

Request to Offer a Baccalaureate Degree in
PSYCHOLOGY
Starting Fall 2009
Dixie State College

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SECTION I: The Request

Dixie State College of Utah requests approval to offer BA and BS degrees in Psychology, effective Fall semester 2009. This program was approved by the institutional Board of Trustees on TBD.

SECTION II: Program Description

Complete Program Description: The Bachelor of Science and Bachelor of Arts degrees in psychology will offer students a common core of psychology courses and advanced courses in three main topical areas that represent the broad spectrum of modern psychology: Social/Developmental, Behavioral Neuroscience/Cognitive, and Clinical-Counseling/Applied. The core courses are essential components of all three topical areas. While the specific student learning goals and outcomes associated with the psychology program are detailed elsewhere in this proposal, in short, this program intends to develop graduates who have the knowledge and skills required to enter the workforce upon graduation, pursue advanced study in psychology or a closely related behavioral science discipline, pursue degrees in Law, Medicine, Business, or numerous other professional fields, and more generally to gain valuable insight into their own and other's behavior.

In addition to the BA and BS in Psychology, approval of the current proposal would provide interested students the option of a BA or BS Psychology Teaching Major, a secondary education licensure program that combines the psychology core, several additional psychology courses, and the secondary education curriculum. An outline of all curriculum options can be found in Appendices A. Nearly all of the curriculum is already in place for the psychology teaching major.

Finally, the curriculum also includes all of the courses needed to meet the current requirements for a Secondary Education Endorsement in Psychology. This endorsement package, although not a degree, is defined in the appendices dealing with curriculum.

Purpose of Degree: DSC's dual mission includes "[offering] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). DSC intends to seek approval for several baccalaureate degrees in core or foundational academic areas that are traditional at nearly every baccalaureate-granting institution of higher education in the nation. The Psychology degree will help the college accomplish this mission.

Further, the psychology teaching major degree will allow DSC's recently approved secondary education program to meet the needs of a rapidly expanding Washington County School District. This degree proposal provides an important content area choice for students preparing for careers in secondary education.

Members of the proposed Psychology Department have drafted the following departmental mission statement (2008):

The Psychology Program at Dixie State College is Committed to:

- developing students who value the search for knowledge by means of scientific methods and research and to providing students with the knowledge and skills to do so.
- developing students who appreciate and understand that behavior results from a complex interaction between physiological systems, genetic influences, experiential and environmental factors and social forces.
- developing students whose understanding of psychology reflects an integration of a variety of theoretical perspectives.
- developing students who understand the principles of psychology within a broad liberal arts perspective.
- developing students who appreciate the power of applied psychology to foster physical, psychological, and communal well-being
- inspiring students to act ethically as scholars and as future practitioners of psychology.
- inspiring students to value and to use critical thinking as students, scholars, consumers of media, and targets of influence.
- inspiring students to commit themselves to a lifetime pursuit of knowledge and understanding.

Institutional Readiness:

With eight years of steady and sustained development as a baccalaureate institution, DSC's infrastructure and institutional environment are now fully ready to respond to southern Utah's burgeoning demand for a more varied offering of baccalaureate programs. During those years the institution has devoted resources and attention to developing infrastructure, including baccalaureate-appropriate student services and library services. New organizational structures will be needed to deliver this program, in particular, a Department of Psychology.

Faculty: The psychology program will require several additional faculty. Specifically, the program will need to add one new full-time, tenure track faculty member in each of the first three years of the program to meet projected enrollments with a reasonable student to faculty ratio. At the time of this writing, DSC has three (3) full time psychology faculty, two (2) of whom hold the terminal degree. With the proposed new hires, the number of full-time, tenure track faculty would be six, which would limit the need for part-time, non-tenure contract faculty to three or four.

Current full-time faculty:

Robert Carlson, Ph.D. Cognitive Psychology, University of California at Irvine (1998).

John T. Jones, Ph.D. Social-personality Psychology, State University of New York at Buffalo (2003)

Nolan Ashman, M.S. Psychology, Utah State University (1965)

In filling future psychology faculty positions, the College seeks to complement current faculty expertise. Thus, the College will be recruiting faculty with identifiable academic backgrounds and

teaching abilities in the following areas: (a) Behavioral Neuroscience, (b) Clinical/Counseling Psychology, and (c) Developmental Psychology (For further details, see Appendix C).

