaluation ratings are consistently higher than college percentages across the campus. For an example of one semester’s ratings please see the table below.

Teaching Evaluation Ratings for Fall 2010

Teacher Competence (combined 4 & 5 ratings)

<table>
<thead>
<tr>
<th></th>
<th>Psychology Department</th>
<th>CBM</th>
<th>EHS</th>
<th>PAA</th>
<th>LAS</th>
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</thead>
<tbody>
<tr>
<td>Teacher Competence</td>
<td>93%</td>
<td>88%</td>
<td>88%</td>
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<td>88%</td>
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</tbody>
</table>

Overall Teaching (combined 4 & % ratings)

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<tr>
<th></th>
<th>Psychology Department</th>
<th>CBM</th>
<th>EHS</th>
<th>PAA</th>
<th>LAS</th>
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</thead>
<tbody>
<tr>
<td>Overall Teaching</td>
<td>87%</td>
<td>79%</td>
<td>84%</td>
<td>83%</td>
<td>83%</td>
</tr>
</tbody>
</table>

These ratings are achieved despite large class sizes, a heavy teaching load that often includes three full courses, and relatively inexperienced (i.e., untenured) professors.

Service. Faculty members in the Psychology Department consistently make important service contributions to the college and university. Three of the current faculty members have served on the campus Senate and Senate Executive Committee. M. Yoder has served as the Faculty Athletic Representative since 2004. Members of the department have served on and chaired the CLAS Personnel Committee and Academic Integrity Committee. Additional faculty members have served on the CLAS Curriculum Committee, ROAD Committee, Undergraduate Council, and the campus Planning and Budget Committee. Lastly, the Psychology faculty serve on search committees for high level hires (e.g., UIS Chancellor, Director of Athletics, and Director of the Office of Disability Services).
Areas of Concern

As the department considers its development over the next eight years, our main area of concern is raising the number of faculty members to better coincide with the student to faculty ratio that is advertised by the university. The department is consistently one of the most popular majors and also consistently generates some of the highest credit hours in the university. Adding a minimum of one more faculty member in the next eight years would allow us to generate more credit hours and ease some of the teaching load so faculty members can concentrate on research endeavors.

An additional area of concern deals with a heavy teaching and advising load relative to faculty in smaller departments that interferes with time that can be spent on research. Prior to the fall of 2009, the CLAS Dean’s Office gave the department one research NIA per academic year that was rotated among the faculty to offset the heavy teaching and advising load. Now that the NIA has been taken away from the department, it puts an unfair burden on faculty prior to tenure and promotion who need time to complete research, but are instead teaching large classes and advising large numbers of major for the college and university.

Program’s Recommendations for the Current Review

Given the situation described above, one recommendation the department can offer for improving its quality and productivity is to add at least one additional faculty member in the next eight years. The recommendation to add more faculty to the Psychology Department was made 16 years ago when the Dean of CLAS wrote, “Strong consideration should be given to allocating additional faculty to the program, in addition to replacing the faculty member who recently resigned from the program.” Eight years ago, the Undergraduate Council and Provost both agreed that the department should be awarded an additional faculty member. The number of tenure-track faculty in the department has not changed over that time.

A second recommendation from the department is for the CLAS Dean to institute a research NIA program that is based on the credit hours that a department generates. For example, when a department generates 5,000 credit hours, it is given an NIA to be rotated among the department faculty for research purposes. That way all departments would benefit from this NIA, but departments with a heavier teaching load would receive more relief to work on their research.

The rationale for these recommendations is that Psychology Department faculty are teaching and advising more students than almost any other department on campus. This has long been the case, but now most of the department’s faculty are still in the tenure track and need to be especially concerned about scholarship and service activities. The department needs additional faculty to not only maintain excellence in teaching and ease the teaching load of its current faculty members, but so that it can also generate more credit hours for the college and university. A research NIA that is based on credit hours generated helps to alleviate the heavy teaching and advising burden for large departments, and gives faculty an opportunity to engage in fundamental and necessary scholarship and service activities required for tenure and promotion.
Appendix A: The Psychology Minor

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<th>Minors</th>
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At present, the Psychology Department has 81 minors, 72 of them are full-time and 9 are part-time. The number of psychology minors has grown substantially since the last program review. In fall of 2004, the department had 38 minors, where 22 of them were full-time and 16 of them were part-time. These minors represent students majoring in roughly a dozen other subjects, with a majority coming from criminal justice and social work. Students with a minor in psychology are required to take 20 hours in psychology, with PSY 302: Research Methods in Psychology being the only required course.

There are no additional instructional costs for offering a Psychology minor.
Appendix B: The APA’s Undergraduate Psychology Major Learning Goals

Structure of the Undergraduate Psychology Learning Goals and Outcomes

In this document we provide details for 10 suggested goals and related learning outcomes for the undergraduate psychology major. These Undergraduate Psychology Learning Goals and Outcomes represent what the Task Force considers to be reasonable departmental expectations for the psychology major in United States' institutions of higher education. We grouped the 10 goals into two major categories:

(I) Knowledge, Skills, and Values Consistent with the Science and Application of Psychology. This category represents activities that provide hallmarks of psychology education. Responsibility for development in and assessment of these areas rests primarily with the psychology faculty in coursework or psychology advising, and

(II) Knowledge, Skills, and Values Consistent with Liberal Arts Education that are further developed in Psychology. This category includes activities that usually are part of a general education program or liberal arts education. Responsibility for student development in these areas and assessment of students' achievements tends to be shared across a broader range of disciplines than just psychology; however, psychology coursework can contribute to and expand upon these general education goals in significant ways. In turn, well-developed liberal arts skills can contribute to student achievement within the psychology major. Each of these categories contains 5 goals:

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

Goal 1. Knowledge Base of Psychology
Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2. Research Methods in Psychology
Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3. Critical Thinking Skills in Psychology
Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
Goal 4. Application of Psychology
Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5. Values in Psychology
Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are further developed in Psychology:

Goal 6. Information and Technological Literacy
Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 7. Communication Skills
Students will be able to communicate effectively in a variety of formats.

Goal 8. Sociocultural and International Awareness
Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9. Personal Development
Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10. Career Planning and Development
Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Undergraduate Psychology Learning Goals and Outcomes

Each of the 10 goals includes specific, numbered outcomes that articulate suggested strategies for how the goals can be demonstrated. Task force members believe that each goal can be addressed in departments’ curriculum designs and assessment plans; however, departments may choose formally to emphasize selected goals and outcomes depending on their emphases, traditions, or resources. We have designated separate sub-points for particular outcomes to provide further assistance in developing performance expectations.

Our emphasis on certain content areas as part of the Undergraduate Psychology Learning Goals and Outcomes should not be construed as dictating course requirements. For example, our emphasis on the development of career skills does not imply that these activities must transpire in a formal course on careers in psychology. Similarly, we are not advocating that separate courses in the history of psychology or group dynamics must be included in the undergraduate
curriculum, but leave it to the ingenuity of departments to determine contexts in which students can learn those relevant skills and perspectives.

**Goal 1. Knowledge Base of Psychology**

Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Suggested Learning Outcomes

1.1 Characterize the nature of psychology as a discipline.

   a. Explain why psychology is a science.
   b. Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.
   c. Compare and contrast the assumptions and methods of psychology with those of other disciplines.
   d. Describe the contributions of psychology perspectives to interdisciplinary collaboration.

1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

   a. theory and research representing each of the following four general domains:
      (1) learning and cognition
      (2) individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
      (3) biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
      (4) developmental changes in behavior and mental processes across the life span
   b. the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
   c. relevant levels of analysis: cellular, individual, group/systems, and culture
   d. overarching themes, persistent questions, or enduring conflicts in psychology, such as
      (1) the interaction of heredity and environment
      (2) variability and continuity of behavior and mental processes within and across species
      (3) free will versus determinism
      (4) subjective versus objective perspective
      (5) the interaction of mind and body
   e. relevant ethical issues, including a general understanding of the APA Code of Ethics

1.3 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.

   a. Describe behavior and mental processes empirically, including operational definitions
   b. Identify antecedents and consequences of behavior and mental processes
   c. Interpret behavior and mental processes at an appropriate level of complexity
   d. Use theories to explain and predict behavior and mental processes
   e. Integrate theoretical perspectives to produce comprehensive and multi-faceted explanations

1.4 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

   a. Compare and contrast major perspectives
   b. Describe advantages and limitations of major theoretical perspectives
Goal 2. Research Methods in Psychology

Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Suggested Learning Outcomes

2.1 Describe the basic characteristics of the science of psychology.

2.2 Explain different research methods used by psychologists.
   a. Describe how various research designs address different types of questions and hypotheses
   b. Articulate strengths and limitations of various research designs
   c. Distinguish the nature of designs that permit causal inferences from those that do not

2.3 Evaluate the appropriateness of conclusions derived from psychological research.
   a. Interpret basic statistical results
   b. Distinguish between statistical significance and practical significance
   c. Describe effect size and confidence intervals
   d. Evaluate the validity of conclusions presented in research reports

2.4 Design and conduct basic studies to address psychological questions using appropriate research methods.
   a. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies
   b. Formulate testable research hypotheses, based on operational definitions of variables
   c. Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations
   d. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses
   e. Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation

2.5 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.

