

**Psychology Program
Assessment Plan and Status
Behavioral and Social Sciences
January 2007**

The Psychology Program of the Behavioral and Social Science (BaSS) Department has actively engaged in assessment since the last review by North Central. These assessment activities have been organized, productive, and ongoing. This document will outline the assessment stages within the Psychology Program historically, currently, and our plans for ongoing assessment. This information will be discussed in the second section of this document.

The foundation for our program and assessment plan is the Learning Outcomes and Goals for undergraduate psychology education. In 2002, the Board of Educational Affairs (BEA) endorsed the draft drafted by a special task force appointed by the American Psychological Association (APA). In August of 2006, these Learning Goals and Outcomes were approved by the APA Council of Representatives, the primary governing body of the Association, and are now considered to be APA policy. The task force completing this work was composed of prominent leaders within the APA and the Society for the Teaching of Psychology (STP). The task force report and the accompanying assessment guide will be discussed in the first section of this document.

To facilitate program development and assessment, psychology faculty have regularly attended and participated in programs and training workshops concerning the Learning Goals and Outcomes, the APA Assessment Cyberguide, and both formative and summative assessment. The following is a partial list of assessment training programs participated in by psychology program faculty members.

- Designing and Implementing Assessment Systems for Psychology Departments, Tom Pusateri, Associate Director, Center for Excellence in Teaching & Learning, Professor of Psychology Kennesaw State University, and Executive Director of STP.
- 2006 APA Education Leadership Conference, Promoting Excellence: Using Assessment to Enhance Teaching and Learning, a “by invitation only” conference for education leaders within the APA.
- Undergraduate Psychology Major Learning Goals and Outcomes, Jane Halonen, Dean of the College of Arts and Sciences, University of West Florida, Chair of the Learning Goals and Outcomes Task Force, and one of the editors of published by the American Psychological Association.
- Creating, Maintaining, and Utilizing an Effective Outcomes Assessment Program · Mary Kay Reed, Associate Professor, York College of Pennsylvania.
- Undergraduate Psychology Major Competencies, Patricia Puccio, Professor of Psychology, College of DuPage and chair of the APA Committee of Psychology Teachers at Community Colleges (PT@CC).

Section One

The APA identifies ten learning goals and outcomes, five of which are specific to psychology education and five of which are applicable across a Liberal Arts education. The Learning Goals and Outcomes are as follows:

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.

* See Appendix A for the complete Task Force Report

The APA Cyberguide (<http://www.apa.org/ed/guidehomepage.html>) proposes the best strategies to assess each of the goals and outcomes identified above.

APPLYING ASSESSMENT STRATEGIES IN PSYCHOLOGY

Overview of Optimal Assessment in Psychology

METHODS OF ASSESSING LEARNING IN THE MAJOR:
What Strategies are Optimal?

LEARNING GOALS IN PSYCHOLOGY	CLASSROOM / COURSE DATA	INDIVIDUAL PROJECTS / PERFORMANCE ASSESSMENT	SUMMATIVE PERFORMANCE ASSESSMENT	SELF-ASSESSMENT / REFLECTION	COLLABORATION	INTERVIEWS & SURVEYS	ARCHIVAL MEASURES
KNOWLEDGE BASE IN PSYCHOLOGY	*	*	∅	∅	∅	∅	∅
RESEARCH METHODS	∅	+	∅	∅	+	∅	∅
CRITICAL THINKING SKILLS IN PSYCHOLOGY	∅	+	∅	∅	+	∅	-
APPLICATIONS OF PSYCHOLOGY	∅	+	∅	+	∅	+	∅
VALUES IN PSYCHOLOGY	-	∅	∅	∅	∅	∅	∅
INFORMATION & TECHNOLOGICAL LITERACY	∅	∅	∅	∅	∅	∅	∅
COMMUNICATION SKILLS AWARENESS	+	+	∅	+	∅	∅	-
SOCIOCULTURAL & INTERNATIONAL AWARENESS	∅	+	∅	∅	+	∅	-
PERSONAL DEVELOPMENT SKILLS	∅	∅	∅	*	∅	∅	-
CAREER PLANNING & DEVELOPMENT	∅	+	∅	+	∅	+	-

* = optimal strategy + = acceptable strategy ∅ = mixed, less preferred, or problematic strategy - = typically not appropriate strategy

According to Pusateri (2007), archival measures are ideal for broader program and curricular evaluation.

Section Two

This stage of the program's assessment plan was completed in concert with other programs within the BaSS Department. Unfortunately, the documentation and analyses completed for this first stage have been lost due to the death of Chairperson William HuddlestonBerry.

Use of Assessment Data

Transcript analyses and curriculum review demonstrated the need for an advanced seminar or capstone experience for our students. As such, PSYC 4900: Senior Seminar was added to the curriculum. While the course content varies from semester to semester, the underlying purpose and rationale is designed to be comparable across courses. This course was put into place with the goal of further review at a later date.

At this stage, learning objective and outcomes were added to psychology course syllabi. See Appendix B for representative objectives and outcomes for a sample of courses. These can be provided for all courses if requested.

The course analysis also resulted in the minimum number of course credit hours for completion of a psychology major being raised from 30 to 36.

The second stage of our assessment began in late 2003 and continued through 2004. The assessment consisted of two major curricular archival analyses. The first was an analysis of course selection by psychology graduates from August 2000 through August 2003. The second analysis consisted of an evaluation of the number of students taking specific courses within the major including minimum, maximum, and median number of students per semester. These data and the Summary Statement for Psychology Course Offerings Analysis and Psychology Graduates Course Selection Analysis are included in Appendix C.

This analysis resulted in the revamping of the psychology course curriculum. Previously, students were required to complete:

- Introduction to Psychology
- Introduction to Measurement and Statistics or Experimental Psychology
- History and Systems of Psychology
- Senior Seminar
- 36 Credit Hours in Psychology

Students are now required to complete:

- 42 required credit hours in Psychology
- Introduction to Psychology
- Introduction to Measurement and Statistics
- Introduction to Research Methods
- History, Philosophy, and Systems of Psychology
- Senior Seminar

In addition, one course must be completed from four of the following six content areas: Biological and Evolutionary Perspectives; Clinical and Counseling Perspectives; Lifespan Development Perspectives; Learning and Cognitive Perspectives; Social and Cross-Cultural Perspectives; and Advanced Research Methods.

The full curriculum with course selection and content area descriptions is in Appendix D.

Stop – Use of Assessment Data

Senior Seminar

The Psychology Program recently completed a review of the Senior Seminar. All teachers of the senior seminar were required to submit information about course goals, outcomes, and methods. The Senior Seminar was designed as a capstone experience based on Stage 1 of our ongoing assessment. The original goal of the capstone experience was for students to demonstrate various skills (e.g., research, communication, critical thinking, etc.) developed over the course of their undergraduate experience. The results of that analysis, the Senior Seminar Learning Goals and Outcomes, are included in Appendix E.

The following are projected projects to be completed during the spring semester. These are based on previous analysis as well as the Learning Goals and Outcomes and the Assessment Cyberguide developed by the APA.

First, we plan on a review by at least two faculty members of formal presentations by students taking the senior seminar using the outcomes identified in the Senior Seminar Learning Goals and Outcomes. Faculty members will rate each presentation/project for each outcome on a scale of Not Acceptable, Acceptable, and Excellent. These measures will only be used internally for assessment purposes and not as part of the student's final grade. Moreover, these data will be examined collectively with an eye towards program development and not individual course assessment.

Second, based on the recommendations in the Cyberguide, the following assessments will be coordinated.

1. Individual coursework assessment and evaluation for grades. (Goal 1, 4, 8)
2. Faculty course practices and course content survey (online) (Goal 2, 3, 5, 6, 7, 8, 10)
3. Senior Seminar review as discussed above (Goal 3, 5, 7)
4. Student Self-Reflection Survey (online) (Goal 4, 6, 8, 9, 10)

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

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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 - these fit all of our fields

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. This Learning Goal will be assessed in two ways.

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.

Both of faculty and student surveys are under development and will be administered this spring. It should be noted that a number of faculty members within the Psychology Program are trained and experienced in survey development, administration, and analysis.

1. The curriculum review as noted in Stage 2 needs to be repeated in 2009.
2. Tracking of students with the self-assessment completed at the beginning and end of their term at Webster as a psychology major.
3. Analysis of specific core courses for commonalities across Webster campuses. This could be accomplished with an analysis of syllabi.
4. Review curriculum for possible International Psychology emphasis in line with BEA Guidelines based on the Task Force Report, American Psychological Association Working Group on Internationalizing the Undergraduate Psychology Curriculum: Report and Recommended Learning Outcomes for Internationalizing the Undergraduate Curriculum. See Appendix F.

Appendix A

This document represents the work of the Task Force on Undergraduate Psychology Major Competencies appointed by the American Psychological Association's Board of Educational Affairs. The document has been endorsed by the Board of Educational Affairs, March 2002, but does not represent policy of the APA.

**UNDERGRADUATE PSYCHOLOGY MAJOR
LEARNING GOALS AND OUTCOMES:
A Report
(March 2002)**

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Drew C. Appleby, Indiana University-Purdue University, Indianapolis,
Charles L. Brewer, Furman University
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APA Staff Liaisons:

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With special thanks to the
2000 Outcomes Task Force of the California State University System
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Overview

This document represents the work of the Task Force on Undergraduate Psychology Major Competencies appointed by the American Psychological Association's Board of Educational Affairs. The document outlines 10 goals and suggested learning outcomes that represent reasonable departmental expectations for the undergraduate psychology major across educational contexts. The goals are divided into two major categories: (1) Knowledge, skills, and values consistent with the science and application of psychology and (2) Knowledge, skills, and values consistent with liberal arts education that are further developed in psychology. The document concludes with a preliminary discussion of assessment principles and a proposal for developing appropriate assessment strategies based on the *Undergraduate Psychology Learning Goals and Outcomes*. This next step will be critical in promoting high quality learning experiences in the undergraduate psychology major.

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Introduction

Task Force Charge

This document represents the work of the Task Force on Undergraduate Psychology Major Competencies, appointed in 2001 by the Board of Educational Affairs (BEA) of the American Psychological Association (APA). The BEA charged the Task Force to develop goals and learning outcomes for the undergraduate psychology major. Members of the Task Force represent a variety of institutional perspectives on the nature of the undergraduate curriculum and its aims.

The *Undergraduate Psychology Learning Goals and Outcomes* described in the document support psychology as both "liberating science and art" (McGovern & Hawks, 1998). A baccalaureate degree in psychology should document that students can think as scientists about behavior and experience and have developed skills and values that reflect psychology as both a science and an applied field.

Variations in psychology's role in institutions across the country make achieving consensus on goals and learning outcomes difficult. In some colleges and universities, psychology is part of a school or college comprised of the natural sciences. In others, psychology is aligned with the social science or the humanities. Some traditions group psychology with education. Besides organizational diversity, psychology departments also differ in their programmatic emphases, student constituency, faculty expertise, and resources. All of these factors affect the character of how psychology instruction unfolds at any given institution. Undergraduate programs vary, and they should vary to meet the local, state, and regional needs. Despite these differences, Task Force members believe that consensus on goals and learning outcomes can be achieved by developing goal and outcomes that can apply broadly across diverse educational contexts (i.e., campus-based programs as well as Internet-based programs).

The *Undergraduate Psychology Learning Goals and Outcomes* capture a set of optimal expectations for student performance at the completion of the baccalaureate degree. Applying these to individual department plans, faculty must take into account local factors, such as institutional and departmental missions and student characteristics. Regardless of department size and resources, we think that the proposal represents reasonable over-arching goals for the undergraduate psychology curriculum, but we do not wish to dictate to departments how students should achieve those goals. We challenge psychology departments to use the document as a resource to facilitate collaborative discussions that will result in the creation of departmental goals and expectations. The document can facilitate choice in curriculum design, goal setting, and assessment planning. As such, we regard the recommendations as "aspirational." In this spirit, broad discussion of the document should produce two desirable results. First, the *Undergraduate Psychology Learning Goals and Outcomes* will maximize departmental autonomy in designing programs uniquely suited to their students' needs while attending to best practice benchmarks. At the same time, the document offer departments solid arguments to procure resources to promote the best quality education possible in their specific educational contexts.

The proposed recommendations support high-quality undergraduate education in psychology. It is not the intent of the committee to establish requirements for accreditation, which the use of the term standards can connote, nor to dictate course requirements. The Task Force believes that specifying a set of common goals and outcomes based on voluntary compliance will be the most effective means for promoting consistent, high quality undergraduate programs across educational contexts at this juncture in psychology's history.

In developing the *Undergraduate Psychology Learning Goals and Outcomes*, the Task Force members surveyed existing literature on undergraduate psychology and assessment. (A review of relevant literature and references for this document can be found in Appendix A.) We borrowed the general format of this proposal from the Task Force on Outcomes from the California State University System (Allen, Noel, Deegan, Halpern, & Crawford, 2000). We are in their debt for the conceptual foundation that their work provided for our deliberations. Appendix B lists the faculty who contributed to the CSU Outcomes Task Force. We also wish to acknowledge the contributions made by several psychology departments in response to calls for exemplars placed on relevant professional listservers. They provided examples of departmental missions, student outcomes, and assessment strategies that helped to guide our deliberations. Appendix C lists the departments and their representatives who sent in review materials.

To extend representation to a diverse array of institutions and relevant organizations, the Task Force assembled an Advisory Panel (see Appendix D for a list of reviewers) to review draft versions of the document. We thank Advisory Panel members for the helpful commentary and guidance offered throughout the process. We were impressed with the thoughtful feedback, careful critique, and enthusiastic support that we received from the panel members. We also sought and received helpful feedback from members of related professional organizations with interests in psychology curricula. Appendix E lists those organizations.

The development of the *Undergraduate Psychology Learning Goals and Outcomes* represents the first step in forging national agreement about the nature of the undergraduate psychology major. Widespread acceptance and use of the document will depend on the ease with which the document translates into effective assessment planning. Following APA endorsement of the document, Task Force members will elaborate assessment exemplars that should provide the background and support that will facilitate voluntary compliance with the outcomes. Preliminary details of this next stage of work are described at the end of the document.

The Task Force views the *Undergraduate Psychology Learning Goals and Outcomes* as a "living document." In the spirit of continuous improvement, we believe the endorsement of the outcomes must be followed with a systematic plan for periodic review and revision to reflect national and international developments in the discipline and in education. We propose that reviews of the document could take place at seven-year intervals, roughly equivalent to the typical cycle of academic program reviews on many campuses across the country. When the Task Force reconvenes, we support the idea that some members from the prior Task Force should carry over into the next review process to take advantage of their prior experience. Those members continuing in service should join new appointees who can bring a fresh perspective to the revision. Subsequent revisions will require approval from the Council of Representatives.