Staff: This degree will require additional clerical/secretarial staff from the beginning. One half-time administrative assistant who could assist with departmental clerical duties would likely be sufficient in the first two years of the program (to begin July 1, 2009). As the program grows, additional support staff will be added.

Library and Information Resources: DSC is well aware that library resources are an integral part of program development, and the Browning Library continues to expand appropriate collections for current baccalaureate offerings. As DSC's baccalaureate mission becomes more dominant, the library is expanding its overall collections.

The DSC library currently includes a minimal psychology collection and limited full-text online databases that support the discipline, including JSTOR Arts & Sciences collections. The current Browning Library electronic and print holdings must be augmented to support the proposed Psychology curriculum. Both the monographic and periodical database collections will be expanded, to include major academic works and Journals representing psychology's core sub-disciplines (Clinical, Developmental, Cognitive, Behavioral Neuroscience, and Social-Personality). Because not all curriculum will be offered in the first year, the initial library purchases will be phased in during the first two years of the degree (see finance section below).

Admission Requirements: Students admitted to the Psychology major must be in good standing with the College. While the prerequisite structure of the curriculum limits students from taking advanced courses before they take foundational courses, students will be admitted as majors at any point after they have completed Psychology 1010 (General Psychology) with a C- or better. Transfer students will also be required to have completed Psychology 1010 (or an equivalent introductory psychology course) with a C- or better and they will be required to have at least a 2.5 overall GPA.

In determining the above requirements, psychology program admission requirements at other USHE institutions were carefully examined. Utah State University requires that a student complete three (3) psychology courses with a GPA of 3.0 or better (General Psychology, Analysis of Behavior with Lab, and Psychological Statistics). The University of Utah has a three-tier acceptance structure. Pre-majors include any student who officially declares an intention to major in Psychology. To qualify for intermediate major status, students must complete 10 semester hours (at a college or university) including psychology 1010 (with a "C" or better) and have a cumulative GPA of 2.8 or higher. To qualify for full major status in Psychology, students must complete Psychology 3000 (Statistical Methods in Psychology) and 3010 (Research Methods in Psychology), each with a grade of C or better, and have a U of U cumulative grade point average of 2.8 or better (with at least 10 hours taken at the U). Finally, Weber State University has an open admission process with a seamless entry for students interested in majoring in psychology.

The proposed admissions criteria are designed to serve Dixie State College students needs while avoiding obstacles that may restrict and delay student's study in psychology. Requirements that would be inconsistent with DSC's mission as an open enrollment institution would unnecessarily

delay student progress, often forcing them to complete 4 and a half to 5 years of study to reach graduation as they struggle to qualify for entrance to the Psychology program. Thus, the admission requirements detailed in the first paragraph of this section have intentionally been created to meet student needs and assist in their rapid progress towards degree completion, and are consistent with the College's mission as an open enrollment institution.

Student Advisement: Given the small number of Psychology faculty, this degree will require a lecture-advisor position to coordinate the academic advisement of Psychology majors (to begin July 1, 2009). Every psychology major would initiate advisement with the lecture-advisor. However, each major would also be assigned a faculty mentor who would also play a critical role in guiding students toward their educational goals.

Justification for Number of Credits: The proposed Psychology degrees require 120 credit hours, falling within USHE guidelines. The Psychology Teaching Majors require 121 (BS) and 125 (BA) credit hours, also falling within USHE guidelines.

External Review and Accreditation: Accreditation of this new program will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor and excellence. Accreditation of secondary education teacher licensure program associated with the degree will take place according to state and institutional standards.

Projected Enrollment: Nationwide data, as well as college level data (described in detail under "Need" below) suggest that psychology will be among the most popular majors at the college. Following are projected student FTEs and faculty FTEs for the proposed baccalaureate programs:

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Req'd Ratio
1	70	4	18:1	None
2	90	5	18:1	None
3	100	6	17:1	None
4	110	6	18:1	None
5	120	6	20:1	None

SECTION III: Need

Program Need: A psychology program should be initiated because it is a “foundational” degree that is nearly universally offered at baccalaureate institutions in the United States, and students have expressed the need for a liberal arts baccalaureate offering at DSC, especially psychology.