2.6 Generalize research conclusions appropriately based on the parameters of particular research methods.
   a. Exercise caution in predicting behavior based on limitations of single studies
   b. Recognize the limitations of applying normative conclusions to individuals
   c. Acknowledge that research results may have unanticipated societal consequences
   d. Recognize that individual differences and sociocultural contexts may influence the applicability of research findings
Goal 3. Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Suggested Learning Outcomes

3.1 Use critical thinking effectively.

a. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
b. Identify and evaluate the source, context, and credibility of information
c. Recognize and defend against common fallacies in thinking
d. Avoid being swayed by appeals to emotion or authority
e. Evaluate popular media reports of psychological research
f. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement
g. Make linkages or connections between diverse facts, theories, and observations

3.2 Engage in creative thinking.

a. Intentionally pursue unusual approaches to problems
b. Recognize and encourage creative thinking and behaviors in others
c. Evaluate new ideas with an open but critical mind

3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.

a. Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)
b. Distinguish among assumptions, emotional appeals, speculations, and defensible evidence
c. Weigh support for conclusions to determine how well reasons support conclusions
d. Identify weak, contradictory, and inappropriate assertions
e. Develop sound arguments based on reasoning and evidence

3.4 Approach problems effectively.

a. Recognize ill-defined and well-defined problems
b. Articulate problems clearly
c. Generate multiple possible goals and solutions
d. Evaluate the quality of solutions and revise as needed
e. Select and carry out the best solution
Goal 4. Application of Psychology

Understand and apply psychological principles to personal, social, and organizational issues.

Suggested Learning Outcomes

4.1 Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health).

4.2 Identify appropriate applications of psychology in solving problems, such as
   a. the pursuit and effect of healthy lifestyles
   b. origin and treatment of abnormal behavior
   c. psychological tests and measurements
   d. psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings and their empirical evaluation

4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.
   a. Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems
   b. Describe how applying psychological principles can facilitate change

4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.

4.5 Recognize that ethically complex situations can develop in the application of psychological principles.

Goal 5. Values in Psychology

Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Suggested Learning Outcomes

5.1 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.

5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.

5.3 Seek and evaluate scientific evidence for psychological claims.

5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative.

5.5 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.

5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities

5.7 Understand the limitations of their psychological knowledge and skills.
**Goal 6. Information and Technological Literacy**

Demonstrate information competence and the ability to use computers and other technology for many purposes.

**Suggested Learning Outcomes**

6.1 Demonstrate information competence at each stage in the following process:

   a. Formulate a researchable topic that can be supported by database search strategies
   b. Locate and, choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries
   c. Use selected sources after evaluating their suitability based on --appropriateness, accuracy, quality, and value of the source --potential bias of the source --the relative value of primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus nonpeer-reviewed sources
   d. Read and accurately summarize the general scientific literature of psychology

6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.

6.3 Use information and technology ethically and responsibly.

   a. Quote, paraphrase, and cite correctly from a variety of media sources
   b. Define and avoid plagiarism
   c. Avoid distorting statistical results
   d. Honor commercial and intellectual copyrights

6.4 Demonstrate these computer skills:

   a. Use basic word processing, database, email, spreadsheet, and data analysis programs
   b. Search the World Wide Web for high quality information
   c. Use proper etiquette and security safeguards when communicating through email

**Goal 7. Communication Skills**

Communicate effectively in a variety of formats.

**Suggested Learning Outcomes**

7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note-taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

   a. Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context
   b. Use APA style effectively in empirically-based reports, literature reviews, and theoretical papers

7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

**CONTINUED ON THE NEXT PAGE**
7.3 Exhibit quantitative literacy.
   
   a. Apply basic mathematical concepts and operations to support measurement strategies
   b. Use relevant probability and statistical analyses to facilitate interpretation of measurements
   c. Articulate clear and appropriate rationale for choice of information conveyed in charts, tables, figures, and graphs
   d. Interpret quantitative visual aids accurately, including showing vigilance about misuse or misrepresentation of quantitative information

7.4 Demonstrate effective interpersonal communication skills.
   
   a. Listen accurately and actively
   b. Use psychological concepts and theory to understand interactions with others
   c. Identify the impact or potential impact of their behaviors on others
   d. Articulate ideas thoughtfully and purposefully
   e. Use appropriately worded questions to improve interpersonal understanding
   f. Attend to nonverbal behavior and evaluate its meaning in the communications context
   g. Adapt communication style to accommodate diverse audiences
   h. Provide constructive feedback to colleagues in oral and written formats

7.5 Exhibit the ability to collaborate effectively.
   
   a. Work with groups to complete projects within reasonable timeframes
   b. Solicit and integrate diverse viewpoints
   c. Manage conflicts appropriately and ethically
   d. Develop relevant workplace skills: mentoring, interviewing, crisis management

**Goal 8. Sociocultural and International Awareness**

Recognize, understand, and respect the complexity of sociocultural and international diversity.

Suggested Learning Outcomes

8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.

8.2 Examine the sociocultural and international contexts that influence individual differences.

8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.

8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.

8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.
**Goal 9. Personal Development**

Develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

Suggested Learning Outcomes

9.1 Reflect on their experiences and find meaning in them.
   a. Identify their personal and professional values
   b. Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles

9.2 Apply psychological principles to promote personal development.
   a. Demonstrate self-regulation in setting and achieving goals
   b. Self-assess performance quality accurately
   c. Incorporate feedback for improved performance
   d. Purposefully evaluate the quality of one's thinking (metacognition)

9.3 Enact self-management strategies that maximize healthy outcomes.

9.4 Display high standards of personal integrity with others.

**Goal 10. Career Planning and Development**

Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Suggested Learning Outcomes

10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) to formulating career choices.

10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both.

10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.

10.4 Identify and develop skills and experiences relevant to achieving selected career goals.

10.5 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.
## Appendix C: Course Mapping

### Psychology Course Assignments Related to the APA Learning Goals & Objectives

<table>
<thead>
<tr>
<th>Goal 1 – Knowledge Base of Psychology</th>
<th>PSY 471 – Senior Seminar – Goal 1 Narrative</th>
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<tbody>
<tr>
<td><strong>Sub-goal 1.1</strong></td>
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<tr>
<td><em>Characterize the nature of psychology as a discipline.</em></td>
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<tr>
<td><strong>Sub-goal 1.1a</strong></td>
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<tr>
<td><em>Explain why psychology is a science.</em></td>
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<td><strong>Sub-goal 1.1b</strong></td>
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<tr>
<td><em>Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.</em></td>
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<tr>
<td><strong>Sub-goal 1.1c</strong></td>
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<tr>
<td><em>Compare and contrast the assumptions and methods of psychology with those of other disciplines.</em></td>
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<tr>
<td><strong>Sub-goal 1.1d</strong></td>
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<tr>
<td><em>Describe the contributions of psychology perspectives to interdisciplinary collaboration.</em></td>
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<td><strong>Sub-goal 1.2</strong></td>
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<td><em>Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.</em></td>
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<tr>
<td><strong>Sub-goal 1.2a(1)</strong></td>
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<tr>
<td><em>Theory and research representing each of the following four general domains:</em></td>
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<tr>
<td><em>learning and cognition.</em></td>
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<td><strong>Sub-goal 1.2a(2)</strong></td>
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<tr>
<td><em>Theory and research representing each of the following four general domains:</em></td>
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<td><strong>Sub-goal 1.2d</strong></td>
<td></td>
</tr>
<tr>
<td><em>Describe the contributions of psychology perspectives to interdisciplinary collaboration.</em></td>
<td></td>
</tr>
</tbody>
</table>

<p>| PSY 326-Family Psychology - Family Influences Paper Assignment |
| PSY 321- Life Span Development – Book Report |
| PSY 411 – Cognitive – Term Paper |
| PSY 331 Social Psychology – Portfolio Assignment |
| PSY 351 – Abnormal Psychology Class Paper |
| Psyc 411 – Cognitive – 3 Current Journal Article mini-papers |
| Psyc 411 – Cognitive – Term Paper |
| Psyc 312 – Learning and Memory – Dan Schacter “Book Report” |
| Psyc 312 – Learning and Memory – Elizabeth Loftus “Book Report” |
| Psyc 312 – Learning and Memory – Term Paper and Oral Presentation |
| PSY 326-Family Psychology - Family Influences Paper Assignment |
| PSY 331 Social Psychology – Portfolio Assignment |
| PSY 331 Social Psychology – Application Paper |
| PSY 441 – Theories of Personality Theory/Research Paper |
| PSY 458 – Tests &amp; Measurements Test Evaluation Assignment |</p>
<table>
<thead>
<tr>
<th>Sub-goal 1.2a(3)</th>
<th></th>
</tr>
</thead>
</table>
| Theory and research representing each of the following four general domains: | Psyc 411 – Cognitive – Term Paper  
Psyc 312 – Learning and Memory – Term Paper and Oral Presentation  
PSY 412 – Biopsychology – Assignments #1, 2, 3, 4 & PPT Presentation.  
PSY 315 – Psychoactive Drugs – Drugs & Brain paper  
Psyc 417 – Perceptual Learning - Oral presentation |
| Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion. |  |