The Need for *Undergraduate Psychology Learning Goals and Outcomes*

Why do we need national learning goals and outcomes in undergraduate psychology? First, current best practices in higher education rely on setting clear expectations for student learning, aligning curricula with these expectations, assessing student attainment, and using assessment results to effect changes to promote better student learning. We believe that implementing this model and adopting the proposed outcomes will improve the quality of learning and teaching in psychology. For some time, there has been widespread concern about the quality of education at all levels in this country along with increasing pressures for accountability. In this climate, undergraduate psychology departments feel pressure to develop mission statements, goals, objectives, and assessment plans for the major. We created this document to support departments in this work by providing a common set of outcomes along with the promise of future guidance on reasonable assessment strategies to help departments evaluate how well their students are achieving the outcomes. We trust that the document will be useful to students, faculty, administrators, educational leaders, policymakers, and other stakeholders concerned with education in psychology.

Second, the discipline of psychology suffers from challenges to its identity. The nature of the discipline is often assumed to be solely service-oriented. As a consequence, the science foundation of the discipline can be surprising to those without a background in psychology, including incoming psychology majors. We believe that the *Undergraduate Psychology Learning Goals and Outcomes* firmly establish the major as a science. We also hope that this rationale will support departmental efforts to secure resources in keeping with science education. In addition, the very breadth of psychology makes conveying its identity important to the discipline. As professional opportunities in psychology diversify and psychological perspectives blend with other disciplines in new interdisciplinary configurations, the *Undergraduate Psychology Learning Goals and Outcomes* reinforce a common identity.

Third, the *Undergraduate Psychology Learning Goals and Outcomes* can provide students and their prospective employers with a clear set of expectations about the knowledge and skills majors strive to demonstrate upon graduation. We anticipate that psychology majors could become far more effective in describing their accomplishments upon graduation based on curricular experiences in which expectations have been made explicit and serve as the basis for a reasonable assessment plan.

Fourth, the discipline of psychology should demonstrate educational leadership in this important area, yet our efforts have lagged behind many other disciplines (e.g. nursing, chemistry, theatre arts) in clarifying what their majors strive to know and do before graduation. The *Undergraduate Psychology Learning Goals and Outcomes* should not only clarify national expectations, but will also contribute to a growing international effort to articulate goals and outcomes for the undergraduate major. The use of the outcomes could also generate research on effective practices.

Fifth, these *Undergraduate Psychology Learning Goals and Outcomes* provide a timely complement to several related national projects focused on quality improvement. For example,

the APA approved and published *National Standards for the Teaching of High School Psychology* (Maitland et al., 1999). In addition, APA's Board of Educational Affairs is in the process of articulating criteria for education and training guideline development and evaluation. Completing expectations for appropriate education at the four-year level adds an important piece of the overall education and training context in psychology (cf. Benjamin, 2001).

Sixth, these *Undergraduate Psychology Learning Goals and Outcomes* could facilitate the development of articulation agreements between two- and four-year colleges and universities. Although the outcomes address expectations for baccalaureate level programs, the clarification of performance expectations may facilitate conversations about how two-year programs can build the most effective foundation for the undergraduate major that will be completed in college and university contexts.

Finally, the rapid proliferation of distance learning courses and programs brings new pressure to clarify goals and outcomes to promote learning expectations comparable to traditional classrooms. A common set of outcomes will aid the development and evaluation of these online programs.

Assumptions Underlying the Undergraduate Learning Outcomes

The *Undergraduate Psychology Learning Goals and Outcomes* described in this document rest on several key assumptions about the psychology major, the dynamic nature of the discipline, the diversity of psychology departments across the United States, and the assessment of performance relative to the outcomes. These assumptions provide a framework for understanding the intentions of the Task Force. Specifically, Task Force members assume that the *Undergraduate Psychology Learning Goals and Outcomes* will:

- encompass the knowledge, skills, and values that undergraduates strive to acquire while pursuing the psychology baccalaureate degree within the tradition of liberal arts that emphasizes science education. We concur with the curriculum reforms of the last 50 years (detailed in Appendix A) that promote sound scientific training as fundamental to the undergraduate major in psychology;
- incorporate the broad theoretical and research bases of psychology;
- reflect the immense range of learning opportunities and experiences available to psychology majors, including internships and practica, service learning, research assistance and laboratory work, and computer and online applications, in addition to traditional classroom approaches;
- reflect the reality that psychology education often begins in high school or in a 2-year college, typically ends with the baccalaureate degree, and may continue through graduate school, postdoctoral work, and beyond;

- enable departments to communicate *Undergraduate Psychology Learning Goals and Outcomes* in a manner that will help their majors understand the relevance of the psychology curriculum to post-baccalaureate aspirations. The outcomes foster the development of lifelong learning skills and include competencies that will prepare students for entrance into the work force upon receipt of the bachelor's degree as well as acceptance into graduate or professional schools;
- reflect the importance of diversity and cross-cultural issues in the discipline as well as the growing internationalization of psychology and the need to prepare psychology majors to understand behavior and experience that may or may not transcend geographic boundaries;
- apply to psychology departments across institutional settings (2-year, 4-year or doctoral level, private or public, faith-based or secular, campus-based or Internet-based, large or small, and so on) that contribute to student achievement at the baccalaureate level;
- reflect the views that any outcome is meaningful only to the extent that it is accurately assessed and that the outcomes assessment process will focus on student performance if it is to improve learning and teaching;
- allow for many legitimate ways to reach a learning outcome, especially given that outcomes are developmental in nature. Although we propose a common set of goals and outcomes, we are not advocating a common pedagogy or curriculum or specifying how the *Undergraduate Psychology Learning Goals and Outcomes* should be addressed by specific courses. The Task Force acknowledges and supports the autonomy of individual psychology departments in determining the performance levels appropriate for their students and assessment procedures and tools appropriate to measure their students' performances; and
- can be implemented primarily for formative purposes (e.g., curriculum development, assessment of student learning relative to department expectations, reinforcement and development of effective educational practices) although departments may be successful in using adherence to the *Undergraduate Psychology Learning Goals and Outcomes* for summative purposes (e.g., resource allocation). Although discipline-based national goals and outcomes do not carry the same weight of accreditation standards, key institutional decision makers do consider nationally endorsed expectations to guide curriculum development and allocate institutional resources.

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

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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.

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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.

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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.

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

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.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

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).

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.

Assessment of Undergraduate Psychology Learning Goals and Outcomes

The Task Force members believe that the *Undergraduate Psychology Learning Goals and Outcomes* and assessment planning are inextricably intertwined. Specifying performance criteria in the absence of well designed plans to gather evidence on program effectiveness is likely to be an unproductive enterprise. Although the Task Force was not charged at this stage with suggesting assessment practices for this process, the development of the *Undergraduate Psychology Learning Goals and Outcomes* was driven by our belief that each goal with its associated outcomes must reflect measurable aspects of the undergraduate psychology major. After drafting the goals and outcomes, we discussed appropriate assessment methods that could be applied to each goal and its related outcomes. We considered a wide variety of both quantitative and qualitative assessment methods (e.g., objective tests; essays tests; formative assessments; projects; student portfolios; self-assessment practices; surveys of current students, alumni, and employers; and unobtrusive/archival measures). We also examined the potential advantages and disadvantages of each strategy for measuring specific outcomes listed for each goal.

Our discussions have already generated many principles that we will elaborate in the next phase of this project to assist departments in formulating effective assessment plans for the undergraduate major. A preliminary listing of those principles include the following:

- A set of outcomes is meaningful and useful in improving instruction only if student abilities are measured thoughtfully with the specific intent of improving teaching and learning. Whenever possible, students should receive direct feedback to facilitate their learning from completing assessment activities.
- Assessment planning should encourage systematic improvement rather than concentrate on deficiency. Depersonalizing the potential threat imposed by assessment may make it easier for faculty members to embrace assessment practices.
- Although some aspects of assessment can be accomplished using multiple-choice testing formats, other approaches to assessment often provide a richer picture of student achievement.
- Departments may choose to focus only a few goals on an annual basis. The document proposes ideal goals and outcomes under optimal conditions with appropriate resources to support assessment activity. Departments can craft assessment plans that provide feedback on targeted dimensions that will help improve or maintain high quality education. One strategy may involve assessing a subset of desired goals and outcomes in a given year with the expectation of assessing other goals and outcomes in later years.
- Departments will benefit from discussions that compare existing curricula to the *Undergraduate Psychology Learning Goals and Outcomes* to establish departmental expectations. Examining how individual courses contribute to achieving departmental expectations will help departments identify their relative strengths as well as areas that need improvement or are less highly valued in the mission of the department.
- Wherever possible, assessment is most beneficial when embedded within existing coursework. Such strategies reduce the burden for faculty and increase the motivation for students to take assessment activities seriously.

- In assessment-unfriendly departments, individual faculty may still be able to participate in assessment activities by using the *Undergraduate Psychology Learning Goals and Outcomes* to facilitate individual course planning.
- Departments will need to ask specific individuals in the department to assume overview responsibilities for departmental assessment. Assessment planning is energy and time intensive. This important work should be supported with release time and recognition for service to forestall deteriorating attention to assessment concerns.
- Assessment activities are expensive. Departments should not be expected to implement assessment plans without appropriate financial support.

Our preliminary assessment discussion strengthened our belief that the long-term success and popular adoption of the proposed *Undergraduate Learning Goals and Outcomes* depends on the development of a companion document that addresses effective assessment strategies in detail. Therefore, the Task Force strongly recommends a second phase of work that will result in a document that articulates principles of best practice in assessment. This document will summarize existing assessment methods, evaluate the advantages and disadvantages of each for assessing the *Undergraduate Learning Goals and Outcomes*, and provide exemplars from departments that have found efficient and effective assessment solutions to promote student learning and satisfy program evaluation needs. This companion document is critical. We have targeted September, 2002, for completion of this stage of the project. This deadline also provides the opportunity to present the *Undergraduate Learning Goals and Outcomes* and associated assessment practices at a national conference, “Measuring Up: Best Practices in Assessment,” designed to assist psychology educators and administrators. The conference is scheduled in Atlanta for late September, 2002.

Appendix A

A Brief History on the Psychology Curriculum Reform and References

The current proposal for *Undergraduate Psychology Goals and Outcomes* builds on a long tradition of curriculum examination and reform in psychology. Prior to World War II, psychology was "organizationally amorphous" (Brewer, 1997, p. 434) because coursework in psychology could be found in departments of philosophy, ethics, religion, education, pedagogy, English or history. Despite the flourishing of psychology programs and departments after the war, psychologists invested little time in systematic analysis of the evolving curriculum.

The first conference on the psychology curriculum took place at Cornell University in 1952. All of the participants were male and taught at large universities. According to Brewer (1997), the Cornell participants concluded that undergraduate psychology education should promote four objectives: develop students intellectually through a liberal education; establish a psychology content base; promote personal growth and adjustment; and foster "desirable attitudes and habits of thought" (Buxton et al., 1952, pp. 2-3). These themes have persisted in various forms through subsequent curriculum review efforts, including the Michigan Conference in 1960 and the Kulik Report of 1973 as well as the current proposal.

The American Psychological Association's Committee on Undergraduate Education (CUE) sponsored two other efforts to support high quality undergraduate programming in the 1980s (Brewer, 1997). In 1982, CUE interviewed 100 department heads to identify their concerns. Department heads asked APA to establish a recommended content and structure and content of the undergraduate curriculum. A subsequent report (Schierer & Rogers, 1985) sponsored by the CUE attempted to provide some answers. The report included information on practices from universities, 4-year colleges, and 2-year colleges.

Contemporary Curriculum Scholarship

The American Psychological Association/Association of American Colleges project report (McGovern et al., 1991) articulated an early set of specific goals that integrated psychology with broader liberal arts learning. The St. Mary's Conference identified assessment (Halpern et al., 1993) and curriculum (Brewer et al., 1993) groups to continue this attention to teaching and learning in the discipline. The "Quality Principles" (McGovern & Reich, 1996), officially endorsed as APA policy for undergraduate education by the Council of Representatives, represented a tangible product of the St. Mary's Conference. The Quality Principles have served as guidelines for educational practice at the undergraduate level since that time. More recently, the Psychology Partnerships Project (2000) convened groups on assessment and curriculum, among other project groups, to explore how psychology education changed over the last decade as well as to promote best curricular and assessment practices.

The assessment movement that flourished late in the last century set the stage for renewed examination of what students know and do as a result of their major studies. Accrediting agencies began to require universities to devise assessment plans as a way of holding institutions accountable for providing educational experiences that would fulfill the promises made in their mission statements. Initially educators protested new accrediting requirements as additional work for limited gain (Hutchings, 1990). However, many educators began to view assessment more positively. For example, Halpern (1988) advocated assessment as a new and powerful tool for improving teaching and learning; she discussed strategies to measure the "value added" from undergraduate experiences as a means to promote better quality education. She articulated six general areas that should be reflected in a departmental assessment plan: knowledge base, thinking skills, language skills, information gathering and synthesis,

interpersonal skills, and practical experience. Her work was particularly influential in early department discussions of undergraduate outcomes.

Although assessment-driven literature is relatively new in curriculum scholarship, other models have begun to emerge. For example, Graham (1998) described Alverno College's assessment-based curriculum in which performance criteria drive student evaluation. Their curriculum emphasizes theoretical reasoning, methodological proficiency, professional interaction, and self-reflection as the overarching learning objectives to help students think, act, and interact using the frameworks of psychology.

Levy, Burton, Mickler, and Vigorito (1999) recommended a matrix strategy to facilitate program review, a process that has been emerging as a standard operating procedure in higher education. Their approach contrasts specific course offerings with targeted outcomes, including perspectives, knowledge, skills and attitudes, to determine where deficiencies in learning experience might compromise department objectives. Several surveys (Messer, Griggs, & Jackson, 1999; Perlman & McCann, 1999a,b) report patterns of departmental requirements to promote comparisons of department practices. Such works satisfy pressures to find appropriate "benchmarks" for excellence, which may be critical to ensuring continuing institutional support for psychology programs. State projects, such as the Task Force on Outcomes from the California State University System (Allen, Noel, Deegan, Halpern, & Crawford, 2000) represent important collaborative efforts to produce reasonable benchmarks. The current committee borrowed the general format for this document from their design.