Market Demand: Washington County is the fastest-growing metropolitan area in the state of Utah and over the first five years of the proposed degree (2009-2013) the County’s population is projected to grow by 25% (to nearly 200,000).¹ Non-farm annual job growth in Washington County is 10.2%, second-highest in the state behind only Tooele County at 11.5%. This is well above the statewide average of 4.0% and the national average of just under 3% for the year 2005. Dixie State College is the sole state institution of higher education in the county and will be increasingly counted on to provide the trained and educated workers that this kind of growth will require. Graduates of the psychology program will be well positioned to meet many of these needs.

Utah Occupations in Demand: The Utah Department of Workforce Services (DWS) reports data by occupations that show projections for Utah job opportunities (employment estimates, annual openings) in each of the recognized occupation categories. In the category Clinical, Counseling, and School Psychologists, DWS projects a growth rate of 42.3% over a ten year period from 2004–2014. In the category Educational, Vocational, and School Counselors, DWS projects a growth rate of 29% over the same period. In the category of Mental Health Counselors, DWS projects a growth rate of 40% between 2004-2014. Finally, in the category of Substance Abuse and Behavioral Disorders Counselors, DWS projects a growth rate of nearly 52% between 2004-2014.²

Washington County Schools District grew at a rate of approximately 6% a year for the years 2000-2006. In 2007, growth flattened. Current school district growth projections are based on a conservative 1-3% growth factor, depending on the schools (Michelle Hunt, Washington County School District). Enrollment in the district is approximately 25,000. Given a 2% growth factor, the district will be serving 5,000 new students in ten years. Factoring the actual average growth rate for the past five years would yield a much higher increase in the number of students. DSC should move now to help prepare teachers for this growing local market. The Psychology Teaching Major, and Psychology endorsement will help us meet future demand.

Student Demand: Because a psychology degree provides high demand skills, and because it is an entry-baccalaureate for many graduate and professional programs, 71 of DSC’s new students in 2007 declared a psychology major – despite the fact that the College has offered no psychology degree. Among other attributes, the attractiveness of psychology as both an applied profession and as an undergraduate foundation for graduate and professional studies makes it popular among students nation-wide. In fact, nationally, psychology is ranked as the third third-most-popular baccalaureate degree offering in colleges and universities, behind only business and education⁴. This is especially impressive given that psychology is a single degree rather than a constellation of fields, such as is true of both business and education.

Similar Programs: Psychology is [quoting DSC’s mission statement] a “core or foundational area consistent with four-year colleges,” an academic program that is offered at nearly every baccalaureate-granting institution in the nation. Among Utah’s baccalaureate-granting institutions, all offer the Psychology major – with the exception of Dixie State.

¹Source: Utah Governor’s Office of Planning and Budget

² Source: Utah Department of Workforce Services; Occupational Projections 2004–2014

Collaboration with and Impact on Other USHE Institutions: As noted, all USHE baccalaureate institutions offer degrees in Psychology. Such degrees are the substance of the academy, essential to the academic enterprise and central to the instructional mission of a baccalaureate institution. Core or foundational degrees form the nucleus of the instructional mission, and each institution should develop its own version of these programs to be consistent with their own institutional vision and mission.

Southern Utah University, the USHE institution closest to DSC, has a notable psychology program. However, Washington County supplies only 7% of SUU’s freshman class and only 9.5% of SUU’s total student body (<<http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>>). By contrast, 70% of DSC’s freshman class comes from Washington County. There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU’s enrollments, and given the data about enrollment trends at the two institutions, it is not expected that the addition of a psychology degree at DSC will adversely affect SUU’s student population.

Benefits to DSC and to the USHE: Baccalaureate completion rates in Utah are declining, and one probable contributor is access. The opportunity costs for Washington County students of traveling to another institution may be a substantial hindrance to baccalaureate completion. Approving the proposed degrees will improve access for the growing population of Southwest Utah. Also, the degree will allow DSC to further develop its baccalaureate mission and provide a number of educated employees for regional and local employers. The degree will also help DSC increase enrollment by recruiting and retaining students interested in the Psychology Major who either delay enrollment or currently look elsewhere for this opportunity.