<table>
<thead>
<tr>
<th>Sub-goal 1.2a(4)</th>
<th></th>
</tr>
</thead>
</table>
| Theory and research representing each of the following four general domains: | PSY 326-Family Psychology - Family Influences Paper Assignment  
PSY 201 Principles of Psychology – Project: Trip to the Toy Store  
PSY 322 Child Development – Projects: Trip to the Toy Store; Replicating Piaget’s Conservation Tasks; Who am I?; Moral Reasoning Interviews; Interviews about Best Friends  
PSY 323 Adolescence – Movie paper |
| Developmental changes in behavior and mental processes across the life span. |  |

<table>
<thead>
<tr>
<th>Sub-goal 1.2b</th>
<th>The history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sub-goal 1.2c</th>
<th>Relevant levels of analysis: cellular, individual, group/systems, and culture.</th>
</tr>
</thead>
</table>

| Sub-goal 1.2d(1) | Overarching themes, persistent questions, or enduring conflicts in psychology, such as:  
the interaction of heredity and environment. |
|---|---|

| Sub-goal 1.2d(2) | Overarching themes, persistent questions, or enduring conflicts in psychology, such as:  
variability and continuity of behavior and mental processes within and across species. |
|---|---|

| Sub-goal 1.2d(3) | Overarching themes, persistent questions, or enduring conflicts in psychology, such as:  
free will versus determinism. |
|---|---|

| Sub-goal 1.2d(4) | Overarching themes, persistent questions, or enduring conflicts in psychology, such as:  
subjective versus objective perspective. |
|---|---|

| Psyc 312 – Learning and Memory – ‘My Winter Break’ longitudinal memory papers  
Psyc 312 – Learning and Memory – Elizabeth Loftus “Book Report” |  |
### Sub-goal 1.2d(5)
- Overarching themes, persistent questions, or enduring conflicts in psychology, such as:
  - the interaction of mind and body.

<table>
<thead>
<tr>
<th>Sub-goal 1.2e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant ethical issues, including a general understanding of the APA Code of Ethics.</td>
</tr>
</tbody>
</table>

| PSY 453 Psych Foundations for Helping – Critical Thinking about Ethics Written Assignment |
| PSY 471 – Senior Seminar – Goal 5 Narrative |
| PSY 471 – Senior Seminar – Values in Psychology In-Class Assignment |
| PSY 452 – Clinical Psychology Ethics Case Studies |

### Sub-goal 1.3
- Use the concepts, language, and major theories of the discipline to account for psychological phenomena.

<table>
<thead>
<tr>
<th>Sub-goal 1.3a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe behavior and mental processes empirically, including operational definitions.</td>
</tr>
</tbody>
</table>

| PSY 441 Theories of Personality – Integrative Paper Assignment |
| Psyc 411 – Cognitive – Term Paper |
| Psyc 312 – Learning and Memory – Term Paper and Oral Presentation |
| PSY 331 Social Psychology – Portfolio Assignment |
| PSY 332 – Sport Psychology – Competition Analysis |
| PSY 416 – Motivation – Self-application paper |
| PSY 201 Principles of Psychology – Project: Dreams |
| PSY 322 Child Development – Projects: Who am I?; Moral Reasoning Interviews; Interviews about Best Friends; What Kind of Student Are You? |
| PSY 323 Adolescence – Movie paper |

### Sub-goal 1.3b
- Identify antecedents and consequences of behavior and mental processes.

| PSY 453 Psy Foundations for Helping – Videotaped Analogue Counseling Session Self-Evaluation |
| PSY 457 – Behavior Modification Class Project |

### Sub-goal 1.3c
- Interpret behavior and mental processes at an appropriate level of complexity.

| PSY 441 Theories of Personality – Integrative Paper Assignment |
| PSY 453 Psy Foundations for Helping – Videotaped Analogue Counseling Session Self-Evaluation |
| PSY 302 Research Methods in Psychology – Popular Media Analysis |
| PSY 412 – Biopsychology – Brochure Assignment (#4) |
| PSY 351 – Clinical Psychology Simulated Counseling Assignment |
| PSY 351 – Abnormal Psychology Differential Diagnosis Assignment |

### Sub-goal 1.3d
- Use theories to explain and predict behavior and mental processes.

<p>| PSY 441 Theories of Personality – Integrative Paper Assignment |
| PSY 312 – Learning and Memory – ‘My Winter Break’ longitudinal memory papers |
| PSY 326-Family Psychology - Family Influences Paper Assignment |
| PSY 321- Life Span Development – Book Report |</p>
<table>
<thead>
<tr>
<th>Sub-goal 1.3e</th>
<th>Integrate theoretical perspectives to produce comprehensive and multifaceted explanations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-goal 1.4</td>
<td>Explain major perspectives in psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).</td>
</tr>
<tr>
<td>Sub-goal 1.4a</td>
<td>Compare and contrast major perspectives.</td>
</tr>
<tr>
<td>Sub-goal 1.4b</td>
<td>Describe advantages and limitations of major theoretical perspectives.</td>
</tr>
<tr>
<td><strong>Sub-goal 2.1</strong></td>
<td>Describe the basic characteristics of the science of psychology.</td>
</tr>
<tr>
<td><strong>Sub-goal 2.2</strong></td>
<td>Explain different research methods used by psychologists.</td>
</tr>
<tr>
<td><strong>Sub-goal 2.2a</strong></td>
<td>Describe how various research designs address different types of questions and hypotheses.</td>
</tr>
<tr>
<td><strong>Sub-goal 2.2b</strong></td>
<td>Articulate strengths and limitations of various research designs.</td>
</tr>
<tr>
<td><strong>Sub-goal 2.2c</strong></td>
<td>Distinguish the nature of designs that permit causal inferences from those that do not.</td>
</tr>
<tr>
<td><strong>Sub-goal 2.3</strong></td>
<td>Evaluate the appropriateness of conclusions derived from psychological research.</td>
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</table>