High School Psychology Emerges

During the last decade, increased attention has been devoted to the promotion of quality at the high school level (Ernst & Petrossian, 1996). When the APA Council of Representatives

endorsed the *National Standards for the Teaching of High School Psychology* (Maitland et al., 1999), they upheld the responsibility of the organization in promoting high quality education at the introductory level. The success of those standards provided further incentive to the Board of Educational Affairs to explore the development of goals and learning objectives at the undergraduate level.

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Appendix B

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Appendix D

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Appendix E

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American Psychological Association

American Psychological Society

Association of Heads of Departments in Psychology (ADHP)

Council of Undergraduate Teachers of Psychology (CTUP)

Council of Graduate Departments of Psychology (COGDOP)

Council of Undergraduate Psychology Programs (CUPP)

National Association for School Psychology (NASP)

Project Kaleidoscope (PKal)

Psi Beta

Psi Chi

Society for the Teaching of Psychology (STP)

Teachers of Psychology in Secondary Schools (TOPSS)

* feedback should not be construed as "endorsement" by the member or member's organization at this stage of the process

PSYC 3175 Community Psychology

Purpose of the Course

Community psychology views knowledge and understanding of the social context in which individuals and families live as necessary to understanding those individuals. From this framework, it is not possible to effectively intervene with an individual who is experiencing problems without also understanding and intervening in aspects of the community that are involved in the identified problem.

Community psychology is a relatively young field. Its formal roots began a little over thirty-five years ago. Today, community psychology has four main trends: Prevention and competence promotion, community building with citizen participation and empowerment, human diversity, and a strong research component to evaluate programs. Among key values in the field of community psychology are individual wellness, the importance of a sense of community, and social justice.

In this course, we will study history, theory, and case examples of community psychology. Several speakers representing various community programs will be guest lecturers in class. Students will benefit from having an exposure to the applied field of community psychology in addition to academic and theoretic aspects of the field.

: PSYC 1100 and 6 hours of psychology; or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course)

- Students will know historical roots and beginnings of field of community psychology
- Students will know four main components of community psychology
- Students will be familiar with three exemplary community psychology programs
- Students will be able to critically examine community programs, their strengths, weaknesses, and outcomes

Information on How Outcomes will be Assessed:

- Two take-home, possible 50 points each.
- Six reaction/analysis papers, possible 10 points each, based on community project presentations. Each student is expected to read the assigned material prior to class and to be prepared to discuss the material at each class meeting. No late assignments will be accepted unless there is a documented, extreme emergency and arrangements are made with the course instructor prior to the time the assignment is due.
- Student presentations of exemplary community psychology programs, possible 20 points. Members of the class will be divided into small groups. Each group will research and critique an intervention for a selected psychological or social problem. The intervention must incorporate values, concepts, and methods of community psychology. Each group will present the program it researched during the last class meeting.
- Discussion of reading assignments.

Additional Course Requirements, Policies, and Grading Criteria:

Class Attendance : Attendance in the eight week accelerated format is extremely important. Absences will significantly lower your grade. You must be present for the entire class period to be counted as present. Any exceptions to this must be discussed and approved by the instructor prior to missing a portion of the class.

Final Grade: Grades in this course will be assigned on the following:

Two take-home exams: 50% of course grade

Six reaction/analysis papers: 30% of course grade

Group presentation: 10% of course grade

Attendance and participation: 10% of course grade

	Grading Scale	Point range for grade
Letter grade	Percentage of possible points earned	180 200
A	90 100	160 – 179
B	– % –	140 – 159
C	80 90 %	–
D F	70 %	120 139
	00 %	< 120

Schedule of Course Events:

Week 1	Identity and History of Community Psychology Aims and Methods of Community Psychology
Week 2	Understanding Ecology and Human Diversity
Week 3	Site Visit a Community Program (Directions will be given in class)
Week 4	Understanding Sense of Community and Coping & Social Support
Week 5	Exam I Prevention & Promotion
Week 6	Citizen Participation & Empowerment Organizing for Community & Social Change
Week 7	Program Evaluation & Development Looking Back, Looking Ahead
Week 8	Final Exam Group Presentations

PSYC 3225 Holocaust

Purpose of the Course

This course examines the Holocaust and the groups of individuals involved in this genocide (e.g., perpetrators, victims, bystanders, resistance fighters) from a psychological/sociological perspective. Issues explored include:

the question of what enables individuals collectively and individually to perpetrate the Holocaust, the nature of extreme prejudice, the psychology of propaganda, the impact of extreme victimization on the victim (during the Holocaust, upon liberation, and in latter years), and the question of what enabled some individuals/groups/countries to actively become involved in resistance while others remained passive bystanders and others sympathizers/collaborators. The roles that psychology, psychologists, and psychiatrists played during the Holocaust are also examined.

: PSYC 1100, ANSO 1010, or ANSO 1070, and 6 hours of social science ; or permission of the

instructor (This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course) .

- Students will be able to outline the history of anti-Semitism from early Roman times through the Holocaust, the history of the Weimar Republic and the history of the Third Reich.
- Students will be able to discuss the relationship between the research findings on prejudice/propaganda and the rise of Nazi Germany and the events of the Holocaust.
- Students will be able to discuss the research related to the psychological impact of extreme victimization on individuals and groups as it relates to the Holocaust.
- Students will be able to articulate the primary psychological and sociological theories related to the perpetration of evil and genocide. Students will also be able to discuss the research on topics such as obedience, conformity, diffusion of responsibility, bystander behavior. Students will be able to relate these theories and topics to the Holocaust.
- Students will be able to discuss the various forms of resistance that occurred during the Holocaust and relate this information to the debate concerning an appropriate definition for resistance during the Holocaust. Students will be able to discuss the research related to altruistic behavior as it relates to the Holocaust.
- Students will be able to discuss the psychological and sociological research concerning bystander behavior and relate this research to the role of bystander behavior during the Holocaust.
- Students will be able to discuss theories such as sociobiology and how these theories were used (misused) as a rationale for genocide. Students will be able to articulate the unique role that psychiatrists played as perpetrators of genocide. Students will also be able to identify several prominent individuals noted for their contributions to psychology/sociology who played an active role in support of Nazi Germany.
- Students will be able to address the question of "Can it happen again?" or possibly "Has it happened again?" drawing on all of the material learned in class.

Information on How Outcomes will be Assessed:

Examinations: The midterm exam is designed to test for a basic understanding of the terms and historical events surrounding the Holocaust. The final is comprehensive. Exams will include multiple choice, matching, short answer, and essay questions. They cover material presented in lecture, readings, and discussion. The midterm and final exams are each worth 20 percent of the final grade.

Response Papers: The response papers are designed to provide an opportunity to integration and response to information presented and discussed in class. Each answer should represent a synthesis/analysis of the information as opposed to a personal reflection or reaction to the material. Each response paper is to be four to six pages in length. Five essay questions will be distributed during the course of the class. The student is required to complete four of the questions. If five questions are completed, only the four highest grades are recorded; the lowest is dropped. Each response paper is worth 7.5 percent of the final grade. (See end of syllabus for a sample response question.)

Analysis Paper: The purpose of the analysis paper is to provide the student with the opportunity to explore the perpetration of the Holocaust from a psychological/sociological perspective in depth. The paper consists of an evaluation of the autobiography of Rudolph Hoess in relation to material discussed in class and readings. The analysis paper is worth 15 percent of the final grade.

Additional Course Requirements, Policies, and Grading Criteria:

Class Participation & Discussion: Student's participation in this class is extremely important. As such, class participation constitutes 15 percent of the final grade. The class participation grade derives from regular attendance and everyday discussion and analysis. Missed classes impact the grade in this area.

Final Grade: Three exams, a term paper analyzing an instance of mass violence/genocide, and class participation/discussion.

Percent of Grade: Examinations	
Response Papers (7.5% each)	40%
Analysis Paper	30%
Class Participation/Discussion	15%
	15%

Schedule of Course Events:

Week 1	Introduction to the Class / Scope of the Holocaust / A Psycho -social Model of Genocide
Week 2	Roots of the Holocaust: * Anti -Semitism * Theories of Stereotyping, Prejudice, & Discrimination * Nationalism
Week 3	A Culture in Crisis: Weimar Republic / Rise of Nazism: A Monolithic Culture / Germany Under the Nazis / German Jewish Life to 1939 / Anti-Jewish Policies: First Steps down the Path to Genocide
Week 4	First Steps to Genocide Down the Path to Genocide
Week 5	Hitler's Eugenics Theory A - Rationale for Genocide / Non-Jewish Groups Targeted / Bystander Behavior
Week 6	The Path Towards Genocide: * Ghettoization * Concentration Camps * Slave Labor Response Paper I Due
Week 7	The Path Towards Genocide: * Einsatzgruppen * Operation Reinhard Camps * Auschwitz
Week 8	Genocide Response Paper II Due Midterm
Week 9	Resistance and Rescue
Week 10	Perpetration of Genocide: Personality Factors / Perpetration of Genocide: Situational Factors
Week 11	Torture: Perpetrators and Victims Response Paper III Due

- Week 12 Life on the Path to Genocide - Discussion of Des Pres Text
Analysis Paper Due
- Week 13 -
Life on the Path to Genocide Discussion of Des Pres Text
- Week 14 Liberation / Beyond Survival: Life after the
Holocaust Response Paper IV Due
- Week 15 Beyond Survival / Can it Happen Again
Response Paper V Due
- Week 16 Final Discussion and Exam

Sample Question for Response Paper:

The Holocaust and Nazi Germany were built upon a comprehensive racialist ideology whose success depended upon public support. To insure success, Hitler appointed a Minister of Propaganda (Goebbels) and began a campaign based on stereotypes, prejudice, and discrimination. Through the use of various media (for example: writings, cartoons, films, radio) and policy (for example: Jewish insignia, boycotts, ghettos), Hitler was able to simultaneously fan the fire of anti-Semitism and increase Aryan pride. Much has been written in psychology and sociology since the Third Reich concerning stereotyping, prejudice, and discrimination. Within the context of these socio-psychological theories, discuss the policy and propaganda campaign of the Nazis. In other words, examine each socio-psychological theory and provide examples and explanations of Nazi policy or use of media that would fit each theory. For example, how might the use of the film *Triumph of the Will*, ghettoization, images/messages of the slides we saw in class, and so forth fit within a theory of prejudice or stereotyping? Also, within the context of these theories, explain what role the events surrounding the Weimar Republic may have played in contributing to the rise in anti-Semitism.

PSYC 3275 Genocide

Purpose of the Course

This course examines the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We examine the questions of what enables individuals collectively and individually to perpetrate mass violence and genocide as well as examine the impact of apathetic bystanders on human violence. Genocides studied include the Armenian genocide, the Holocaust, the auto-genocide in Cambodia, the Rwandan genocide, the genocides in the former Yugoslavia, and others.

: PSYC 1100, ANSO 1010, or ANSO 1070, and 6 hours of social science ; or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students

who successfully complete the course)

- Students will be able to articulate the issues surrounding a definition for the term "evil" and discuss the differences in perceptions of evil for victims and perpetrators.
- Students will be able to articulate definitions for the terms genocide, democide, ethnocide, and mass violence, and discuss the difficulties surrounding each definition.
- Students will be able to discuss the interaction of factors that play potential causative roles in the perpetration of evil and human cruelty on an individual and collective basis (e.g. torture and genocide, respectively).
- Students will be able to articulate the primary psychological and sociological theories related to the perpetration of evil and genocide. Students will be able to discuss how the theories can apply to the occurrences of mass violence/genocide in Germany, Turkey, Cambodia, Bosnia Rwanda, and various indigenous cultures. Students will also be able to critique each theory and articulate ways that each theory falls short in discussing the previously cited instances of mass violence/genocide.
- Students will be able to discuss the psychological and sociological research concerning bystander behavior and relate this research to the role of bystander behavior during the Holocaust, the genocides in Turkey, Cambodia, Bosnia, Rwanda, and various indigenous cultures.
- Students will be able to articulate several theories examining either prevention of human cruelty, mass violence, and genocide or intervention during instances of mass violence and genocide.
- Students will be able to write a term paper analyzing a case of collective mass violence (genocide/democide etc.) not discussed in class or the text.

Information on How Outcomes will be Assessed:

Examinations: The exams are designed to test for an understanding of the terms, theories, ideas, and historical events related to evil, human cruelty, mass violence, and genocide as presented in text, readings, lecture, and discussion. The exams include multiple choice, matching, short answer, and essay. Each exam is worth 25% of the final grade.

Analysis Paper: The purpose of the analysis paper is to provide the student with the opportunity to explore the collective perpetration of genocide from a psychological, sociological, cultural, and political perspective, in depth. Specific instructions are discussed in class. Students are given a choice of recent or current instances of genocide or democide that are open for analysis and exploration. Any analysis that is not one of the assigned options must be approved in writing by the instructor.

Additional Course Requirements, Policies, and Grading Criteria:

Class Participation & Discussion: Student's participation in this class is extremely important. As such, class participation constitutes 10 percent of the final grade. The class participation grade derives from regular attendance and everyday discussion and analysis. Missed classes impact the grade in this area.

Final Grade: Three exams, a term paper analyzing an instance of mass violence/genocide, and class participation/discussion.

Percent of Grade:

Examinations

75%

Analysis Paper

15% Class Participation/Discussion 10%

Week 1	Introduction to the Class / What is Genocide? / Perpetrator vs. Victims / The Heroes
Week 2	Genocide and Mass Killing: Core Concepts / Towards A Psycho -Social Model of Genocide
Week 3	Psychological Factors / Psychology of Hard times / Cultural and Individual Characteristics
Week 4	Social Cognition, Influence, Relations
Week 5	Continuum of Destruction: Perpetrators
Week 6	Continuum of Destruction: Bystanders
Week 7	Exam I The Nazi Holocaust: Jews
Week 8	The Nazi Holocaust: Roma, Sinti, Disable Peoples
Week 9	The Genocide in Cambodia
Week 10	The Turkish Genocide of the Armenians
Week 11	The Genocide in Bosnia
Week 12	Exam II The Genocides in Burundi & Rwanda
Week 13	The Genocide in Rwanda / Post-Colonial Genocides
Week 14	Physical and Cultural Genocide of Various Indigenous Peoples Analysis Paper Due
Week 15	Towards peaceful coexistence

PSYC 3350 Cognitive Psychology

Purpose of the Course

This course focuses on fundamental phenomena and basic literature in cognition; compares human language abilities with the learning capacities of various animal species; integrates important theories and research methods with major topics including pattern recognition, perception and information processing, attention, short- and long-term memory, discrimination, concept learning, creativity, and decision making : PSYC 1100 and 6 hours of psychology; or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course).