Consistency with Institutional Mission: As explained above, the proposed degrees are in keeping with DSC’s mission to offer baccalaureate degrees in “high demand areas and in core or foundational areas.” Psychology certainly meets these criteria as it is offered by a large majority of colleges and universities across the nation. The National Center for Educational Statistics reports that for the academic year 2004-2005 (the latest for which data were available at the time of this proposal), there were 85,614 bachelor’s degrees awarded in psychology, making it the third most popular major in the country—exceeded only by business and education.³ As mentioned previously, this is especially impressive given that psychology is a single degree rather than a constellation of fields, such as is true of both business and education. Such high rankings go back decades. In fact, psychology has been among the top five most popular majors since 1970, moving into the fourth position (overtaking English) in 1975, and moving into the third position (overtaking

the Biological and Medical Sciences) in 1985. Psychology has shown a 16.25% growth rate 2000/2001, the year Dixie State College adopted its current mission.

Further, present educational opportunities in Washington County are clearly inadequate to prepare an educated workforce that will support the economic future of the region and provide individuals with opportunities for personal development, and engaged citizenship. Citizens in southwest Utah need immediate opportunities to earn bachelor's degrees, immediate in both place and time. This Psychology degree proposal is one important component in response to the urgent local need for

³ Source: National Center for Educational Statistics, http://nces.ed.gov/programs/digest/d06/tables/dt06_254.asp accessible and comprehensive higher education opportunities. Access to a full selection of foundation degree programs is the first step in a strategy that will require an aggressive public relations program aimed at persuading an education-deficient population to attend college.

SECTION IV: Student and Program Assessment

Student Assessment: Assessment is a cornerstone of the proposed psychology program. The department of psychology's academic curriculum is organized around four learning goals that represent knowledge, skills, and values consistent with the science and application of psychology. Each broad learning goal is accompanied by multiple specific learning outcomes. These learning outcomes are organized in a developmental framework with three levels: (a) Basic (knowledge and skills that students should acquire in the introductory psychology course); (b) Developing (knowledge and skills that should emerge as students progress through lower and upper-division courses in the psychology curriculum); and (c) Advanced (knowledge and skill levels consonant with students nearing the end of the psychology program). From a cognitive perspective, "Basic" represents retention and comprehension, "Developing" represents application and analysis, and "Advanced" is associated with evaluation and creation (see Appendix D).

These specific outcomes will be the primary targets of student assessment, as they represent what the faculty intend for students to know, or be able to do, as a result of their education and training in the psychology program. The psychology faculty intend to use multiple assessment tools to gauge the extent to which students are achieving these proposed learning outcomes in individual courses. This requires that each course in the psychology curriculum be aligned with specific learning outcomes that the course is intended to help students achieve (and to list these in the course syllabus). Faculty then have a responsibility to both the student, and the program, to assess the degree to which these learning outcomes have been achieved, and then to use this feedback to make improvements as needed (see Appendix E for a complete matrix of the alignment between the psychology curriculum and program goals/outcomes).

This continuous approach to assessment will allow faculty to more specifically target the continual progression of students toward attaining the standards expected of them, and thus to target interventions and curricular adjustments more directly and effectively.

The program's second means of student assessment will be achieved through the required Senior Capstone courses (either PSY 4910 or PSY 4999), which are intended to allow students to demonstrate and integrate the knowledge, skills, and values they have attained through the course of their studies through either an independent research project (PSY 4910) or a major review paper (PSY 4999). The final projects in each of these courses will represent valuable qualitative assessment tools of program learning goals/outcomes.

Program Assessment: The Department of Psychology Senior Survey will be distributed to all graduating seniors a few weeks before graduation during the Senior Seminar course; a high response rate is expected. A draft of the survey appears in Appendix F. The survey will ask about the students' experiences as Psychology majors, using both rating scale items and open ended questions. Departmental members will conduct a statistical analysis of the rating scale items and a content analysis of the open ended questions. A report summarizing the results will be written.

Using the Results: An annual report based on the feedback collected will be produced by Departmental members. Members of the department will then make recommendations that address issues that arise from the assessment of the undergraduate experiences of Psychology Majors. Changes will be implemented in a timely fashion.

Finally, each department at DSC goes through a program review process prescribed in Board of Regent policy. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives. Each department is reviewed on a five-year rotation, and the Psychology Program is due for review in 2012-13. At that time, the baccalaureate program will come under examination as per the program review policy. The program's goal is to achieve an exceptional rating at that time.