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PSY 332 – Sport Psychology</td>
<td>Coach Interview</td>
</tr>
<tr>
<td>PSY 332 – Sport Psychology</td>
<td>Competition Analysis</td>
</tr>
<tr>
<td>PSY 302 – Methods</td>
<td>Research paper assignment</td>
</tr>
<tr>
<td>PSY 201 Principles of Psychology</td>
<td>Projects: Critiquing Online Intelligence Tests; Family Resemblance &amp; Prototypes; Shaping Behavior; Memory Schemas &amp; False Memories; Facial Feedback; Critique a “Personality” Test; Flavor &amp; Jelly Beans; Fundamental Attribution Error</td>
</tr>
<tr>
<td>PSY 302 – Research Methods in Psychology</td>
<td>Weird Thing Assignment</td>
</tr>
<tr>
<td>PSY 351 – Abnormal Psychology Case Study Assignments</td>
<td></td>
</tr>
<tr>
<td>Psyc 417 – Perceptual Learning</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>PSY 441 Theories of Personality</td>
<td>Integrative Paper Assignment</td>
</tr>
<tr>
<td>Psyc 411 – Cognitive</td>
<td>Term Paper</td>
</tr>
<tr>
<td>Psyc 312 – Learning and Memory</td>
<td>Term Paper and Oral Presentation</td>
</tr>
<tr>
<td>PSY 441 – Theories of Personality Term Paper</td>
<td></td>
</tr>
<tr>
<td>PSY 453 Psy Foundations Helping</td>
<td>Sensitivity to Diversity Presentation</td>
</tr>
<tr>
<td>PSY 302 Methods</td>
<td>Article Summary and Research Paper</td>
</tr>
<tr>
<td>PSY 351 Abnormal</td>
<td>Current controversies paper</td>
</tr>
</tbody>
</table>
| Sub-goal 2.3a | Interpret basic statistical results. | PSY 441 Theories of Personality – Integrative Paper Assignment  
| Sub-goal 2.3b | Distinguish between statistical significance and practical significance. | PSY 303 Statistics for the Behavioral Sciences – Computer Homework Assignments  
| Sub-goal 2.3c | Describe effect size and confidence intervals. |  
| Sub-goal 2.3d | Evaluate the validity of conclusions presented in research reports. | PSY 302-Research Methods – Article Summary  
| Sub-goal 2.4 | Design and conduct basic studies to address psychological questions using appropriate research methods. | PSY 302 Methods – Research proposal assignment  
| Sub-goal 2.4a | Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies. | PSY 302 Methods – Research proposal assignment  
| Sub-goal 2.4b | Formulate testable research hypotheses, based on operational definitions of variables. | PSY 302 Methods – Research proposal assignment  
| Sub-goal 2.4c | Select and apply appropriate methods to maximize internal and external validity and reduce the plausibility of alternative explanations. |  
| Sub-goal 2.4d | Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses. |  
| Sub-goal 2.4e | Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation. | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation  
| Sub-goal 2.5 | Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research. |  
| Sub-goal 2.6 | Generalize research conclusions appropriately based on the parameters of particular research methods. | PSY 441 Theories of Personality – Integrative Paper Assignment  
<p>| Sub-goal 2.6a | Exercise caution in predicting behavior based on limitations of single studies. | PSY 302 Research Methods in Psychology – Popular Media Analysis |</p>
<table>
<thead>
<tr>
<th>Sub-goal 2.6b</th>
<th>Recognize the limitations of applying normative conclusions to individuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 302 Research Methods in Psychology – Popular Media Analysis</td>
</tr>
<tr>
<td></td>
<td>PSY 201 Principles of Psychology – Projects: Dreams; Critiquing Online Intelligence Tests; Family Resemblance &amp; Prototypes; Shaping Behavior; Memory Schemas &amp; False Memories; Facial Feedback; Critique a “Personality” Test; Flavor &amp; Jelly Beans; Fundamental Attribution Error</td>
</tr>
<tr>
<td></td>
<td>PSY 321 Life Span Development – Projects: Attachment Observation; Interviews with the Elderly; Changing Occupation after 30; Parents with Adult Children</td>
</tr>
<tr>
<td></td>
<td>PSY 322 Child Development – Projects: Maternal Interview; Replicating Piaget’s Conservation Tasks; Who am I?: Moral Reasoning Interviews; Interviews about Best Friends; What Kind of Student Are You?: Attachment Styles; Observing Parents in Action</td>
</tr>
<tr>
<td></td>
<td>PSY 323 Adolescence – Projects: Timing of Puberty; Interview with a High School Teacher; Part-Time Employment; Identity Status</td>
</tr>
<tr>
<td></td>
<td>PSY 326 Family Psychology – Projects: Ideal Man/Woman; Being Single; What is “Love”?: Successful Marriage; Dual-Earner Families</td>
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<tr>
<th>Sub-goal 2.6c</th>
<th>Acknowledge that research results may have unanticipated societal consequences.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>PSY 302 Research Methods in Psychology – Popular Media Analysis</td>
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<thead>
<tr>
<th>Sub-goal 2.6d</th>
<th>Recognize that individual differences and sociocultural contexts may influence the applicability of research findings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation</td>
</tr>
<tr>
<td></td>
<td>PSY 201 Principles of Psychology – Projects: Family Resemblance &amp; Prototypes; Shaping Behavior; Memory Schemas &amp; False Memories; Facial Feedback; Flavor &amp; Jelly Beans; Fundamental Attribution Error</td>
</tr>
<tr>
<td></td>
<td>PSY 321 Life Span Development – Projects: Attachment Observation; Interviews with the Elderly; Changing Occupation after 30; Parents with Adult Children</td>
</tr>
<tr>
<td></td>
<td>PSY 322 Child Development – Projects: Maternal Interview; Replicating Piaget’s Conservation Tasks; Observing Motherese; Who am I?: Moral Reasoning Interviews; Interviews about Best Friends; What Kind of Student Are You?: Observing Parents in Action</td>
</tr>
<tr>
<td></td>
<td>PSY 323 Adolescence – Projects: Timing of Puberty; Interview with a High School Teacher; Part-Time Employment; Identity Status</td>
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<td></td>
<td>PSY 326 Family Psychology – Projects: Ideal Man/Woman; Being Single; What is “Love”?: Successful Marriage; Dual-Earner Families</td>
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<thead>
<tr>
<th>Goal 3 – Critical Thinking Skills in Psychology</th>
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</thead>
<tbody>
<tr>
<td>Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
</tr>
<tr>
<td>PSY 471 – Senior Seminar – Goal 3 Narrative</td>
</tr>
<tr>
<td>PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Sub-goal 3.1</th>
<th>Use critical thinking effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 302-Research Methods – Weird Thing Assignment</td>
</tr>
<tr>
<td></td>
<td>PSY 441 Theories of Personality – Integrative Paper Assignment</td>
</tr>
</tbody>
</table>
| Sub-goal 3.1a | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation  
PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment |
| --- | --- |
| Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable. | PSY 302-Research Methods – Weird Thing Assignment  
PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment |
| Sub-goal 3.1b | PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment  
PSY 201 Principles of Psychology – Project: Far-Out Brain Claims; Critiquing Online Intelligence Tests; Critique a “Personality” Test; Popular Self-Help |
| Identify and evaluate the source, context, and credibility of information. | PSY 302-Research Methods – Weird Thing Assignment  
PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment  
PSY 201 Principles of Psychology – Project: Psychological Disorders in Film  
PSY 321 Life Span Development – Projects: Portrayal of Adolescents on TV; Media Portrayal of Elderly  
PSY 323 Adolescence – Movie paper; Projects: Media Portrayal of Adolescents with their Families; Media Portrayal of Adolescent Sexuality |
| Sub-goal 3.1c | PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment  
PSY 201 Principles of Psychology – Project: Psychological Disorders in Film  
PSY 321 Life Span Development – Projects: Portrayal of Adolescents on TV; Media Portrayal of Elderly  
PSY 323 Adolescence – Movie paper; Projects: Media Portrayal of Adolescents with their Families; Media Portrayal of Adolescent Sexuality |
| Recognize and defend against common fallacies in thinking. | PSY 302-Research Methods – Weird Thing Assignment  
PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment  
PSY 201 Principles of Psychology – Project: Psychological Disorders in Film  
PSY 321 Life Span Development – Projects: Portrayal of Adolescents on TV; Media Portrayal of Elderly  
PSY 323 Adolescence – Movie paper; Projects: Media Portrayal of Adolescents with their Families; Media Portrayal of Adolescent Sexuality |
| Sub-goal 3.1d | PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment |
| Avoid being swayed by appeals to emotion or authority. | PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment |
| Sub-goal 3.1e | PSY 302-Research Methods – Weird Thing Assignment  
PSY 302 Research Methods in Psychology – Popular Media Analysis  
PSY 351 – Abnormal – Psychopathology in the Movies paper  
PSY 201 Principles of Psychology – Project: Far-Out Brain Claims; Popular Self-Help |
| Evaluate popular media reports of psychological research. | PSY 302-Research Methods – Weird Thing Assignment  
PSY 302 Research Methods in Psychology – Popular Media Analysis  
PSY 351 – Abnormal – Psychopathology in the Movies paper  
PSY 201 Principles of Psychology – Project: Far-Out Brain Claims; Popular Self-Help |
| Sub-goal 3.1f | PSY 302-Research Methods – Weird Thing Assignment  
PSY 302 Research Methods in Psychology – Popular Media Analysis  
PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement. | PSY 302-Research Methods – Weird Thing Assignment  
PSY 302 Research Methods in Psychology – Popular Media Analysis  
PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Sub-goal 3.1g | PSY 326-Family Psychology - Family Influences Paper Assignment  
PSY 441 Theories of Personality – Integrative Paper Assignment |
| Make linkages or connections between diverse facts, theories, and observation. | PSY 326-Family Psychology - Family Influences Paper Assignment  
PSY 441 Theories of Personality – Integrative Paper Assignment |
| Sub-goal 3.2 | PSY 331 Social Psychology – Portfolio Assignment |
| Engage in creative thinking. | PSY 331 Social Psychology – Portfolio Assignment |
| Sub-goal 3.2a | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Intentionally pursue unusual approaches to problems. | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Sub-goal 3.2b | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Recognize and encourage creative thinking and behaviors in others. | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Sub-goal 3.2c | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Sub-goal 3.3 | PSY 351 Abnormal – Current Controversies paper  
|            | PSY 315 – Drugs & Brain paper |
| Sub-goal 3.3a | PSY 302-Research Methods – Weird Thing Assignment  
| Sub-goal 3.3b | PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment  
| Sub-goal 3.3c | PSY 441 Theories of Personality – Integrative Paper Assignment  
| Sub-goal 3.3d | PSY 471 – Senior Seminar – Critical Thinking In-Class Assignment  
| Sub-goal 3.3e | PSY 302 – Research paper  
| Sub-goal 3.4 | PSY 351 – Current controversies paper  
| Sub-goal 3.4a | PSY 302-Research Methods – Weird Thing Assignment |
| Sub-goal 3.4b |  
| Sub-goal 3.4c |  
| Sub-goal 3.4d |  
| Sub-goal 3.4e |  
| Goal 4 – Application of Psychology | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation  
| Sub-goal 4.1 | PSY 471 – Senior Seminar – Goal 4 Narrative  
| Sub-goal 4.2a | PSY 416 Motivation – Self-application paper |
| Sub-goal 4.2b | Identify appropriate applications of psychology in solving problems, such as:  
| | • origin and treatment of abnormal behavior. | PSY 201 Principles of Psychology – Project: Popular Self-Help |
| Sub-goal 4.2c | Identify appropriate applications of psychology in solving problems, such as:  
| | • psychological tests and measurements. |  |
| Sub-goal 4.2d | Identify appropriate applications of psychology in solving problems, such as:  
| | • Psychology-based interventions in clinical, counseling, educational, industrial, organizational, community, and other settings and their empirical evaluation. |  |
| Sub-goal 4.3 | Articulate how psychological principles can be used to explain social issues and inform public policy. | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation |
| Sub-goal 4.3a | Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems. | PSY 315 – Drugs & Brain paper |
| Sub-goal 4.3b | Describe how applying psychological principles can facilitate change. | PSY 416 Motivation – Self-application paper |
| Sub-goal 4.4 | Apply psychological concepts, theories, and research findings as these relate to everyday life. | PSY 326-Family Psychology - Family Influences Paper Assignment  
| | PSY 416 Motivation – Self-application paper  
| | PSY 201 Principles of Psychology – Projects: Far-Out Brain Claims; Dreams; Psychological Disorders in Film; Trip to the Toy Store; Critiquing Online Intelligence Tests; Critique a “Personality” Test; Popular Self-Help  
| | PSY 321 Life Span Development – Projects: Attachment Observation; Children’s TV programs; Portrayal of Adolescents on TV; Media Portrayal of Elderly; Interviews with the Elderly; Changing Occupation after 30; Parents with Adult Children  
| | PSY 322 Child Development – Projects: Maternal Interview; Trip to the Toy Store; Observing Motherese; Who am I?; Moral Reasoning Interviews; Interviews about Best Friends; What Kind of Student Are You?; Attachment Styles; Gender Roles in Advertising; Observing Parents in Action  
<p>| | PSY 323 Adolescence – Movie Paper; Song Paper; Projects; Timing of |</p>
<table>
<thead>
<tr>
<th>Sub-goal 4.5</th>
<th>Recognize that ethically complex situations can develop in the application of psychological principles.</th>
<th>PSY 453 Psy Foundations for Helping – Critical Thinking about Ethics Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 5 – Values in Psychology</strong></td>
<td>Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>PSY 453 Psy Foundations for Helping – Critical Thinking about Ethics Assignment</td>
</tr>
<tr>
<td>Sub-goal 5.1</td>
<td>Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.</td>
<td>PSY 471 – Senior Seminar – Values in Psychology In-Class Assignment</td>
</tr>
<tr>
<td>Sub-goal 5.2</td>
<td>Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.</td>
<td>PSY 441 Theories of Personality – Integrative Paper Assignment</td>
</tr>
<tr>
<td>Sub-goal 5.3</td>
<td>Seek and evaluate scientific evidence for psychological claims.</td>
<td>PSY 441 Theories of Personality – Integrative Paper Assignment</td>
</tr>
<tr>
<td>Sub-goal 5.4</td>
<td>Tolerate ambiguity and realize that psychological explanations are often complex and tentative.</td>
<td>PSY 453 Psy Foundations for Helping – Hypothetical Counseling Scenario &amp; Videotaped Analogue Counseling Session</td>
</tr>
<tr>
<td>Sub-goal 5.5</td>
<td>Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.</td>
<td>PSY 453 Psy Foundations for Helping – Hypothetical Counseling Scenario &amp; Videotaped Analogue Counseling Session</td>
</tr>
<tr>
<td>Sub-goal 5.6</td>
<td>Assess and justify their engagement with respect to civic, social, and global responsibilities.</td>
<td>PSY 453 Psy Foundations for Helping – Hypothetical Counseling Scenario &amp; Videotaped Analogue Counseling Session</td>
</tr>
<tr>
<td>Sub-goal 5.7</td>
<td>Understand the limitations of their psychological knowledge and skills.</td>
<td>PSY 453 Psy Foundations for Helping – Hypothetical Counseling Scenario &amp; Videotaped Analogue Counseling Session</td>
</tr>
<tr>
<td><strong>Goal 6 – Information and Technology Literacy</strong></td>
<td>Demonstrate information competence and the ability to use computers and other technology for many purposes.</td>
<td>PSY 453 Psy Foundations for Helping – Critical Thinking about Ethics Assignment</td>
</tr>
<tr>
<td>Sub-goal 6.1a</td>
<td>Demonstrate information competence at each stage in the following</td>
<td>PSY 303-Statistics – Computer Assignment Using SPSS/Excel</td>
</tr>
<tr>
<td>Sub-goal 6.1b</td>
<td>Sub-goal 6.1c</td>
<td></td>
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<tr>
<td>Demonstrate information competence at each stage in the following process:</td>
<td>Demonstrate information competence at each stage in the following process:</td>
<td></td>
</tr>
<tr>
<td>Locate and choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries.</td>
<td>Use selected sources after evaluating their suitability based on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• appropriateness, accuracy, quality, and value of the source</td>
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</tr>
<tr>
<td></td>
<td>• potential bias of the source</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the relative value of primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus non-peer-reviewed sources.</td>
<td></td>
</tr>
</tbody>
</table>