- The student will understand the meaning of psychology as the science of human behavior, cognition, and the relationship of philosophy to psychology.
- Students will be able to explain the history of the principles of cognition.
- Students will be able to explain pattern recognition, including that for words.
- Students will be able to explain attention theories, visual imagery, and categorization.
- The student will understand short term and long -term memory and memory codes.
- The student will understand the process of thinking, problem solving, reasoning, decision-making, and creativity.
- Students will learn how cognitive science and the mind -body problem have influenced the field. Students will also be able to explain the importance of neurophysiology and the evolution of cognition.
- Students will be able to explain theories of language development in animal and human beings.

Information on How Outcomes will be Assessed:

Examinations: Two (2) exams will be given. Each test will have a maximum of 100 points. Questions will generate from class activities and the text and will be objective and essay in format.

Term Paper: Each student will be required to write a library/internet term paper of 12 -20 typed pages (4000 words minimum). It should relate to cognition. You must include at least ten references.

Term Paper Guidelines : Each student will be expected to follow these guidelines. 1.

Typewritten, double -spaced.

2. APA format. (3500 word minimum length)
3. The paper must include the following sections:
4. Topic will be on an area or specific subject discussed in your text.
 - a. Title page (title, your name, course, instructor, date)
 - b. Contents page (sections and page numbers)
 - c. Introduction
 - d. The body of the paper (contains sections that relate to your specific topic)
 - e. Discussion section (this section can be written in first person)
 - f. Summary section
 - g. Reference
5. A maximum of 100 points will be awarded for the term paper.
6. Papers will not be returned to you. You may want to make a copy for yourself.

Presentation: Each student will prepare a 10-15 minute presentation of his or her term paper ("creative" presentations are encouraged).

Additional Course Requirements, Policies, and Grading Criteria:

Class Attendance : Attendance is required. Sometimes, however, problems do arise. Therefore, each student is allowed to miss one class, no questions asked. After that, excused absences or excused late arrivals or early departures can be made up, at my discretion, by writing a five page (typed) summary of the readings covered on that date. More than two absences will require withdrawal from the course.

Final Grade: Based on your performance on two exams, _____, _____ term paper presentation, and class participation/discussion. My grading scale is as followed:

90% - 100%	A-, A	Superior work
80% - 89%	B-, B, B+	Good work
70% - 79%	C-, C, C+	Satisfactory work
-		Passing, but less than satisfactory
Less than 63%	F	Unsatisfactory

Miscellaneous: Discussion of the textual materials is an important component of this class. Students will be expected to come to class having read the assigned material prior to class. They should be prepared to answer questions related to the material in the text and may be called on to do so. It is the student's responsibility to contact the instructor to review class announcements and to obtain class notes from other students, in the event of a missed class. No additional work is allowed for "extra credit". Late assignments will not be accepted. Deadlines are firm.

Students are expected to show respect for the instructor and one another regardless of opinion, values, cultural, and other group differences. Students should give one another equal opportunity to express opinions, experiences, and ideas. Disruptive behavior will not be tolerated in the classroom (chatting with your neighbor during a lecture for example, is often distracting to the students as well as the instructor).

Plagiarism (attempting to pass off work of another as one's own) is not acceptable and will result in a grade of 0 for that assignment and will be turned over to the appropriate university authority for disciplinary action. Cheating on exams will result in the same fate.

Schedule of Course Events:

Week 1	Introduction, Theoretical Perspectives, Pattern Recognition, and Attention
Week 2	Short –Term and Long -Term Memory
Week 3	Memory Codes and Visual Images
Week 4	Categorization
Week 5	Semantic Organization and Language
Week 6	Comprehension and Problem Solving
Week 7	Creativity and Decision Making
Week 8	

PSYC 3450 Psychology and Law

Purpose of the Course

This interdisciplinary examination of psychology and the law focuses on the psychological underpinnings of legislation, common law, and the administration of justice. Discussion of the relationship between law and human behavior is integrated throughout. Attention is also given to the various ways in which the law informs and regulates the practice of psychology professions

: PSYC 1100 and 6 hours of psychology ;or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course)

- Students shall demonstrate a comprehension of psychology and law as a content area.
- Students shall demonstrate an understanding of the four -fold relationship between psychology and the law.
- Students shall demonstrate a comprehension of the philosophical and social science underpinnings of substantive and procedure law.
- Students shall demonstrate command of the methods of psycholegal research and writing.
- Students shall demonstrate a comprehension of the methods of psycholegal problem analysis.
- Students shall develop the ability to relate psycholegal theories to “real life” situations.

Information on How Outcomes will be Assessed:

Examinations: The course assessments (tests) shall be completed twice a semester. The format of the assessments will be written with test items comprised of multiple choice, fill -in-the-blank, true/false, and short answer essay questions. The purpose of the periodic course assessment (test) is to give you the opportunity to demonstrate (and reflect upon) both your acquisition of basic theories and concepts related to psychology and law and your understanding of psychology and law as a content area.

Self Assessments : At the completion of the mid term and final examination, you shall complete a self assessment reflecting on your growth in the class. The assessment may be typed or handwritten. You may complete the assessment at home or immediately following the mid term and final course assessment. Your self assessment will be graded based upon your ability to identify and reflect on relevant academic, professional, and personal growth during the course. The purpose of the self assessment is to facilitate your ability to introspect and articulate your knowledge and abilities related to the integration of psychology and law.

Service Learning Activity General Instructions: You will

select and complete a service learning activity related to the interface of psychology and law. You will present your reflections on your experience to the class. The purpose of the service activity is to foster your ability to identify psycholegal service entities and to cultivate your ability to apply course knowledge to the external world and to your life. Possible Service Activities: 1) On Site Training Initiatives, 2) Direct Services to Clients, 3) Direct Services to Agencies, 4) Other Activity as Agreed Upon with Instructor.

Research Papers: You will compose two research papers focusing on the interface of law and psychology. Your papers shall be general integrative papers on relevant topics of your choice. Each paper shall be ten pages in length. Through the research paper assignments, you will hone understanding of the four -fold relationship between psychology and the law, the philosophical and social science underpinnings of substantive and procedure law, the methods of psycholegal research and writing, and the methods of psycholegal problem analysis. You will further develop critical reading skills, writing skills, and reflective thinking skills.

For each research paper, you will select a specific branch of the federal, state, or local government. Identify a critical legal action taken by your selected branch of government. For instance, you may select a new piece of

legislation enacted, a change in public policy, or a change in governmental functioning. Identify the psychological theories that might serve to explain and/or understand the specific actions taken. Identify public policy related to the actions identified. Choose articles from professional law and psychology journals. You may also use either one book or one Internet reference. Utilize common law and statutory law whenever necessary. Be cautious about using popular press and Internet sources that do not include references for their information.

Additional Course Requirements, Policies, and Grading Criteria:

Final Grade: Your final course grade will be comprised of: Research Papers (100 points 50 points each), Mid Term (100 points), Final Exam (100 points), Service Project and Presentation (50 points), Self Assessments (50 points 25 points each), Attendance and Participation (50 points).

Pass = 450 - 360 points
 Fail to Pass = 359 - 0 points

Schedule of Course Events:

- Week 1 Class Overview and Introduction of Psychology and Law as a Content Area
 Psychology, Legal, and Computerized Psycholegal Research
- Week 2 Introduction to the Law and Psychology as a Content Area & Ethics vs. Law
- Week 3 Philosophical and Social Science Foundations of Legal Theory and Practice
- Week 4 Understanding the Legal Process and the Administration of Justice
- Week 5 Biological, Psychological, & Sociological Explanations of Adult Deviance & Juvenile
 Delinquency
 Due: General Integrative Research Paper #1
- Week 6 The Role of the Executive Branch in the Administration of Justice
- Week 7 Criminal Profiling, Interviewing/Interrogations, Entrapment , & Eyewitness Testimony
- Week 8 Legally Sound Forensic Interviewing & Biopsychosocial Evaluations
 Insanity Defense, Competence, & Amenability to Treatment / Expert Witness Testimony
- Week 9 Social Learning Theory & Treatment vs. Rehabilitation
 Matching Causal Theories of Crime with Theories of Intervention
 Exam: Mid Term Exam

- Week 10 Semester Break
- Week 11 Child Custody Evaluations, Civil Competence, & Disability
Due: General Integrative Research Paper # 2
- Week 12 Special Role of the Jury, Jury Selection, & Death Qualified Juries
- Week 13 Jury Decision Making & Jury Nullification
- Week 14 Battered Child Defense & Battered Woman Defense
Rape Trauma Syndrome, PTSD, & Reactive Attachment Disorder
- Weeks 15/16 Due: Service Learning Projects Presentations & Reports
Exam: Final Examination (Comprehensive)

PSYC 3650 Prejudice and Discrimination

Purpose of the Course

Why is there a tendency for humans to divide the social landscape in this fashion? This course will examine the essential features, principles, facts, and theories that surround stereotyping, prejudice and discrimination. The theoretical approaches considered will include those from psychology, sociology, and international human rights. As such, the class will examine inter-group relations as they pertain to different racial and ethnic groups throughout the world. We shall also discuss discrimination based on appearance, gender, age, ability, and sexual orientation. The format of the course will be lecture, discussion, and film.

The course will also give you the opportunity to debate current controversies related to the topics addressed during the course (e.g., affirmative action). There are no easy answers. Reality is not simply black or white, but rather infinite. Therefore, it is necessary that you develop critical thinking skills, allowing you to make sense of the constant stream of information and misinformation that the world has to offer. These skills can have a profound impact on your life in terms of academic, professional, and personal success. PSYC 1100, ANSO 1010, or ANSO 1070, and 6 hours of social science ; or permission of the instructor (This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course)

- Students will understand the many essential features, principles, facts, and theories which surround stereotyping, prejudice and discrimination.
- Students will gain critical thinking skills that will enable them to analyze, evaluate, and make intelligent decisions concerning complex contemporary issues in psychology.
- Students will be encouraged to become more tolerant of ambiguity and diversity as it pertains to the human condition and to increase your ability to deal with multiple points of view.
- Students will develop stereotyping, prejudice, and discrimination prevention strategies based on materials presented in class.
- Students will gain an understanding of the mechanisms at work in hate sites and will develop strategies to limit the effectiveness of such sites.

Information on How Outcomes will be Assessed:

Examinations: Two exams will be given during the semester. Each exam will be worth 100 points. The format of these exams will be primarily essay with some multiple choice and short answer. You will be tested on material presented in the readings, lecture, discussion, film, and panel debates. Thus, your presence in class will greatly facilitate your performance on these exams. Tentative exam dates are listed on the back of this syllabus. Should any changes in these exam dates become necessary, I will inform the class in advance. Exams must be taken on the date scheduled. Make-up exams will only be administered in emergency cases (e.g., medical). The instructor must be notified in advance of the situations that exist. No make up exam will be given if the student does not notify and discuss the situation with the instructor before the exam. If an exam is missed and no make up is taken, a zero will be given for the grade. It is in your best interest to take the exams as scheduled.

Online Hate Site Analysis: Hate material can be easily accessed by anyone with a computer. Indeed, Don Black, a former grand dragon of the Ku Klux Klan and founder of Stormfront, stated, "It's been a tremendous boon for us. That's why I dedicate most of my time to this. I feel like I've accomplished more on the Web than in my 25 years of political activism. Whereas before, we could reach only people with pamphlets or holding rallies with no more than a few hundred people, now we can reach potentially millions" (Lauder, 2001).

There are three primary reasons why we are examining hate sites in this class. First, these hate-related web sites serve as real life examples of the many theories and phenomena we have discussed in class albeit for destructive purposes. Second, an examination of these sites can teach valuable skills related to the critical evaluation of web sites. Many hate sites attempt to blend into the Internet landscape making it potentially difficult for individuals to differentiate between education and propaganda. Third, a discussion of the

psychological concepts which underlie the promotion of hate can also be used to develop strategies designed to reduce the effectiveness of hate web sites.

You will be paired up with another student. This is done to reduce the psychological impact of viewing these sites. It cuts down on the amount of time you need to spend on the site and provides you with someone to talk to about what you see on each site. I strongly encourage you to only examine hate sites at the University during provided time periods and locations. Viewing these sites on your home computer may be problematic and will depend on your firewall/security settings. Examining these sites at work is out of the question. Consequently, I have set aside specific times and locations for you to view sites. More information will follow.

After selecting a site, you will need to analyze the manner by which the site utilizes concepts discussed in class and in your readings to achieve the spread of hate. You need to examine how the site utilizes propaganda, what recruiting strategies are in place, how theories and concepts discussed in class are utilized, etc. After conducting your analysis, each team of researchers will write a 12 -15 page paper (typed, double -spaced, font as you see here). A handout with additional information will be distributed in the near future. The paper is worth 100 points.

Additional Course Requirements, Policies, and Grading Criteria:

Class Participation: Because this class is a seminar and not a traditional lecture class, your active participation is required. Your participation will be evaluated not on the amount of talking you do in class, but rather the quality of what you bring to the class discussion. Class participation will be worth 25 points.

Readings: Due to the conversational nature of the class, it is imperative that you complete the readings before coming to class. Preparation of this sort will: a) facilitate recall and understanding by enabling the development of a schema for the material; b) enable you to contribute to class discussions in a thoughtful manner; and c) prepare you to learn! The majority of the reading assignments will come from the text and course reading material packet that I have prepared. You should examine these readings before relevant discussions take place. This will enable you to add thoughtful and relevant points to the discussion.

Final Grade : Your final grade will be based on the sum of:

- Two exams (200 possible points 61.5%).
- Online Hate Site Assignment (100 possible points 31%).
- General class participation points (25 possible points – 7.5%).

The total number of possible points is 325. My grading scale is as followed:

90 - 100%	A+, A	Superior work
80 - 89%	-	work
70 - 79%	C+, C, C -	Satisfactory work
63 - 69%	D+, D	Passing, but less than satisfactory
Less than 63%	F	Unsatisfactory

Plagiarism : Plagiarism is not acceptable and will result in a grade of zero for the entire assignment. In addition, you may also receive an F for the course. In addition, the case will be turned over to the proper University source for disciplinary action. Plagiarism includes but is not limited to: claiming someone else's work as your, turning in a paper for which someone else did the work, quoting from another person without acknowledging the original source, copying from another student's paper or exam, allowing another person to copy your exam or paper. Please consult with the instructor if you are in doubt as to whether you are plagiarizing a source. Ignorance or sloppiness is not an excuse for plagiarism.