- **Sub-goal 6.2**
  - Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.

- **Sub-goal 6.3**
  - Use information and technology ethically and responsibly.

- **Sub-goal 6.3a**
  - Quote, paraphrase, and cite correctly from a variety of media sources.

- **Sub-goal 6.3b**
  - Define and avoid plagiarism.

- **Sub-goal 6.3c**
  - Avoid distorting statistical results.

- **Sub-goal 6.3d**
  - Honor commercial and intellectual copyrights.

- **Sub-goal 6.4a**
  - Demonstrate these computer skills:
    - Use basic word processing, database, email, spreadsheet, and data analysis programs.

- **Sub-goal 6.4b**
  - Demonstrate these computer skills:
- Search the World Wide Web for high quality information.

**Sub-goal 6.4c**
- Demonstrate these computer skills:
  - Use proper etiquette and security safeguards when communicating through email.

<table>
<thead>
<tr>
<th>Goal 7 – Communication Skills</th>
<th>PSY 471 – Senior Seminar – Goal 7 Narrative</th>
</tr>
</thead>
</table>
| **Sub-goal 7.1** | **PSY 326-Family Psychology - Family Influences Paper Assignment**  
**PSY 302-Research Methods – Article Summary**  
**PSY 441 Theories of Personality – Integrative Paper Assignment**  
**PSY 471 – Senior Seminar – All Goal Narratives**  
**PSY 302 Methods – Research paper & Article summary**  
**PSY 323 Adolescence – Movie paper** |
| **Sub-goal 7.1a** | **PSY 441 Theories of Personality – Integrative Paper Assignment**  
**PSY 471 – Senior Seminar – All Goal Narratives**  
**PSY 412 Biopsychology – Brochure assignment (#4)** |
| **Sub-goal 7.1b** | **PSY 441 Theories of Personality – Integrative Paper Assignment**  
**PSY 471 – Senior Seminar – All Goal Narratives** |
| **Sub-goal 7.2** | **PSY 471 – Senior Seminar – PowerPoint Presentation**  
**PSY 302 Methods – PowerPoint Presentation**  
**PSY 412 Biopsychology - PowerPoint Presentation** |
| **Sub-goal 7.3** | **PSY 458 Psy Tests & Msmt – Optional Extra Credit SPSS Assignment** |
| **Sub-goal 7.3a** | **PSY 458 Psy Tests & Msmt – Optional Extra Credit SPSS Assignment** |
| **Sub-goal 7.3b** | **PSY 458 Psy Tests & Msmt – Optional Extra Credit SPSS Assignment** |
| **Sub-goal 7.3c** | **PSY 458 Psy Tests & Msmt – Optional Extra Credit SPSS Assignment** |
| **Sub-goal 7.3d** | **PSY 458 Psy Tests & Msmt – Optional Extra Credit SPSS Assignment** |
| **Sub-goal 7.4** | **PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session** |
| Sub-goal 7.4a | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation |
| Sub-goal 7.4b | PSY 322 Child Development – Project: Attachment Styles; Observing Parents in Action  
PSY 321 Life Span Development – Projects: Attachment Observation; Children’s TV programs |
| Sub-goal 7.4c | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 416 Motivation – Self-application paper  
PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 416 Motivation – Self-application paper |
| Sub-goal 7.4d | PSY 453 Psy Foundations for Helping – Sensitivity to Diversity Presentation  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |
| Sub-goal 7.4e | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 412 Biopsychology – Brochure assignment/PowerPoint presentation |
| Sub-goal 7.4f | PSY 453 Psy Foundations for Helping – Videotaped Analogue Counseling Session  
PSY 322 Child Development – Project: Gender Roles in Advertising |
| Sub-goal 7.4g | PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 302 Methods – PowerPoint Presentation  
PSY 412 Biopsychology – PowerPoint presentation |
| Sub-goal 7.4h | PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 302 Methods – PowerPoint Presentation  
PSY 412 Biopsychology – PowerPoint presentation |
| Sub-goal 7.5 | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 302 Methods – PowerPoint Presentation  
PSY 412 Biopsychology – PowerPoint presentation |
| Sub-goal 7.5a | PSY 322 Child Development – Project: Attachment Styles; Observing Parents in Action  
PSY 321 Life Span Development – Projects: Attachment Observation; Children’s TV programs |
| Sub-goal 7.5b | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 416 Motivation – Self-application paper  
PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 416 Motivation – Self-application paper |
| Sub-goal 7.5c | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |
| Sub-goal 7.5d | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |
| Sub-goal 7.5e | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |
| Sub-goal 7.5f | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |
| Sub-goal 7.5g | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |
| Sub-goal 7.5h | PSY 453 Psy Foundations for Helping – Career Exploration Interview & Videotaped Analogue Counseling Session  
PSY 471 – Senior Seminar – PowerPoint Presentation  
PSY 471 – Senior Seminar – All Goal Narratives |

Sub-goal 7.4a
- Listen accurately and actively.

Sub-goal 7.4b
- Use psychological concepts and theory to understand interactions with others.

Sub-goal 7.4c
- Identify the impact or potential impact of their behaviors on others.

Sub-goal 7.4d
- Articulate ideas thoughtfully and purposefully.

Sub-goal 7.4e
- Use appropriately worded questions to improve interpersonal understanding.

Sub-goal 7.4f
- Attend to nonverbal behavior and evaluate its meaning in the communications context.

Sub-goal 7.4g
- Adapt communication style to accommodate diverse audiences.

Sub-goal 7.4h
- Provide constructive feedback to colleagues in oral and written formats.

Sub-goal 7.5
- Exhibit the ability to collaborate effectively.

Sub-goal 7.5a
- Work with groups to complete projects within reasonable timeframes.

Sub-goal 7.5b
- Solicit and integrate diverse viewpoints.