Miscellaneous This syllabus is subject to change at any time at the instructor's discretion. Changes in exam dates may be verbally communicated to the class. It is understood that remaining in the course constitutes an agreement to abide by the terms outlined in this syllabus and acceptance of the requirements of this course.

No late withdraws will be approved on the basis of poor performance. Extra credit work will NOT be available to make up for a poor test grade.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Academic Resource Center as soon as possible to ensure that such accommodations can be implemented in a timely fashion.

Week 1	Introduction / Stereotypes and Prejudice
Week 2	Feeling vs Thinking / Personality
Week 3	Personality / Racism
Week 4	Do The Right Thing / Experiencing Prejudice
Week 5	Experiencing Prejudice / Ageism
Week 6	Sexism / Lookism / Heterosexism
Week 7	Anti-Semitism / International Human Rights International Human Rights / Reducing Prejudice
Week 8	

PSYC 3700 Altruism and Aggression

Purpose of the Course

The course will examine antecedents of aggressive behavior why people aggress and what steps can be taken to prevent or control this destructive behavior. Topics to be covered may include child abuse, racially based violence, terrorism, antisocial personalities (i.e., psychopath), sexual aggression, spousal abuse, drugs and aggression, and the media's impact on violence. The course will also explore the conditions that lead to helping behavior. The role of empathy, gender, race, and attractiveness in bystander intervention will be examined. The concept of true altruism (i.e., helping without regard to potential rewards) will also be debated.

: PSYC 1100, ANSO 1010, or ANSO 1070, and 6 hours of social science ; or permission of the

instructor (This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course) .

- Students will be able to articulate the various approaches to understanding altruism and aggression.
- Students will be able to articulate the different perspectives that can be utilized when seeking to understand

altruism and aggression.

- Students will be able to critique the applicability of the various altruism and aggression approaches to specific cases of violence and prosocial behavior across the globe.
- Students will be able to articulate relevant aspects of the Universal Declaration of Human Rights and critically analyze the extent to which the United States is living up to the ideals put forth in the United Nations document.
- Students will be able to devise a means to prevent, control, or curtail some form of aggressive behavior using the various theories and perspectives discussed in class.
- Students will be able to relate altruism theories, concepts, and research discussed in class to devise a strategy aimed at increasing volunteerism in a local community organization.

Information on How Outcomes will be Assessed:

Examinations : Three exams will be given during the semester. Each exam will be worth 75 points. The format of these exams will be primarily essay with some multiple choice and short answer. You will be tested on material presented in the readings, lecture, discussion, and film. Thus, your presence in class will greatly facilitate your performance on these exams. Tentative exam dates are listed on the back of this syllabus. Should any changes in these exam dates become necessary, I will inform the class in advance. Exams must be taken on the date scheduled. Make-up exams will only be administered in emergency cases (e.g., medical). The instructor must be notified in advance of the situations that exist. No make-up exam will be given if the student does not notify and discuss the situation with the instructor before the exam. If an exam is missed and no make-up is taken, a zero will be given for the grade. It is in your best interest to take the exams as scheduled.

Application Projects :

Aggression Prevention: Students will be paired at the beginning of the semester. Each pair will select a current problem associated with violence and devise a means to curb that problem. The group should seek outside material that speaks to the nature of the problem and devise a means to prevent, control, or curtail the scope of the problem. You may use primary or secondary prevention methods and incorporate any aspect of local, state, or federal government support. This should be a detailed program it should be _____ as ready for implementation as possible. A major aspect of the project will be your ability to integrate aggression theory, concepts, and research into your project. A detailed handout will be provided at a later point. Week 8 will be devoted to a class presentation of your project. Each student pair will be expected to deliver a condensed version of the project via Power Point. Presentations should be about 10 minutes long. The presentation is worth 25 points. The paper is also due on week 9 and is to be approximately 15 pages (double-spaced, 12 point, APA citations and references). Students are to write their own paper (worth 75 points). Potential projects may include (only one group per project):

School Violence
Child Abuse
Hate Crimes
Death Penalty

Juvenile Delinquency
Spousal Abuse
Inner City Crime
Elder Abuse

Sexual Aggression
Gang Activity
Impact of the Media
War on Drugs

Volunteerism: For this project, students will again be paired together (not necessarily the same pairing as in the first project) and will volunteer some time at a local organization of their choice (I will provide a list of possibilities at a later point). Students should then interview someone who is currently volunteering at that same organization. For the project, each student should reflect on their experiences and explore the reasons why the individual interviewed volunteered his/her time. Care should be exercised to protect the identity of the interviewee. Most importantly, students are to relate altruism theories, concepts, and research discussed in class when interpreting the results of the interview. The final aspect of the project is to devise a strategy to increase volunteerism at the agency where you worked. This should be a detailed program that could be submitted to the actual organization (past students have done just this). Be sure to incorporate altruism research into your

discussion. Week 15 will be devoted to a class presentation of your project. Each student pairing will be expected to deliver a condensed version of the project via Power Point. Presentations should be about 10 minutes long. The presentation is worth 25 points. The paper is also due on week 15 and is to be approximately 15 pages (double-spaced, 12 point, APA citations and references). Students are to write their own paper (worth 75 points).

Additional Course Requirements, Policies, and Grading Criteria:

Class Participation: Because this class is a seminar and not a traditional lecture class, your active participation is required. Your participation will be evaluated not on the amount of talking you do in class, but rather the quality of what you bring to the class discussion. Class participation will be worth 25 points.

Readings: Due to the conversational nature of the class, it is imperative that you complete the readings before coming to class. Preparation of this sort will: a) facilitate recall and understanding by enabling the development of a schema for the material; b) enable you to contribute to class discussions in a thoughtful manner; and c) prepare you to learn! The majority of the reading assignments will come from the text and course reading material packet that I have prepared. You should examine these readings before relevant discussions take place. This will enable you to add thoughtful and relevant points to the discussion.

Final Grade : Your final grade will be based on the three exams (225 possible points; 48.1% of final grade), application paper and presentations (200 possible points; 42.7% of final grade), exam questions (18 possible points; 3.9% of final grade), and participation scores (25 possible points; 5.3% of final grade). My grading scale is as follows:

The total number of possible points is 325. My grading scale is as followed:

90 - 100%	A	Superior work
80 - 89%	B+, B, -	B G o o d
70 - 79%	C+, -	Satisfactory work
63 - 69%	D+, D	Passing, but less than satisfactory
Less than 63%	F	Unsatisfactory

Plagiarism: Plagiarism is not acceptable and will result in a grade of zero for the entire assignment. In addition, you may also receive an F for the course. In addition, the case will be turned over to the proper University source for disciplinary action. Plagiarism includes but is not limited to: claiming someone else's work as your, turning in a paper for which someone else did the work, quoting from another person without acknowledging the original source, copying from another student's paper or exam, allowing another person to copy your exam or paper. Please consult with the instructor if you are in doubt as to whether you are plagiarizing a source. Ignorance or sloppiness is not an excuse for plagiarism.

Miscellaneous This syllabus is subject to change at any time at the instructor's discretion. Changes in exam dates may be verbally communicated to the class. It is understood that remaining in the course constitutes an agreement to abide by the terms outlined in this syllabus and acceptance of the requirements of this course.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Academic Resource Center as soon as possible to ensure that such accommodations can be implemented in a timely fashion.

Schedule of Course Events:

Week 1	Concepts and Measures of Aggression
Week 2	Theories of Aggressive Behavior
Week 3	Individual Differences in Aggression
Week 4	Situational Influences on Aggression
Week 5	Media Violence and Aggression - / Exam I (Week 1-4)
Week 6	Sexual Aggression & Domestic Violence
Week 7	Controlling and Preventing Aggression
Week 8	Prevention Presentations
Week 9	Introduction to Altruism & Role of Culture
Week 10	Processes: Empathy & Guilt in Altruism
Week 11	Processes: Learning & Responsibility in Altruism / Exam II (Weeks 5-7, 9-10)
Week 12	Theory: Ego vs. Empathy
Week 13	Theory: Bystander Intervention & Altruistic Personality
Week 14	Applications: Volunteer Work & Volunteerism
Week 15	Altruism Presentations
Week 16	Exam III (Weeks 11-14)

PSYC 3725 Psychology of Judgment and Decision Making

Purpose of the Course

This course will survey current theories of human judgment and decision making. The course will include examination of judgment and decision making under a variety of social conditions. Students will examine how people make personality judgments about themselves and others; how people attribute causation to human behavior; and how people make estimates uncertain outcomes.

: PSYC 1100, ANSO 1010, or ANSO 1070, and 6 hours of psychology ; or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course)

- Give an overview of the development of theories of judgment and decision making.
- Identify current approaches and debates, focusing primarily on information processing models.
- Recognize the links between judgment and learning.
- Explain the social factors and individual differences which influence judgment and decision-making.
- Explain factors which may confound judgment and decision-making and identify possible strategies for avoiding common sources of bias and error.
- Discuss possible applications of theories of judgment, decision-making and cognition.
- Identify research methods that would be appropriate for this area of psychological study.
- Think critically about the subjects covered.
- Present your own ideas about issues addressed on the course.
- Discuss and implement a range of strategies to support your learning.

Information on How Outcomes will be Assessed:

Exams : Two exams will be given during the semester. The format of these exams will be multiple choice, short answer, and essay. Each exam will cover only the material presented since the previous exam. These exams will be worth 100 points. All of the exams will cover material presented in your readings as well as material available only through class notes. Your presence in class will facilitate your performance on these exams. Tentative exam dates are listed on the syllabus. Should any changes in these exam dates become necessary, I will inform the class in advance. Exams must be taken on the date scheduled. Make-up exams will only be administered in emergency cases (e.g., medical). The instructor must be notified in advance of the situations that exist. No make up exam will be given if the student fails to notify and discuss the situation with the instructor before the exam. If an exam is missed and no make-up is taken, a zero will be given for the grade. It is in your best interest to take the exams as scheduled.

Application Paper: This course involves a major paper in which you will select a topic of relevance to judgment and decision making. Your assignment is to write a paper analyzing that topic. The paper can either answer a specific question regarding that topic or propose a study that would allow you to answer the question. More complete details about the paper will be discussed during the initial class session. The paper is due at the beginning of the Final Exam class period. Late papers will be penalized according to the degree they are tardy.

Presentations & Discussion : All students will complete a major paper (see details above). All students are expected to make a presentation and lead a class discussion based on their paper topic near the end of the term. All students are expected to read in depth the reading assignments before each class. All students will also be responsible for enhancing class discussion for a portion of the weekly reading assignments. All students will also write short thought papers for most of the weeks of the term. Finally, all students are expected to come to

class prepared, willing, and able to contribute to the discussion of the materials and topics considered for each class period.

Additional Course Requirements, Policies, and Grading Criteria:

Final Grade: Your final grade for this course will be determined by your scores on the two exams, major paper, thought papers, and the degree you fulfill your responsibilities in the major paper presentation, enhancing class discussion, and class discussion.

My grading scale is as followed:

90% - 100%	A-, A	Superior work
80% - 89%	B-, B, B+	Good work
70% - 79%	C-, C, C+	Satisfactory work
63% - 69%	D, D+	Passing, but less than satisfactory
Less than 63%	F	Unsatisfactory

This syllabus is subject to change.

Week 1	A History of Research, Method, and Theory of Judgment and Decision Making
Week 2	Anchoring and Adjustment Processes
Week 3	Decisions, Decision Theory, Decision Trees, Commitment to Decisions, & Models of Judgment
Week 4	Judgmental Heuristics: Availability, Causality, Representativeness, and Conjunctions.
Week 5	Reconstructions, Hindsight, Randomness, Control, & Causation
Week 6	Uncertainty and Probabilities: Illustrations with the Base Rate Fallacy
Week 7	Affect, Decisions, Framing, and Prospect Theory
Week 8	Values, Attitudes, and Strategies of Choice
Week 9	Rational and Psychological Decision Theory / Midterm
Week 10	Spring Break
Week 11	Causality, Chance, Coincidence, & Attribution
Week 12	Dissonance and Social Influences on Judgment and Decision Making
Week 13	Group Judgment and Decision Making
Week 14	Formal Models of Group Decision Making: A Theory of Social Decision Schemes
Week 15/16	Student Presentations and Discussion / Final

PSYC 4150 Political Psychology

Purpose of the Course

This course will survey many of the important topics from the field of political psychology. Political psychology is focused mainly on the intersection between psychology, particularly personality and social psychology, and political behavior. The field of political psychology has been strongly influenced by political and psychological theories as well as important political events and social issues. We will discuss many of the important theories that have relevance to political behavior and will apply these theories to important events and issues.

: 12 credit hours of psychology or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course)

- Students will be able to articulate and define the core concepts and methods involved in political psychology
- Students will be able to discuss the various theories of personality as used by political psychologists and be able to apply these concepts to a specific case study.
- Students will be able to articulate the factors involved in social cognition, social influence, and social relations as they relate to political psychology. Students will be able to identify the major research studies associated with these social concepts.
- Students will be able to discuss the broad range of psychological topics as they relate to the political psychology of groups (e.g., groupthink, bureaucratic politics).
- Students will be able to articulate and discuss factors impacting voting behavior including the role of media.
- Students will be able to highlight the major issues of race and ethnicity as they relate to political behavior including the issue of ethnic conflict.
- Students will be able to identify and discuss the major theories related to the causes and effects of nationalism, political extremism, terrorism, genocide, and international conflict.

Information on How Outcomes will be Assessed:

Examinations: The exams are designed to test for an understanding of the terms, theories, and ideas related to political psychology as presented in text, readings, lecture, and discussion. The exams include multiple choice, matching, short answer, and essay. Three exams are given and are worth 60% of the final grade.

Chapter/Concept Presentation: Each student is assigned a particular chapter from which to base his or her presentation. Students can select to present on anything within that chapter. In other words, students are not presenting on the entire chapter but rather just a topic (of their choice) from within that chapter. Students are to present the topic, add additional information based on the research literature, provide a short handout for the class, and present to the class (PowerPoint is preferable). Presentations are worth 10% of the final grade.

Article Critique: The critique is designed to introduce students to the most recent research in the field of political psychology. Recent copies of the journal *Political Psychology* are placed on reserve in the library. Students are to read and critique any article contained within one of the issues of the journal. Specific instructions are handed out at the beginning of the semester and the critique is worth 10% of the final grade.

Reaction Papers: Four short reaction papers are required for the class. More than four topics are sent to the class email list during the course of the semester. Students must respond to at least four with a short response (2-3 pages; 10 point font) that answers the question asked and relating the question to material the students have learned related to political psychology. If students respond to more than four questions, only the four highest grades are recorded. This provides students the opportunity to directly apply the material they have learned in class.

Additional Course Requirements, Policies, and Grading Criteria:

Class Participation & Discussion: Student's participation in this class is extremely important. As such, class participation constitutes 10 percent of the final grade. The class participation grade derives from regular attendance and everyday discussion and analysis. Missed classes impact the grade in this area.

Final Grade: Three exams, class presentation, a critique, four short reaction papers, and class participation/discussion. Percent of Grade:

Examinations	60%
Class presentation	10%
Reaction Papers	20%
Class Part./Disc.	10%

Week 1	Introduction to the Class / Introduction to Political Psychology
Week 2	Political Psychology: Core Concepts and Methods
Week 3	Personality and Politics
Week 4	Cognition, Social Identity, Emotions, and Attitudes in Political Psychology
Week 5	Exam I The Political Psychology of Groups
Week 6	The Political Psychology of Groups continued
Week 7	The Study of Political Leaders
Week 8	Voting, Role of the Media, and Tolerance
Week 9	The Political Psychology of Race and Ethnicity
Week 10	The Political Psychology of Race and Ethnicity continued
Week 11	Exam II The Political Psychology of Nationalism
Week 12	The Political Psychology of Political Extremists
Week 13	The Political Psychology of Political Extremists continued
Week 14	The Political Psychology of International Security and Conflict
Week 15	The Political Psychology of International Security and Conflict continued
Week 16	Final course wrap -up/discussion and Final Exam

PSYC 4300 Health Psychology

Purpose of the Course

This course focuses on the fundamental issues and current literature on health psychology. This course includes material on the social and cultural bases of illness and looks at issues that affect wellness such as stress, pain, and personality. Also discussed are factors related to health care providers such as communication, utilization, and ethics.

: 12 credit hours of psychology or permission of the instructor

(This course will cover numerous areas, however, the following are some learning outcomes expected of students who successfully complete the course)

- The student will understand the meaning of psychology as the science of behavior and how research provides the basis of our understanding of health and illness.
- The student will be able to explain how social and cultural factors affect health.
- The student will learn about relevant topics in health psychology such as stress, chronic illness, addictive behaviors, nutrition and exercise, and grief reactions following the death of a loved one.
- The student will be able to explain the importance of patient cooperation and practitioner communication in health maintenance
- The student will learn about medical ethics and utilization of health care.

Information on How Outcomes will be Assessed:

Examinations: Two exams will be given. Exams will be essay exams, covering material from the text (Chapters 1 -15) and class, including lecture, discussion, class exercises, and videos shown

Term Paper: Each student will be required to write a term paper of 12 -20 typed pages. It should focus on a topic in health psychology. You must include at least ten scientific references.

The paper and accompanying presentation are the major assignments of the course (worth 50% of your grade). You are to select a topic appropriate for the class topic and do library research resulting in a 12-20-page paper. The paper should be in APA format and be based on at least 10 scientific references. The presentation is your opportunity to inform your classmates about your research. Each student will have approximately 15 minutes. You may include lecture, class discussion, audio -visual aids, etc. You are the teacher for this time period. I will be glad to assist you, but it is your responsibility to do the literature review. Please contact me if you have any questions.

Presentation: Each student will prepare and give a fifteen -minute presentation on the main points contained in the term paper.

Additional Course Requirements, Policies, and Grading Criteria:

Class Attendance : Attendance is required. Sometimes, however, problems do arise. Therefore, each student is allowed to miss one class, no questions asked. After that, excused absences or excused late arrivals or early departures can be made up, at my discretion, by writing a five page (typed) summary of the readings covered on that date. More than two absences will require withdrawal from the course.

Final Grade:

<u>Course Requirements</u>	<u>% of Grade</u>
Attendance and participation in discussions	10%
Paper and Presentation	50%
Midterm	20%
Final	20%

Miscellaneous: Discussion of the textual materials is an important component of this class. Students will be expected to come to class having read the assigned material prior to class. They should be prepared to answer questions related to the material in the text and may be called on to do so. It is the student's responsibility to contact the instructor to review class announcements and to obtain class notes from other students, in the event of a missed class. No additional work is allowed for "extra credit". Late assignments will not be accepted. Deadlines are firm.

Students are expected to show respect for the instructor and one another regardless of opinion, values, cultural, and other group differences. Students should give one another equal opportunity to express opinions, experiences, and ideas. Disruptive behavior will not be tolerated in the classroom (chatting with your neighbor during a lecture for example, is often distracting to the students as well as the instructor).

Plagiarism (attempting to pass off work of another as one's own) is not acceptable and will result in a grade of 0 for that assignment and will be turned over to the appropriate university authority for disciplinary action. Cheating on exams will result in the same fate.

Please note that material should be read before coming to class so that each student is prepared to fully participate in all discussions.

Week 1	Introduction, Theoretical Perspectives, & Psychological and Cultural Bases of Health and Illness
Week 2	Pain and Stress
Week 3	Personality and Disease
Week 4	Chronic Illness, Death and Grief
Week 5	Chemical Dependency and Nutrition and Exercise
Week 6	Communication between Patients and Practitioners / Medical Compliance
Week 7	Medical Ethics and Utilization of Health Care
Week 8	

PSYC 4350 Cross-Cultural and International Psychology

Purpose of the Course

This course will explore the role of cultural, social, economic, ethnic, and political context in human development. Assumptions, theories, methods, and interventions of traditional western psychology will be critically examined for relevance to people outside the western world. Recommendations for training global psychologists will be reviewed. Human development and family life will be studied from a cross-cultural perspective. Psychological issues relating to war trauma and refugees will be discussed.

: 12 credit hours of psychology or permission of the instructor
(This course will cover numerous areas, however, the following are some learning outcomes expected of students

who successfully complete the course)

- Students will understand the role of culture in shaping human behavior
- Students will understand methodology of conducting cross-cultural psychology
- Students will know the history of psychology and be able identify its western assumptions
- Students will know relevance and limitations of western psychology to developing countries
- Students will know relevant training recommendations for global psychologists

Information on How Outcomes will be Assessed:

Examinations: Three essay will be given. Essays will cover material from the text and class, including lecture, discussion, class exercises, and videos shown.

Interview: Students will interview a person from another culture and produce a written analysis of the interview. Each student will submit an application for approval from the University's Institutional Review Board (IRB). Students may not proceed with the interview until IRB approval is obtained. Detailed instructions for the interview and IRB application will be given in class.

Project: Students will research a problem that impacts human development in a country outside of the United States. Social, cultural, economic, political, environmental, and other aspects of the country or region will be included in the understanding of the problem. Depending on project focus, students may evaluate interventions implemented or suggest possible interventions. An important component of this project is critical analysis of factors that created the problem, maintain the problem, and assessment of interventions. Detailed instructions for the project will be given in class.

Additional Course Requirements, Policies, and Grading Criteria:

Class Attendance: Attendance is very important. More than three absences will count against your grade. If possible, inform the instructor if you will be absent from class. Active participation in class discussions and in small group activities is expected.

Final Grade: Grades in this course will be assigned on the basis of attendance and participation (10%), exams (50%), interview (15%), and project (25%). Exams will include material from the reading packet, additional assigned readings, material presented in class, and class discussions. Exams will be primarily essay.

Week 1	Intro to course / Impact of Culture
Week 2	World Village / Interview Assignment & IRB
Week 3	Theoretical Concepts for Understanding Culture
Week 4	Methodological Concerns
Week 5	Library Tour Exam I
Week 6	—
Week 6	Goals of International Education / Psychology a Western Discipline Turn in Interview, IRB application
Week 7	Intergroup Relations: Cultures in Contact
Week 8	Interacting Successfully with People from Other Cultures
Week 9	Psychology in Developing Countries
Week 10	Human Development in Global perspective Exam II
Week 11	War Trauma
Week 12	Refugees
Week 13	Ecopsychology
Week 14	Interview Presentations
Week 15	International Careers in Psychology and Human Services Group Project Presentations
Week 16	Exam III

Appendix C

Summary Statement for
Psychology Course Offerings Analysis
and Psychology Graduates Course Selection Analysis

1. Problem: Are students graduating from Webster without a well rounded base in psychology?

Answer: Yes

- Students are all required to take History and Systems and effectively all take Statistics (97.7%)
- Percentage of graduates that have taken classes in the core areas in psychology (currently optional courses in the current system):

59.4% 1. Developmental Psychology

(or all three from the Developmental Sequence – Child, Adolescent, Adulthood

and Aging)

60.2% 2. Abnormal Psychology

61.7% 3. Learning and Cognition

57.8% 4. Social Psychology

53.1% 5. Personality Psychology

13.3% 6. Physiological Psychology

28.9% 7. Research Methods (or Experimental Psychology)

- Percentage of students graduating with one of the following sequences :

Core 5 = Develop, Abnormal, Learning & Cognition, Social, Personality (req. for counseling program)

Core 6 = Core 5 plus Physiological

Core 7 = Core 6 plus Research Methods

Core	0 Courses	1 Course	2 Courses	3 Courses	4 Courses	5 Courses	6 Courses	7 Courses
Core 5	1 (0.8%)	9 (7%)	25 (20%)	34 (27%)	38 (30%)	21 (16%)	N/A	N/A
Core 6	1 (0.8%)	9 (7%)	22 (17%)	35 (22%)	30 (23%)	28 (22%)	3 (2%)	N/A
Core 7	N/A	9 (7%)	18 (14%)	31 (24%)	31 (24%)	25 (20%)	12 (9%)	2 (2%)

2. Problem: Can we support requiring core areas in psychology? –

Answer: Maybe Depends on the flexibility inherent in the requirements

Course	Mean Offerings Per AC Year	Mean Student Enrollments per Semester*	Mean Number of Open Seats Per Offering**
Developmental	1.57	26.33	3.45
Child	1.86	23.77	1.23
Adolescent	1.43	22.10	2.90

Adulthood & Aging	1.00	12.00	13.00
Abnormal	2.14	19.93	5.07
Learning & Cognition	2.14	17.73	7.27
Social	2.14	18.14	8.06
Personality	2.00	15.86	9.14
Physiological	0.57	10.75	9.25
Research	1.57	6.36	13.64

include
 *May **Based several or seat courses particular
 offered depending in a on the semester course
 on 20 25 maximums

Psychology Graduate s Aug 2000 – Aug 2003
 Course Selection Analysis
 (N = 128)

Number	Title	% Taken at Webster	% Transferred in the Course	% Did Not Take
PSYC 1030	Introduction To Psychology	34.4	65.6	0
PSYC 2030	Human Development	34.4	20.3	45.3
PSYC 2040	Child Psychology	35.9	25.8	38.3
PSYC 2050	Adolescent Psychology	24.2	13.3	62.5
PSYC 2110	Educational Psychology	27.3	1.6	71.1
PSYC 2120	Psychology of Adjustment	28.1	12.5	59.4
PSYC 2510	Dynamics of Decision Making*	13.3	0	86.7
PSYC 2520	Nonverbal		0	74.2
PSYC 2750	Measurement and Statistics	91.4	6.3	2.3
PSYC 2900	Community Practicum	8.6	0	91.4
PSYC 3050	Adulthood and Aging	14.8	0.8	84.4
PSYC 3060	Abnormal Psychology	60.2	21.1	18.8
PSYC 3100	Learning and Cognition	61.7	3.1	35.2
PSYC 3110	Behavioral Management	3.9	0	96.1
PSYC 3190	Experimental Psychology**	7.8	0.8	91.4
PSYC 3210	Social Psychology	57.8	8.6	33.6
PSYC 3250	Introduction to Counseling	36.7	0.8	62.5
PSYC 3400	Psychology and Women	28.9	1.6	69.5
PSYC 3950	Organizational Behavior	21.9	0.8	77.3
PSYC 4020	Drug and Chemical Dependency	19.5	1.6	78.9
PSYC 4040	Physiological Psychology	13.3	0.8	85.9
PSYC 4100	History and Systems	100	0	0
PSYC 4200	Personality Psychology	53.1	1.6	45.3
PSYC 4500	Research Methods	20.3	2.3	77.3
PSYC 4600	Advanced Seminar	88.3	0.8	10.9

was its separate coding in FA2000
 *Course given no longer
 **Course was offered after FA2000

Number	Title	Number Of Times Student Took The Course					
		0x	1x	2x	3x	4x	5x
PSYC 2000	Issues	13.3	35.2	34.4	10.9	4.7	1.6
PSYC 3000	Topics	21.9	42.2	21.9	9.4	3.9	0.8

Psychology Course Offerings Analysis AC1997 AC2003 *

Total Head Count 8299 (Does not include ANSO students in cross -listed courses)

PSYC 1030 Introduction To Psychology (21.54% of Total #s)			
Total Number Of Students	1788	–	85
Minimum Students Per Semester	4	Minimum Offerings Per AC Year	11
Maximum Students Per Semester	161	Maximum Offerings Per AC Year	13
Average Students Per Semester	94.11	Average Offerings Per AC Year	12.14
Median Students Per Semester	109.00	Number Of Open Seats (%)	337 (16%)

PSYC 2030 Human Development (2.86% of Total #s)			
Total Number Of Students	237	Total	– 11
Minimum Students Per Semester	13	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	47	Maximum Offerings Per AC Year	2
Average Students Per Semester	26.33	Average Offerings Per AC Year	1.57
Median Students Per Semester	24.00	Number Of Open Seats (%)	38 (9%)

PSYC 2040 Child Psychology (3.72% of Total #s)			
Total Number Of Students	309	AC1997	13
Minimum Students Per Semester	21	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	26	Maximum Offerings Per AC Year	2
Average Students Per Semester	23.77	Average Offerings Per AC Year	1.86
Median Students Per Semester	24.00	Number Of Open Seats (%)	16 (5%)

PSYC 2050 Adolescent Psychology (2.66% of Total #s)			
Total Number Of Students	221	AC1997	10
Minimum Students Per Semester	10	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	26	Maximum Offerings Per AC Year	2
Average Students Per Semester	22.10	Average Offerings Per AC Year	1.43
Median Students Per Semester	23.50	Number Of Open Seats (%)	29 (12%)

PSYC 2110 Educational Psychology (5.88% of Total #s)			
Total Number Of Students	488	Total Offerings AC1997 – 2003	21
Minimum Students Per Semester	23	Minimum Offerings Per AC Year	3
Maximum Students Per Semester	50	Maximum Offerings Per AC Year	3
Average Students Per Semester	34.86	Average Offerings Per AC Year	3.00
Median Students Per Semester	33.50	Number Of Open Seats (%)	37 (7%)

PSYC 2120 Psychology Of Adjustment (2.31% of Total #s)			
Total Number Of Students	192	–	10
Minimum Students Per Semester	11	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	45	Maximum Offerings Per AC Year	2
Average Students Per Semester	21.33	Average Offerings Per AC Year	1.43

*SP2003 numbers based on enrollments as of 1/8/2003

Median Students Per Semester	18.00	Number Of Open Seats (%)	58 (23%)
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PSYC 2510 Dynamics Of Decision Making (0.72% of Total #s)			
<i>represent</i>			
Total Number Of Students	60	–	5
Minimum Students Per Semester	9	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	14	Maximum Offerings Per AC Year	2
Average Students Per Semester	12.00	Average Offerings Per AC Year	1.25
Median Students Per Semester	12.00	Number Of Open Seats (%)	20 (22%) [†]

[†]Class was cross -listed. Consequently some open seats were filled under the ANSO section.