Sub-goal 7.5c
- Manage conflicts appropriately and ethically.

Sub-goal 7.5d
- Develop relevant workplace skills: mentoring, interviewing, crisis management.
### Goal 8 – Sociocultural and International Awareness

- **Sub-goal 8.1**
  - Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.

- **Sub-goal 8.2**
  - Examine the sociocultural and international contexts that influence individual differences.

- **Sub-goal 8.3**
  - Explain how individual differences influence beliefs, values, and interactions with others and vice versa.

- **Sub-goal 8.4**
  - Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.

- **Sub-goal 8.5**
  - Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.

### Goal 9 – Personal Development

- **Sub-goal 9.1**
  - Reflect on their experiences and find meaning in them.

- **Sub-goal 9.1a**
  - Identify their personal and professional values.

- **Sub-goal 9.1b**
  - Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles.

- **Sub-goal 9.2**
  - Apply psychological principles to promote personal development.

- **Sub-goal 9.2a**
  - Demonstrate self-regulation in setting and achieving goals.

- **Sub-goal 9.2b**
  - Improve their personal and professional values.

---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 453</td>
<td>Psy Foundations for Helping – Sensitivity to Diversity Presentation</td>
<td></td>
</tr>
<tr>
<td>PSY 471</td>
<td>Senior Seminar – Goal 8 Narrative</td>
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</tr>
<tr>
<td>PSY 471</td>
<td>Senior Seminar – PowerPoint Presentation</td>
<td></td>
</tr>
<tr>
<td>PSY 416</td>
<td>Motivation – Self-application assignment</td>
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</tr>
<tr>
<td>PSY 417</td>
<td>Senior Seminar – Goal 9 Narrative</td>
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<tr>
<td>PSY 401</td>
<td>Principles of Psychology – Project: Dreams</td>
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</tr>
<tr>
<td>PSY 201</td>
<td>Principles of Psychology – Project: Dreams</td>
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</tr>
<tr>
<td>PSY 322</td>
<td>Child Development – Project: What Kind of Student Are You?</td>
<td></td>
</tr>
<tr>
<td>PSY 323</td>
<td>Adolescence – Movie Paper; Song Paper; Projects; Timing of Puberty</td>
<td></td>
</tr>
<tr>
<td>PSY 323</td>
<td>Adolescence – Movie Paper; Song Paper</td>
<td></td>
</tr>
<tr>
<td>PSY 323</td>
<td>Adolescence – Movie Paper; Song Paper</td>
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<tr>
<td>PSY 453</td>
<td>Psy Foundations for Helping – Self-Awareness Measures &amp; Integrative Personal Essay</td>
<td></td>
</tr>
<tr>
<td>PSY 453</td>
<td>Psy Foundations for Helping – Self-Awareness Measures &amp; Integrative Personal Essay; Integrative Learning Summary &amp; Portfolio</td>
<td></td>
</tr>
<tr>
<td>PSY 416</td>
<td>Motivation – Self-application assignment</td>
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</tr>
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</tr>
<tr>
<td>PSY 453</td>
<td>Psy Foundations for Helping – Self-Awareness Measures &amp; Integrative Personal Essay; Integrative Learning Summary &amp; Portfolio</td>
<td></td>
</tr>
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</table>
| Sub-goal 9.2c | PSY 471 - Senior Seminar – All Goal Narratives  
|             | PSY 302 Methods – Article summary & Research paper |
| Sub-goal 9.2d | PSY 471 – Senior Seminar – Self-Evaluation of APA Learning Goals |
| Sub-goal 9.3 | PSY 453 Psy Foundations for Helping – Hypothetical Counseling Scenario |
| Sub-goal 9.4 | PSY 453 Psy Foundations for Helping – Career Exploration Exercise  
|             | PSY 471 – Senior Seminar – Goal 10 Narrative |
| Sub-goal 10.1 | PSY 453 Psy Foundations for Helping – Career Exploration Exercise |
| Sub-goal 10.2 | PSY 453 Psy Foundations Helping – Career Exploration Exercise &  
|             | Integrative Learning Summary |
| Sub-goal 10.3 | PSY 453 Psy Foundations Helping – Career Exploration Exercise &  
|             | Integrative Learning Summary |
| Sub-goal 10.4 | PSY 453 Psy Foundations Helping – Career Exploration Exercise &  
|             | Integrative Learning Summary |
| Sub-goal 10.5 | PSY 453 Psy Foundations Helping – Career Exploration Exercise &  
|             | Integrative Learning Summary |

- Self-assess performance quality accurately.  
- Incorporate feedback for improved performance.  
- Purposefully evaluate the quality of one’s thinking (metacognition).  
- Enact self-management strategies that maximize healthy outcomes.  
- Display high standards of personal integrity with others.  
- Apply knowledge of psychology (e.g., decision strategies, life span  
  processes, psychological assessment, types of psychological careers) to  
  formulating career choices.  
- Identify the types of academic experience and performance in psychology  
  and the liberal arts that will facilitate entry into the work force, post-  
  baccalaureate education, or both.  
- Describe preferred career paths based on accurate self-assessment of  
  abilities, achievement, motivation, and work habits.  
- Identify and develop skills and experiences relevant to achieving selected  
  career goals.  
- Demonstrate an understanding of the importance of lifelong learning and  
  personal flexibility to sustain personal and professional development as  
  the nature of work evolves.
Appendix D: Example PSY 471: Senior Seminar Syllabus

PSY 471B - SENIOR SEMINAR

Spring 2011

Tuesday 2:00 - 5:30 pm  Room  UHB-3081

Instructor: Dr. Carrie Switzer  E-mail: cswit1@uis.edu
Office: UHB - 3126  Office Hours: Tuesday 1:00 – 2:00 pm
Office Phone: 206-7229  Also by appointment
Main Psychology Office: 206-6696

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| January 18    | *Class Meets On-Campus*  
Goal 1 – Knowledge Base of Psychology |                                                     |
| January 25    | Goal 1 – Knowledge Base of Psychology      | Goal 1 Narrative & Documentation                     |
| February 1    | Goal 2 – Research Methods in Psychology   | Interview Assignment  
*Pick up Goal 1*                                 |
| February 8    | Goal 2 – Research Methods in Psychology   | Goal 2 Narrative & Documentation  
Goal 1 Revision                                 |
| February 15   | *Class Meets On-Campus*  
Goal 3 – Critical Thinking Skills            | Mock Interviews  
Two copies of your presentation article  
*Pick up Goal 1*                                 |
| February 22   | Goal 3 – Critical Thinking Skills         | Goal 3 Narrative  
Goal 2 Revision                                 |
| March 1       | *Work on Slide Presentation*  
Goal 4 – Application of Psychology           | Outline for Presentation Slides  
*Pick up Goal 3*                                 |
| March 8       | Goal 4 – Application of Psychology        | Goal 4 Narrative  
Goal 3 Revision  
*Pick up Outline for Presentation Slides*       |
| March 15      | Spring Break                               |                                                     |
| March 22      | *Work on Slide Presentation*               | PowerPoint Presentation Slides  
*Pick up Goal 4*                                 |
<table>
<thead>
<tr>
<th>March 29</th>
<th><em>Revise Goal 4</em></th>
<th>Goal 4 Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 5</td>
<td><em>Class Meets On-Campus</em>&lt;br&gt;Oral Presentations&lt;br&gt;Goal 5 – Values in Psychology</td>
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<tr>
<td>April 12</td>
<td><em>Class Meets On-Campus</em>&lt;br&gt;Oral Presentations&lt;br&gt;Goal 5 – Values in Psychology</td>
<td>Goal 5 Narrative</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 19</td>
<td><em>Class Meets On-Campus</em>&lt;br&gt;Oral Presentations&lt;br&gt;<em>In Class Assignment</em>&lt;br&gt;*SPSS Analysis&lt;br&gt;Goal 6 – Information &amp; Technology Literacy</td>
<td>Goal 6 Narrative &amp; Documentation</td>
</tr>
<tr>
<td>April 26</td>
<td>Goal 7 – Communication Skills</td>
<td>Goal 7 Narrative &amp; Documentation</td>
</tr>
<tr>
<td>May 3</td>
<td>Goal 8 – Sociocultural &amp; International Awareness</td>
<td>Goal 8 Narrative &amp; Documentation</td>
</tr>
<tr>
<td>May 10</td>
<td><em>Class Meets On-Campus</em>&lt;br&gt;Assessment Exam&lt;br&gt;Goal 9 – Personal Development&lt;br&gt;Goal 10 – Career Planning &amp; Development</td>
<td>Goal 9 &amp; 10 Narratives&lt;br&gt;Complete Portfolio (Binder)</td>
</tr>
</tbody>
</table>

**Purpose of the Course**
An integrative capstone experience for psychology majors involving the development of individual portfolios reflecting student learning within the discipline. Students will prepare evidence of learning according to the APA’s 10 goals for a psychology and liberal arts education. In addition, students will complete the psychology exit exam.

**Course Objectives**
The course objectives are based on the goals and objectives established for psychology majors by the APA’s Board of Educational Affairs.

**Goal 1 - Knowledge Base of Psychology**
- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**Goal 2 - Research Methods in Psychology**
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

**Goal 3 - Critical Thinking Skills in Psychology**
- Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

**Goal 4 - Application of Psychology**
- Students will understand and apply psychological principles to personal, social, and organizational issues.