PSYC 2520 Nonverbal Behavior (1.23% of Total #s)			
<i>represent</i>			
Total Number Of Students	102	–	7
Minimum Students Per Semester	12	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	18	Maximum Offerings Per AC Year	2
Average Students Per Semester	14.57	Average Offerings Per AC Year	1.75
Median Students Per Semester	15.00	Number Of Open Seats (%)	72 (41.7%) [†]

[†]Class was cross -listed. Consequently some open seats were filled under the ANSO section.

PSYC 2750 Introduction To Measurement and Statistics (9.45% of Total #s)			
Total Number Of Students	784	Total Offerings AC1997 – 2003	37
Minimum Students Per Semester	14	Minimum Offerings Per AC Year	5
Maximum Students Per Semester	69	Maximum Offerings Per AC Year	6
Average Students Per Semester	37.33	Average Offerings Per AC Year	5.29
Median Students Per Semester	43.00	Number Of Open Seats (%)	141 (15%)

PSYC 2900 Community Practicum (0.31% of Total #s)			
Total Number Of Students	26	–	5
Minimum Students Per Semester	3	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	8	Maximum Offerings Per AC Year	1
Average Students Per Semester	5.20	Average Offerings Per AC Year	0.71
Median Students Per Semester	6.00	Number Of Open Seats (%)	71 (74%) [†]

[†]Class was cross -listed. Consequently some open seats were filled under the ANSO section.

PSYC 2000 Issues In Contemporary Society (1 0.98 % of Total #s)			
Total Number Of Students	911	–	58
Minimum Students Per Semester	9	Minimum Offerings Per AC Year	4
Maximum Students Per Semester	92	Maximum Offerings Per AC Year	11
Average Students Per Semester	45.55	Average Offerings Per AC Year	8.29
Median Students Per Semester	41.00	Number Of Open Seats (%)	520 (37%) [†]

[†]Classes are often cross -listed. Consequently some open seats were filled under the ANSO section.

PSYC 3050 Psychology Of Adulthood And Aging (1.01% of Total #s)			
Total Number Of Students	84	–	7
Minimum Students Per Semester	7	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	15	Maximum Offerings Per AC Year	2
Average Students Per Semester	12.00	Average Offerings Per AC Year	1.00
Median Students Per Semester	13.00	Number Of Open Seats (%)	91 (52%)

PSYC 3060 Abnormal Psychology (15 offerings)		3.60	
Total Number Of Students	299	Total Offerings AC1997 – 2003	15
Minimum Students Per Semester	13	Minimum Offerings Per AC Year	2
Maximum Students Per Semester	26	Maximum Offerings Per AC Year	3
Average Students Per Semester	19.93	Average Offerings Per AC Year	2.14
Median Students Per Semester	20.00	Number Of Open Seats (%)	76 (20%)

PSYC 3100 Psychology of Learning and Cognition (3.21% of Total #s)			
Total Number Of Students	266	–	15
Minimum Students Per Semester	3	Minimum Offerings Per AC Year	2
Maximum Students Per Semester	24	Maximum Offerings Per AC Year	3
Average Students Per Semester	17.73	Average Offerings Per AC Year	2.14
Median Students Per Semester	18.00	Number Of Open Seats (%)	109 (29%)

PSYC 3110 Behavioral Management (3.01% of Total #s)			
Total Number Of Students	250	–	15
Minimum Students Per Semester	13	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	32	Maximum Offerings Per AC Year	3
Average Students Per Semester	19.23	Average Offerings Per AC Year	2.14
Median Students Per Semester	19.00	Number Of Open Seats (%)	125 (33%)

PSYC 3190 Experimental Psychology (0.17% of Total #s)			
Total Number Of Students	14	–	2
Minimum Students Per Semester	6	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	8	Maximum Offerings Per AC Year	1
Average Students Per Semester	7.00	Average Offerings Per AC Year	0.50
Median Students Per Semester	7.00	Number Of Open Seats (%)	26 (65%)

PSYC 3210 Social Psychology (3.06% of Total #s)			
Total Number Of Students	254	AC1997	15
Minimum Students Per Semester	10	Minimum Offerings Per AC Year	2
Maximum Students Per Semester	35	Maximum Offerings Per AC Year	3
Average Students Per Semester	18.14	Average Offerings Per AC Year	2.14
Median Students Per Semester	18.00	Number Of Open Seats (%)	121 (22%) [†]

[†]Class was cross-listed. Consequently some open seats were filled under the ANSO section.

PSYC 3250 Introduction To Counseling (1.82% of Total #s)			
Total Number Of Students	151	–	8
Minimum Students Per Semester	13	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	22	Maximum Offerings Per AC Year	2
Average Students Per Semester	18.88	Average Offerings Per AC Year	1.14
Median Students Per Semester	20.00	Number Of Open Seats (%)	9 (6%)

<i>PSYC 3400 Psychology And Women (1.54% of Total #s)</i>			
Total Number Of Students	128	-	7
Minimum Students Per Semester	8	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	24	Maximum Offerings Per AC Year	2
Average Students Per Semester	18.29	Average Offerings Per AC Year	1.00
Median Students Per Semester	20.00	Number Of Open Seats (%)	47 (27%)

<i>PSYC 3950 Organizational Behavior (0.88% of Total #s)</i>			
Total Number Of Students	73	-	7
Minimum Students Per Semester	7	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	14	Maximum Offerings Per AC Year	2
Average Students Per Semester	10.43	Average Offerings Per AC Year	1.00
Median Students Per Semester	10.00	Number Of Open Seats (%)	102 (58%)

<i>PSYC 3000 Topics in Psychology (6.61% of Total #s)</i>			
Total Number Of Students	549	Total Offerings AC1997 – 2003	50
Minimum Students Per Semester	4	Minimum Offerings Per AC Year	4
Maximum Students Per Semester	85	Maximum Offerings Per AC Year	11
Average Students Per Semester	36.60	Average Offerings Per AC Year	7.14
Median Students Per Semester	31.00	Number Of Open Seats (%)	701 (56%) [†]

[†]Classes are often cross-listed. Consequently some open seats were filled under the ANSO section.

<i>PSYC 4020 Drug And Chemical Dependency (1.11% of Total #s)</i>			
Total Number Of Students	92	-	6
Minimum Students Per Semester	8	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	21	Maximum Offerings Per AC Year	1
Average Students Per Semester	15.33	Average Offerings Per AC Year	0.86
Median Students Per Semester	15.50	Number Of Open Seats (%)	58 (39%)

<i>PSYC 4040 Physiological Psychology (0.52% of Total #s)</i>			
Total Number Of Students	43	-	4
Minimum Students Per Semester	2	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	14	Maximum Offerings Per AC Year	1
Average Students Per Semester	10.75	Average Offerings Per AC Year	0.57
Median Students Per Semester	13.50	Number Of Open Seats (%)	37 (46%)

<i>PSYC 4100 History And Systems Of Psychology (3.88% of Total #s)</i>			
Total Number Of Students	322	Total	15
Minimum Students Per Semester	11	Minimum Offerings Per AC Year	2
Maximum Students Per Semester	32	Maximum Offerings Per AC Year	3
Average Students Per Semester	23.00	Average Offerings Per AC Year	2.14
Median Students Per Semester	24.00	Number Of Open Seats (%)	53 (14%)

PSYC 4200 Personality Theory (2.68% of Total #s)			
Total Number Of Students	222	–	14
Minimum Students Per Semester	9	Minimum Offerings Per AC Year	2
Maximum Students Per Semester	25	Maximum Offerings Per AC Year	2
Average Students Per Semester	15.86	Average Offerings Per AC Year	2.00
Median Students Per Semester	15.00	Number Of Open Seats (%)	128 (37%)

PSYC 4500 Research Methods (0.84% of Total #s)			
Total Number Of Students	70	–	11
Minimum Students Per Semester	2	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	15	Maximum Offerings Per AC Year	2
Average Students Per Semester	6.36	Average Offerings Per AC Year	1.57
Median Students Per Semester	5.00	Number Of Open Seats (%)	150 (68%) [†]

[†]Class was cross-listed. Consequently some open seats were filled under the ANSO section.

PSYC 4520 Research Methods Lab (0.20% of Total #s)			
Total Number Of Students	17	–	2
Minimum Students Per Semester	6	Minimum Offerings Per AC Year	1
Maximum Students Per Semester	11	Maximum Offerings Per AC Year	1
Average Students Per Semester	8.50	Average Offerings Per AC Year	1.00
Median Students Per Semester	8.50	Number Of Open Seats (%)	23 (58%) [†]

[†]Class was cross-listed. Consequently some open seats were filled under the ANSO section.

PSYC 4600 Advanced Seminar (3.86% of Total #s)			
Total Number Of Students	320	Total Offerings AC1997 – 2003	34
Minimum Students Per Semester	5	Minimum Offerings Per AC Year	3
Maximum Students Per Semester	35	Maximum Offerings Per AC Year	6
Average Students Per Semester	21.33	Average Offerings Per AC Year	4.86
Median Students Per Semester	21.00	Number Of Open Seats (%)	224 (42%) [†]

[†]Classes are often cross-listed. Consequently some open seats were filled under the ANSO section.

PSYC 4610 Independent Reading Course (0.33% of Total #s)			
Total Number Of Students	27	AC1997	12
Minimum Students Per Semester	1	Minimum Offerings Per AC Year	0
Maximum Students Per Semester	6	Maximum Offerings Per AC Year	2**
Average Students Per Semester	2.25	Average Offerings Per AC Year	1.71**
Median Students Per Semester	1.50	Number Of Open Seats (%)	N/A

**While there may have been up to 2 offerings per year they were taught by multiple instructors

Appendix D

Degree Requirements

42 required credit hours
27 general education credit hours
59 elective credit hours

Courses in psychology (PSYC) are designed to provide the student with an understanding of the complexity and diversity of human behavior and the context for understanding the behavior of the individual.

A minimum of 42 credit hours must be selected from psychology.

Within the total credit hours students are required to complete the following:

PSYC 1100	Introduction to Psychology	3 hours
PSYC 2750	Introduction to Measurement and Statistics	3 hours
PSYC 2825	Introduction to Research Methods	3 hours
PSYC 3550	History, Philosophy, and Systems of Psychology	3 hours
PSYC 4900	Senior Seminar	3 hours

In addition, one course must be completed from four of the following six content areas:

Biological and Evolutionary Perspectives: The roles of biological processes, structures, and inherited tendencies in explaining human behavior.

PSYC 4300	Health Psychology	3 hours
PSYC 4400	Human Sexuality	3 hours
PSYC 4550	Drug and Chemical Dependency	3 hours
PSYC 4650	Physiological Psychology	3 hours

Clinical and Counseling Perspectives: The diagnosis and treatment of mental, behavioral disorders, and adjustment problems.

PSYC

3125

Abnormal Psychology

3 hours

PSYC

3775

Personality Theory

3 hours

PSYC 3900	Introduction to Counseling	3 hours
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Lifespan Development Perspectives: Examination of how individuals grow, develop, and change throughout the lifespan.

PSYC 2200	Child Psychology	3 hours
PSYC 2250	Adolescent Psychology	3 hours
PSYC 2300	Human Development	3 hours
PSYC 2950	Psychology of Adulthood and Aging	3 hours

Learning and Cognitive Perspectives: Examination of the mental processes and environmental situations that underlie, shape, and control behavior.

PSYC 3325	Psychology of Learning Processes	3 hours
PSYC 3350	Cognitive Psychology	3 hours
PSYC 3375	Behavioral Management	3 hours
PSYC 3725	Psychology of Judgment and Decision Making	3 hours

Social and Cross-Cultural Perspectives: The roles of social and cultural influences on behavior.

PSYC 3575	Organizational Behavior	3 hours
PSYC 3600	Social Psychology	3 hours
PSYC 4350	Cross-Cultural and International Psychology	3 hours

Advanced Research Methods: Advanced analysis of statistical techniques, research methodology, and psychological testing.

PSYC 3800	Experimental Psychology	3 hours
PSYC 4700	Psychological Tests and Measurements	3 hours
PSYC 4750	Advanced Statistics	3 hours
PSYC 4825	Advanced Research Methods	3 hours

Special Requirements

No more than 6 credit hours obtained in practica,

and assessment of prior learning may be applied toward the 42 credit hours required for a major.

Current Webster students should petition for admission to the department on completion of no more than 45 credit hours of academic work. Transfer students are urged to petition for admission to the department at the time of acceptance to the University. Transfer students must complete a minimum of 24 approved credit hours of academic work at Webster within the major. These courses may be included as part of the residency requirement.

Courses completed with a grade below a C- do not count toward fulfilling the specific course requirements of the major.

Appendix E

Behavioral and Social Sciences Department
Senior Seminar Learning Goals and Outcomes
January 15, 2007

The Senior Seminar (ANSO/PSYC 4900) is designed to be a capstone experience for majors in the Behavioral and Social Sciences Department. The purpose of the course is for students to demonstrate an integration of their learning/knowledge in the disciplines. Course topics vary each semester. The prerequisite for this course is 12 credit hours of social science courses.

Example of Senior Seminars that have been offered include: War and Peace; Psychosocial Perspectives on Dress and Appearance; Play, Games, and Sport; Media and the Police; HIV and AIDS; and Family Systems.

Learning Goals for the Senior Seminar:

1. Students will examine a topic in-depth from multiple theoretical perspectives.
2. Students will understand and apply principles from the course to personal, social, and/or organizational issues.
3. Students will actively participate in their learning and communicate effectively in a variety of formats.