**Goal 5 - Values in Psychology**
- Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
Goal 6 - Information and Technological Literacy
- Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 7 - Communication Skills
- Students will be able to communicate effectively in a variety of formats.

Goal 8 – Sociocultural & International Awareness
- Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9 – Personal Development
- Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10 – Career Planning & Development
- Students will pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Reference


Course Requirements

- Because this is a blended course, you must check your UIS student email account and the course Blackboard site regularly for announcements and assignments.
- The Psychology Department Assessment Exam will be given on May 10th. The exam will measure the knowledge and skills you have developed during the pursuit of your bachelor’s degree. The exam will allow the department to assess your knowledge of psychological concepts and scientific critical thinking skills. Although no points will be assigned for this exam, it is required that you participate in it. Failure to take this exam will result in a failing grade in this course.
- Completion of the course Portfolio. Portfolios that are left with the Psychology Department will be destroyed after five years.
- You can check your grade throughout the term on Blackboard at http://bb.uis.edu/

Grading

Course grades will be based on the following Portfolio assignments:

Goal 1 – Knowledge Base of Psychology 100 points
- Narrative (75)
- Portfolio Title Page (5)
- Portfolio Reference Page (10)
- Goal 1 Revisions (10)

Goal 2 – Research Methods in Psychology 90 points
- Narrative (70)
- Portfolio Reference Page (10)
- Goal 2 Revisions (10)

Mock Interview 50 points
- Interview Questions (10)
- Worksheet (10)
- Mock Interview (30)

Goal 3 – Critical Thinking Skills in Psychology 90 points
Goal 4 – Application of Psychology
Narrative (70)
Portfolio Reference Page (10)
Goal 4 Revisions (10)

Goal 5 – Values in Psychology
Narrative (70)
Portfolio Reference Page (10)

Goal 6 – Information & Technology Literacy
Narrative (70)
Portfolio Reference Page (10)

Goal 7 – Communication Skills
Narrative (70)
Portfolio Reference Page (10)
SPSS Tables in APA style (20)
Oral Presentation
Presentation Article (5)
Slide Outline (25)
Rough Draft of Slides (25)
Attendance on Presentation Days (20)
Presentation (50)

Goal 8 – Sociocultural & International Awareness
Narrative (60)
Portfolio Reference Page (10)

Goal 9 – Personal Development
Narrative (35)
Portfolio Reference Page (10)

Goal 10 – Career Planning & Development
Narrative (35)
Portfolio Reference Page (10)

Portfolio Documentation (Binder)

Total possible points

Final grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000 - 915 points</td>
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<tr>
<td>A-</td>
<td>914 - 895 points</td>
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<tr>
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<td>894 - 855 points</td>
</tr>
<tr>
<td>B</td>
<td>854 - 815 points</td>
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<tr>
<td>B-</td>
<td>814 - 795 points</td>
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<tr>
<td>C+</td>
<td>794 - 755 points</td>
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<tr>
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<tr>
<td>D</td>
<td>654 - 615 points</td>
</tr>
<tr>
<td>D-</td>
<td>614 - 595 points</td>
</tr>
<tr>
<td>F</td>
<td>≤ 594 points</td>
</tr>
</tbody>
</table>

Policies

- Students are expected to attend all designated classes.
• Students are expected to complete assignments when they are due.
  • The highest possible grade an assignment turned in one day late can receive is 90%.
  • The highest possible grade an assignment turned in two days late can receive is 80%.
  • The highest possible grade an assignment turned in three days late can receive is 70%.
  • **No late assignments will be accepted under any circumstances after the third day.**
  • **Goals 9 & 10 may not be turned in late.**
• If a revision is not turned in for a goal narrative, the student will receive a zero for the revision and a zero for the goal narrative.
• If a student must revise a revision, he or she will not receive the 10 revision points. However, in order to receive the points for the original goal narrative, the student must complete all of the requested revisions.
• If the presentation is not given on the date that it is scheduled, the highest possible grade a student may receive on the presentation is 70%.
• Incompletes will only be given if you have had an emergency during the last part of the term and cannot complete a very small portion of the course work. Incompletes are granted at my discretion. I will not grant you an incomplete in order for you to avoid an unsatisfactory grade or if you have not regularly attended class and turned in assignments.

**Psychology Department Grading Policy**

Beginning in the fall of 2009, psychology majors and minors must earn a C or better in all psychology courses to use them for completion of degree requirements. If your first term of enrollment at UIS was prior to fall 2009, you are not subject to this requirement. This requirement is triggered by your enrollment at UIS, not your declaration of major, or any other event. Please note that a C- will not count toward degree requirements.

**Accommodations for Students with Disabilities**

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. While the Office of Disability Services (ODS) does accept late applications, accommodations are not retroactive. All accommodations must be approved through the Office of Disability Services in the Human Resources Building (HRB), Room 80, 217-206-6666.

**Academic Integrity Policy**

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the University’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the University for all its members.”

**Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.** You are responsible for understanding and complying with the UIS Academic Integrity Policy that can be found at [http://www.uis.edu/campussenate/AcademicIntegrity.htm](http://www.uis.edu/campussenate/AcademicIntegrity.htm)
Appendix E: Example PSY 471: Senior Seminar Assignment (APA goal #1)

Senior Seminar Portfolio

General APA Style Guidelines

The narrative that you turn in for your portfolio must be written in APA style. The portfolio narrative must:

- have a title page in APA style.
- have margins that are one inch on all sides.
- be in 12 point, Times New Roman font.
- be double-spaced.
- have a header and page number on each page.
- have the title of the portfolio centered on the first line, of the second page of the narrative.
- use section headings for each of the goals and sub-goals.
- have a reference page that lists any citation that you have in your narrative.

DUE: Tuesday, January 25th by 5:30 p.m.

Portfolio Title Page

5 points The Title Page is in APA style

Your title page should:

- have margins that are one inch on all sides, be in 12 point, Times New Roman font, and be double-spaced.
- have a page header like the example below. The words “Running head:” should be at the left margin and the page number should be at the right margin. Please note that the words “Running head:” are only on the title page of the report. After the title page, “Running head:” is taken out and you will only have the capitalized title of the report and the page number in the header. You should use the header function of your word processing program to create your header. Do NOT manually type in a new header at the top of each page because that strategy will not withstand the revision process. Note that Microsoft Word allows for a “Different First Page” header.

Running head: SENIOR SEMINAR PORTFOLIO
• have the portfolio title (Senior Seminar Portfolio), your name, university affiliation, course title, and date centered in the middle of the page.
• Please note that the course title and date are not required in the newest edition of APA style, but I want you to put that information anyway to help me keep track of the papers that are written for this course.

**Goal 1 – Knowledge Base of Psychology**

**5 points**  The Goal 1 Narrative is in APA style

• One inch margins on all sides, 12 point, Times New Roman font, and double-spaced.
• Use a page header like the example below. Please note that the words “Running head:” are only on the title page of the report. After the title page, “Running head:” is taken out and you will only have the capitalized title of the report and the page number in the header.

SENIOR SEMINAR PORTFOLIO

• Restate the title of your portfolio on the first line of the second page of your narrative like the example below. Please note that the title is not in bold font like all of the other section headings that you will use.

Senior Seminar Portfolio

**10 points**  The Portfolio Introduction

• The first paragraph of your narrative should inform the reader about what he or she will find in the portfolio. This paragraph should be at least three sentences (preferably five sentences) in length. You should discuss that you will be demonstrating the knowledge and skills that you have learned in the Psychology Department based on the APA’s learning goals for undergraduate psychology majors (American Psychological Association [APA], 2007). *Please note that the first time you cite the learning goals document you must write out American Psychological Association and then put [APA] in brackets right after it. All subsequent times that you cite the document you can put (APA, 2007).
• You can also discuss in a general way, some of the knowledge and skills that you have learned in the Psychology Department at UIS.

**60 points**  Goal 1 – Knowledge Base of Psychology Narrative

• The first line after the introductory paragraph should have the following section heading centered on the page in bold font:

  Goal 1 – Knowledge Base of Psychology

• The next line of the narrative should be a section heading for a specific sub-goal under Goal 1 that is at the left margin in bold font. For instance:
Sub-Goal 1.3d

In this section of your narrative you need to demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.

- Your narrative should include a discussion of one of the sub-goals under Goal 1 – Knowledge Base of Psychology (the sub-goals are numbered 1.1, 1.2, 1.3, & 1.4).
- Your discussion of the sub-goal that you choose can be based on any paper, homework assignment, or assignment that you completed in a class that illustrates your knowledge of a psychological theory, controversy in the field (i.e., heredity vs. environmental influences), empirical research findings, how individuals develop across the life-span, why psychology is considered a science (i.e., how psychology is different from the study of philosophy or religion), or one of the major perspectives (i.e., behavioral, cognitive, psychodynamic).
- In the first paragraph of your Goal 1 Narrative you need to quote the specific sub-goal that you will be discussing and cite the APA learning goals document (APA, 2007). Discuss the point or objective of the assignment and the class in which it was assigned. Refer to this assignment as (Item 1).
- In the second paragraph of your narrative discuss how you are demonstrating your knowledge of psychology in the assignment. Be sure to cite the original source or sources of information that you discuss in this paragraph and add the source(s) to your reference page.
- In the third paragraph, evaluate your performance in completing the assignment. Discuss any mistakes that you may have made or how you would improve the assignment if you completed it today.
- If you are not at the two page minimum required for this assignment, you can add an additional paragraph that discusses what your knowledge or understanding of the topic was before you completed the assignment (it is fine to say that you did not know anything about the topic before you completed the assignment). You can also discuss how your understanding of the topic changed over the course of completing your degree (you have a deeper or broader understanding of the topic now, various courses or assignments corrected misconceptions that you had about the topic, etc.).
- To receive full credit, the narrative must be at least two full pages of text (not counting the title or reference pages).