Student Learning Outcomes for the Senior Seminar:

Students will be able to:

Student Learning Outcomes for Goal 1 (Students will examine a topic in-depth from multiple theoretical perspectives)

1. Use concepts and language from multiple theoretical perspectives to account for phenomena being examined in the senior seminar.
2. Compare and contrast major perspectives.
3. Integrate theoretical perspectives to produce comprehensive and multifaceted explanations.

Student Learning Outcomes for Goal 2 (Students will understand and apply principles from the

could be to personal, social, and/or organizational issues)

1. Identify appropriate applications of theoretical perspectives in solving problems.
2. Articulate how principles can be used to explain social issues and inform public policy.
3. Recognize that ethically complex situations can develop in the application of theoretical principles.

Student Learning Outcomes for Goal 3 (Students will actively participate in their learning and communicate effectively in a variety of formats)

1. Demonstrate effective writing skills in various formats (e.g., essays, papers, journals) for various purposes (informing, defending, persuading).
2. Demonstrate effective oral communication skills in various formats (e.g., class discussion, debate, presentation) and for various purposes (e.g., explaining, defending, persuading, teaching).
3. Demonstrate effective interpersonal communication skills of listening accurately and actively.

Appendix F

American Psychological Association Working Group on Internationalizing the Undergraduate Psychology Curriculum: Report and Recommended Learning Outcomes for Internationalizing the Undergraduate Curriculum (November 2005)

Neil Lutsky, Carleton College

Judith Tornel-Pa, University of Maryland College Park

Richard Velayo, Pace University

Val Whittlesey, Kennesaw State University

Linda Woolf, Webster University

Maureen McCarthy, American Psychological Association

With special thanks to the Carnegie Corporation and the American Council on Education for their generous support of this project.

This document represents the work of the APA Working Group on Internationalizing the Undergraduate Psychology Curriculum. The document does not represent policy of the American Psychological Association.

Foreword

In 2004 the Carnegie Corporation awarded a grant to the American Council on Education (ACE) to coordinate a multidisciplinary effort to promote the internationalization of teaching and learning at colleges and universities in the United States. The American Psychological Association was one of four organizations (i.e., Association of American Geographers, American Historical Association, American Political Science Association and American Psychological Association) selected to participate in this initiative. Specific goals set forth for the project included

- To articulate global learning outcomes relevant to specific disciplines and to communicate these outcomes to the membership of the participating associations;
- To take a leadership role in promoting the internationalization of student learning and to provide concrete strategies that other disciplinary associations can adapt;
- To help faculty incorporate an international dimension into their teaching and the learning experiences of their students;
- To develop action plans for each association to promote internationalization in its discipline; and,

To disseminate these approaches to a wider group of disciplinary associations.

To address this charge, the American Psychological Association

formed a small working group of psychologists with an international perspective and relevant expertise. The members of this working group were nominated by APA boards and committees, including APA Division 2 (Society for the Teaching of Psychology), APA Division 52 (International and the Committee on International Relations in Psychology (CIRP)). The working group met twice during the 2004-2005 academic year and produced a draft statement of learning outcomes along with an action plan.

The working group then solicited feedback on its draft report and recommendations via email from members of the APA Committee on International Relations in Psychology (CIRP), board members of the Division of International Psychology, and individuals (both international and within the U.S.) identified by members of the working group as having particular interest or expertise in this matter. Attendees at a conversation hour held by the working group during the 2005 APA convention provided additional feedback. We are grateful for the suggestions we received, which addressed the following questions posed by the working group:

- (1) Do you have suggestions for the justification of this document? Are there omissions?
- (2) Do you have suggestions for the wording and organization of the stated goals?
- (3) Do you have suggestions for the promotion/dissemination of these goals?

Results of this project will be submitted to the American Council on Education in order to complete the multidisciplinary requirements of the grant to APA. This first report and recommendations for learning outcomes will be submitted to the APA Board of

Educational Affairs for approval. The recommendations will then be disseminated to undergraduate psychology programs.

Introduction

The mission of psychology, as embodied in the Mission Statement of the American Psychological Association, is "to advance scientific interests and inquiry [in psychology], and the application of [psychological] research findings to the promotion of health, education, and the public welfare" (American Psychological Association, 2005). Quite appropriately, neither of these charges is limited to a particular geographic area. In fact, it is fundamental to basic science to assess the specificity or universality of findings across diverse populations, geographic and otherwise, and to applications to promote human welfare worldwide and to be adjusted as appropriate to particular conditions. In sum, the mission of psychology is inherently international in its scope and sensitivities.

Attention to the international character and responsibilities of psychology's mission has increased recently due to factors that have strengthened connections between once physically distant peoples. These factors include travel and migration, global communication and culture, contemporary geopolitical events and conflicts, international business and commerce, global environmental concerns, and international human rights. Moreover, the consumers psychology serves (e.g., in classrooms and applied settings) are increasingly aware of the potential impact of these internationalizing forces in light of their own backgrounds, experiences, and knowledge. Thus, psychology in the twenty-first century is becoming more appreciative than ever of the importance of pursuing its mission globally.

Doing so would build upon psychology's history as an international discipline. Early psychologists opened laboratories, engaged in practice, and began teaching in such diverse countries as Japan, Mexico, India, Argentina, New Zealand, and Russia. Indeed, the First International Congress of Psychology took place in 1887. Today, as the number of psychologists burgeons around the globe, psychology is more international than ever before (Rosenzweig, 1999). Adair, Coelho, and Luna (2002) found that psychology has a "significant presence" in 47 countries and a "minimal presence" in at least 41 additional countries. Adair, et al also report that 45% of articles indexed in PsycINFO®, a major psychology electronic database, were written by authors from outside the United States. Psychology's knowledge base in science and practice is, then, international as well.

The American Psychological Association has played a prominent role in recognizing and promoting this internationalization of the discipline. In 1944, APA established the Committee on International Relations in Psychology (CIRP), and in 1961 it opened an Office of International Affairs (OIA). APA is also home to Division 52: International Psychology. Moreover, APA's Policy and Planning Board (2005) recently identified "Developing a Global Perspective" in the discipline as a primary AFA goal for the next 15 years.

These trends and efforts raise a key question: how ought the undergraduate psychology curriculum address the internationaliza-

tion of psychology? We believe internationalization ought to be an important priority in the undergraduate psychology curriculum. What we mean by "internationalization" in this context is elaborated in the learning outcomes we later specify but can be summarized as follows: an understanding of how psychologists pursue psychological science and apply psychology around the world and of how scientists and practitioners address psychological phenomena that potentially vary internationally.

We see support for our view concerning the importance of internationalization in a recent report by the working group on Undergraduate Psychology Major Competencies (2002), endorsed by APA's Board of Educational Affairs. The report specified "Sociocultural and International Awareness" as one of 10 primary undergraduate psychology learning goals and associated five learning outcomes with this goal. These learning outcomes are:

- (a) Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.
- (b) Examine sociocultural and international contexts that influence individual differences.
- (c) Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
- (d) Understand how privilege, power and oppression may affect prejudice, discrimination, and inequity.
- (e) Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.

These student learning outcomes constitute an important first step when thinking about how undergraduate education might incorporate a global perspective on psychology, but they are neither focused on nor specific about internationalization.

Unfortunately, evidence suggests the existing psychology curriculum in the United States pays little attention to internationalization (Woolf, Hulsizer & McCarthy, 2002). This may be due to

inter-

with the international literature, the absence of institutional support for internationalization, and competing priorities. What this suggests is that an assertion of the need for internationalization of the psychology curriculum is in order and that psychology faculty might value more specific guidance on what internationalization entails and on how to manage professional challenges to internationalization.

Why is it important to recognize internationalization in the teaching of psychology? First, it is scientifically unsound to ignore a significant portion of the research literature from which students might learn simply because that research is conducted outside the boundaries of the United States. Second, work in international psychology raises fundamental questions for psychological understanding and practice. For example; international research may help students appreciate how universally applicable particular findings or practices might or might not be. This may help students recognize demographic, socio-cultural, economic, political, religious, ethnic, and other potential sources of variability in psychological phenomena. Familiarity with approaches and practices internationally may also enrich students' understanding of

psychology and help them become more thoughtful about the as-

sumptions they bring in psychology. Third, internationalization itself warrants particular attention as an important phenomenon in the world in which today's students live. Fourth, there are compelling reasons for attention to this issue to be found in the *Remlution on wand in Int ationad Psychology*, adopted by the APA Board of Directors and Council of Representatives in August of 2004. How, for example, will increased communication, interaction, movement; and :influence affect psychological processes, practices, and outcomes? Finally, an internationally-informed psychology will, help meet the needs, interests, and appreciations of the increasing numbers of international students at North American institutions.

What follows specifies goals and associated learning outcomes for the undergraduate psychology curriculum to address the current conditions, challenges, and responsibilities of internationalization. We believe these goals and learning outcomes should be addressed throughout the psychology curriculum and not merely in isolated cross-cultural or multi-cultural psychology courses. And we believe that internationalization represents one of the most important priorities we face as undergraduate educators seeking to prepare students for twenty-first century life in psychology and in the world.

Learning Goals and Outcomes to Internationalize Undergraduate Psychology

Goal 1: Psychological knowledge in international perspective. Students should recognize, acknowledge, and describe sociocultural differences and commonalities between people, and consider how the diversity of human behavior around the world contributes to the study and practice of psychology.

Outcome 1.1: Students will demonstrate the ability to articulate the psychological implications of demographic, sociocultural and socioeconomic characteristics and variability in the world, and assess the extent to which the phenomenon studied in contemporary psychology reflect and are influenced by that variability

Outcome 1.2: Students will be knowledgeable about the contributions of important figures from other countries and about the work of international organizations in the development of psychology as a field. Students will make efforts to integrate knowledge about these contributions into their own work, study and academic endeavors as appropriate.

Outcome 1.3: Students will study a region of the world other than their own and be able to point out the differences and commonalities between aspects of their cultural background and those of the people in that region in light of one or more psychological theories.

Outcome 1.4: Students will be able to recognize the historical and **current state of** psychology as a discipline in another region of the world of particular relevance to them.

Outcome 1.5: Students will be able to analyze models of how culture influences behavior (e.g., cognitive, social, interpersonal).

Goal 2: Methodological issues in international research. Students should be aware of research methods and skills necessary for international research competence.

Outcome 2.1: Students will have the skills to access research literature from journals outside the United States (e.g., the ability to search databases, and the ability to read in a language other than their native language).

Outcome 2.2: Students will identify and appreciate the contribution to psychology of research methodologies conducted throughout the world, and of methods used in that research, including observations, interviews, ethnographies, and mixed-method studies.

Outcome 2.3: Students will be aware of ethical concerns in research in other countries, (e.g., the rights of participants, their protection from harm, and credit to researchers from those countries).

Outcome 2.4: Students will understand that constructs developed in one cultural setting do not have identical meanings in other settings, resulting in the need to adapt measures and check with expert informants (as well as translating and back translating questions).

Outcome 2.5: Students will guard against making sweeping generalizations about a culture that are based on small unrepresentative samples (and will recognize other problems with w a n d v a t i 4).

Goal 3: Discipline of psychology in the **international perspective**. Students should be aware of how the discipline of psychology is developed, studied, and applied in and across cultures.

Outcome 3.1. Students will recognize that theories and concepts may be influenced by the cultural, social and political systems existing at the time of their development

Outcome 3.2. Students will understand psychological theories and concepts developed in other countries.

Outcome 3.3. Students will understand ways in which psychology is studied, applied, and practiced in other countries.

Outcome 3.4: Students will understand that psychological education, training, and processes for reviewing ethical issues in research differ according to the structure of university systems and routes to obtaining credentials or academic qualifications in different countries.

Goal 4: Psychology and interpersonal understanding. Students should be able to use their psychological knowledge and understanding of cultural differences and behavior to demonstrate skills and values that will help them function effectively in a complex multicultural global world

Outcome 4.1: Students will examine their cultural biases and values and how these may influence **interactions/relationships** with others from different backgrounds in light of psychological theories and findings.

Outcome 4.2: Students will be able to use psychological concepts to facilitate effective interactions with people whose beliefs, philosophies, and values differ from their own.

Outcome 4.3: Students will recognize the role of language in understanding individuals and cultures.

Outcome 4.4: Students will show awareness and sensitivity to perspectives that are different from their own.

Goal 5: Psychology and global issues. Students should be able to recognize, appreciate, and describe the role that psychological knowledge plays in addressing issues related to the human condition from a global perspective.

Outcome 5.1. Students will be able to apply their knowledge of psychology to issues of global concern and human welfare (e.g., poverty, health, migration, the status of women and children, human rights, international conflict, and the natural environment).

Outcome 5.2. Students will have an appreciation of the value of psychology in the pursuit of social justice in ways that are sensitive to the cultural context.

Outcome 5.3. Students will be able to recognize the role of national cultural identity in their understanding and treatment of other people.

Outcome 5.4. Students will understand how privilege, power hierarchies, and oppression affect prejudice, discrimination, and inequity. Students will recognize prejudicial attitudes and discriminatory behavior in themselves and others.

Outcome 5.5: Students will understand that the processes of internationalization and globalization (e.g., migration, international commerce and communication, international cooperation and conflict) influence both individual and professional psychological processes.

Action Plan

In addition to establishing goals for internationalizing the undergraduate curriculum, the working group developed a plan for implementation and dissemination. The first step was to distribute the document to a wider audience of scholars with expertise in internationalizing the discipline for the purpose of obtaining additional feedback and cross validation. The working group received feedback and made adjustments to the goals and student learning outcomes that reflected the collective wisdom of the experts.

Clear implementation of the goals and learning outcomes will require widespread dissemination. The learning goals and outcomes for internationalizing the curriculum will be submitted to the APA Board of Educational Affairs for approval. Endorsement of the document will allow for dissemination as a resource to the undergraduate education community. This document will be distributed by the Education Directorate through the website and relevant publications and conferences of the APA. Finally, the working group will continue to work toward development of a manuscript to be submitted to the *American Psychologist*, the organization's flag-

ship professional journal

Several **unfunded recommendations** were also put forth by the working group. Key among them were suggestions to expand the clearinghouse of **materials** that faculty could immediately use for course development. The working group identified several resources that already exist through the Society for the Teaching of Psychology Office of Teaching Resources in Psychology (OTRP). Unfortunately, faculty members are often unaware of these resources. One possible outcome from this project will be an increased awareness of internationalizing the curriculum, encouraging an increased utilization of existing resources. Ultimately, the actions taken thus far by the working group will result in an increased attention to internationalizing the undergraduate curriculum.

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