Documentation

- In your documentation binder add the paper, homework assignment, or assignment that you completed in a class that supports the discussion in your narrative. This was referred to in your narrative as Item 1.

Portfolio Reference Page

10 points The Reference Page is in APA style

The reference page should:

- have margins that are one inch on all sides, be in 12 point, Times New Roman font, and be double-spaced.
- have a page header that is consistent with the rest of the narrative.
- have the word References centered on the first line of the page (do not italicize, underline, or bold this word).
You need to reference any citation that is in your narrative. A reference that you will always have is:

References

Appendix F: PSY 471 Exit Survey

Psychology Department

The Psychology Department faculty is interested in your perspectives on our undergraduate program. Please answer the following questions about the program as honestly as possible. Your responses will be completely anonymous. The answers that students provide will be aggregated and reported at the group level only.

Section One

Please respond to the following items by circling the number that best represents your opinion as a psychology major at UIS.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>No strongly disagree</th>
<th>Yes strongly agree</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The psychology faculty are caring and helpful to students.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>2.</td>
<td>My academic advisor was knowledgeable about the requirements for psychology majors.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>3.</td>
<td>My academic advisor helped me select the courses I needed.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>4.</td>
<td>The requirements for psychology majors are reasonable.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>5.</td>
<td>The psychology student handbook provides helpful information.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>6.</td>
<td>The quality of instruction in my psychology courses was excellent.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>7.</td>
<td>Psychology faculty were available for consultation during their scheduled office hours.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>8.</td>
<td>The new student orientation for psychology majors was helpful.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>9.</td>
<td>The psychology faculty are highly knowledgeable in their fields.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>10.</td>
<td>The psychology faculty provided adequate and helpful feedback about my performance in their courses.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>11.</td>
<td>The psychology faculty are fair and unbiased in the treatment of individual students in their courses.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>12.</td>
<td>The Psychology Department computer labs are adequate for course-related use.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>13.</td>
<td>The Psychology Department bulletin boards provide helpful and interesting information.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>14.</td>
<td>I feel a sense of pride in being a psychology major.</td>
<td>0 1 2 3 4 5</td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
15. My academic advisor for psychology was willing to discuss career or graduate school plans with me.  
0 1 2 3 4 5 NA

16. Adjunct faculty or part-time instructors in the Psychology Department are competent course instructors.  
0 1 2 3 4 5 NA

17. I have gained important knowledge and developed useful skills in my psychology courses.  
0 1 2 3 4 5 NA

18. My academic advisor responded appropriately to my questions.  
0 1 2 3 4 5 NA

19. I have been able to get into the core psychology courses I needed without much difficulty.  
0 1 2 3 4 5 NA

20. The Psychology Department Secretary has been very helpful to me in scheduling the course sections I need.  
0 1 2 3 4 5 NA

21. Psychology faculty members are approachable and willing to help.  
0 1 2 3 4 5 NA

22. The content of my psychology courses was valuable.  
0 1 2 3 4 5 NA

23. I’m glad I could choose my own concentration within the psychology major.  
0 1 2 3 4 5 NA

24. Psychology faculty are excellent teachers.  
0 1 2 3 4 5 NA

25. The Psychology Department’s graduate assistants are approachable and helpful.  
0 1 2 3 4 5 NA

26. Opportunities to participate in research activities are important for psychology majors.  
0 1 2 3 4 5 NA

Section Two

1. Did you ever switch academic advisors while you were a psychology major at UIS? Yes No

2. Did you ever participate in psychology student activities that were sponsored by Psi Chi? Yes No

3. Would you recommend the psychology major at UIS to others? Yes No

4. Did you ever participate in psychology research for course-related extra credit or a course requirement at UIS? Yes No

   If yes, was your participation a valuable learning experience? Yes No

5. Have you completed an Applied Study Term placement? Yes No

   If yes, did your academic advisor effectively assist you in selecting the right placement for your individual needs? Yes No

   Was your applied study placement a valuable or rewarding experience? Yes No

6. If you were just now declaring a major, would you choose to be a
psychology major again?  

Yes  No

7. Did you ever knowingly plagiarize on a psychology paper at UIS?  

Yes  No

8. Did you ever cheat on a psychology exam at UIS?  

Yes  No

Section Three

1. Think about the psychology courses you’ve taken at UIS. Please list two courses that have been especially good, interesting, or helpful to you.

Course: _____________________________________________ Professor:__________________________

Course: _____________________________________________ Professor:__________________________

2. Which of the following best represents your opinion about the difficulty level of psychology courses taught by part-time faculty in the Psychology Department at UIS?

_____ Psychology courses taught by part-time faculty have generally been comparable to those taught by full-time faculty in the UIS Psychology Department.

_____ Psychology courses taught by part-time faculty have generally been easier than those taught by full-time faculty in the UIS Psychology Department.

_____ Psychology courses taught by part-time faculty have generally been more difficult than those taught by full-time faculty in the UIS Psychology Department.

_____ Can’t say/not applicable.

3. Which of the following best represents your opinion about the difficulty level of UIS psychology methods courses such as PSY 302 Research Methods in Psychology, PSY 303 Statistics for the Behavioral Sciences, and PSY 465 Psychological Tests & Measurement?

_____ Psychology methods courses have generally been comparable to other psychology courses at UIS.

_____ Psychology methods courses have generally been easier than other psychology courses at UIS.

_____ Psychology methods courses have generally been more difficult than other psychology courses at UIS.

_____ Can’t say/not applicable.

4. If the Psychology Department could make any two changes to improve its program, what would you suggest we change?

________________________________________________________________________________________

________________________________________________________________________________________
Thank you for completing this survey!
Appendix G: Example concentration planning form

Name: __________________________ Date: ____________ Advisor: ________________

Guidelines for Advising the Clinical/Counseling Concentration (2007/2008 Catalog to Present)

<table>
<thead>
<tr>
<th>Core Requirements (8 credit hours)</th>
<th>Credits</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 301 Orientation and Entrance Assessment</td>
<td>0</td>
<td>____________</td>
</tr>
<tr>
<td>(Required in the first semester of upper division enrollment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 302 Research Methods in Psychology</td>
<td>4</td>
<td>____________</td>
</tr>
<tr>
<td>PSY 471 Senior Seminar</td>
<td>4</td>
<td>____________</td>
</tr>
<tr>
<td>(Prerequisites: PSY 302, all core concentration courses and senior status)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours of Psychology Core:** 8

Core Concentration Courses (16 credit hours)

| PSY 351W Abnormal Psychology (required) | 4       | ____________   |

Choose a minimum of three courses from the following thirteen choices:

- **PSY 303** Statistics for the Behavioral Sciences
- **PSY 311** Cognitive Psychology
- **PSY 315W** Psychoactive Drugs
- **PSY 321W** Life-Span Developmental Psychology
- **PSY 331** Social Psychology
- **PSY 352** Multicultural Counseling
- **PSY 412** Introduction to Biopsychology
- **PSY 441W** Theories of Personality
- **PSY 452W** Introduction to Clinical Psychology
- **PSY 453** Psychological Foundations for Helping
- **PSY 454** Theories of Psychotherapy
- **PSY 457** Behavior Modification
- **PSY 458** Psychological Tests & Measurement

(Prerequisites: PSY 321 and PSY 351W fulfill prerequisites to Human Development Counseling MA program at UIS)

| PSY ______ | ___________________________________________ | ______ | ____________ |
| PSY ______ | ___________________________________________ | ______ | ____________ |
| PSY ______ | ___________________________________________ | ______ | ____________ |

**Total Hours of Core Concentration:** 16

Relevant Psychology Electives (12 credit hours) *Any 300- or 400-level psychology course at UIS can be used toward this requirement.

| PSY ______ | ___________________________________________ | ______ | ____________ |
| PSY ______ | ___________________________________________ | ______ | ____________ |
| PSY ______ | ___________________________________________ | ______ | ____________ |

**Minimum Total Hours of Psychology Electives:** 12

General Elective Requirements (minimum of 12 credit hours)

| ___________________________________________ | ______ | ____________ |
| ___________________________________________ | ______ | ____________ |
| ___________________________________________ | ______ | ____________ |

**Minimum Total Hours of General Electives:** 12

ECCE Requirements (a course from each category must be taken for a minimum of 13 credit hours)

| U.S. Communities | ______ | ____________ |
| Global Awareness | ______ | ____________ |
| Engagement Experience | ______ | ____________ |
| ECCE Elective | ______ | ____________ |
Speakers Series

UNI 301 _Speaker Series_  ____________ __1__________

(Note: Freshman at UIS should have also taken a Comparative Societies Humanities and a Comparative Societies Social Science course. TEP minors only need to complete the U.S. Communities, Global Awareness, and Speaker Series courses.).

Minimum Total Hours of ECCE Requirements: 13

Minimum Total Hours: 61