Expected Standards of Performance: By the time students graduate from the program faculty will expect them to have achieved all of the learning outcomes represented in Appendix D. These standards were adapted from two sources; *Guidelines for the Undergraduate Psychology Major* published by the American Psychological Association, and *Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum* a product of the Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Sciences appointed by the American Psychological Association's Board of Educational Affairs.

SECTION V: Finance

Budget: Following is the proposed budget for the degrees.⁴

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	70	90	100	110	120
Cost Per FTE	\$1,964.29	\$2,410.80	\$2,987.07	\$2,793.66	\$2,64363
Student/Faculty Ratio	18:1	18:1	17:1	18:1	20:1
Projected Headcount	79	101	109	120	131
Projected Tuition					
Gross Tuition	\$110,565	\$142,155	\$157,950	\$170,160	\$189,540
Tuition to Program	\$27,641.25	\$35,538.75	\$39,487.5	\$42,540	\$47,385
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries & Wages	\$88,000 ⁵	\$149,080	\$212,297	\$219,727	\$227,417

Financial Analysis Form for All R401 Documents					
	Year 1	Year 2	Year 3	Year 4	Year 5
Benefits	\$25,500	\$43,392	\$61,910	\$64,076	\$66,318
Total Personnel	\$113,500	\$192,472	\$274,207	\$283,803	\$293,735
Current Expense	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Capital	\$10,500	\$11,000	\$11,500	\$13,000	\$14,900
Library Expense	\$6,000	\$6,000	\$5,000	\$4,000	\$4,000
Total Expense	\$137,500	\$216,972	\$298,707	\$307,303	\$317,235
Revenue					
Legislative Appropriation	\$109,859	\$181,434	\$259,220	\$264,760	\$269,850
Grants	\$0	\$0	\$0	\$0	\$0
Reallocation	\$0	\$0	\$0	\$0	\$0
Tuition to Program	\$27,641.25	\$35,538.75	\$39,487.5	\$42,540	\$47,385
Total Revenue	\$137,500	\$216,972	\$298,707	\$307,303	\$317,235
Difference					
Revenue-Expense	\$0 -	\$0 -	\$0 -	\$0 -	\$0 -
Comments					

⁴ Assumes an average individual faculty salary of \$58,000 and salary increases of 3.5 percent.

⁵ Includes 1 full-time faculty and 1 full-time lecture-advisor.

Funding Sources: The funding for the proposed degrees will come from institutional funds that come from state allocations and new tuition revenue, depending on future budgetary conditions. External funding sources will be vigorously pursued as conditions allow.

Reallocation: No current reallocation of program funds is planned.

Impact on Existing Budgets: No other programs will be affected by this program.

Appendix A Psychology Program Curriculum

Psychology students have two options – a Bachelor of Science degree or a Bachelor of Arts degree in Psychology. Each of these Psychology degrees will give students a broad, liberal arts foundation that will serve them well as citizens, employees, or as graduate students in Psychology, Counseling, Social Work, or other professional areas. The proposed BS degree will have five basic curricular components: (a) lower-division, general education courses (other than Psychology 1010, 29 credits); (b) Psychology Major core courses (19 credits); (c) Psychology research area courses (18 credits); (d) Psychology elective courses (12 credits); and (e) non-Psychology elective courses (42 credits for the BS and 26 for the BA). The proposed BA degree will have a sixth curricular component: (f) foreign language courses (16 credits). These curricular requirements are illustrated in the following tables:

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY:

General Education Requirement – complete the general education requirements listed in the Associate of Science or Associate of Art degrees, or the equivalent (in addition to Psychology 1010).		
TOTAL GENERAL EDUCATION CREDITS BEYOND PSYCHOLOGY 1010:	29	
Psychology Major Core Courses – complete each of the following core courses	Credits	Prerequisites and Notes
• PSY 1010, General Psychology	3	
• PSY 2010, Introduction to Writing for the Behavioral Sciences: APA Style	2	PSY 1010 and ENGL 1010
• PSY 3000, Statistical Methods in Psychology	3	PSY 1010 and MATH 1040 or higher
• PSY 3005, Statistical Methods in Psychology Lab	1	
• PSY 3010, Research Methods in Psychology	3	PSY 1010 and PSY 3000
• PSY 3015, Research Methods in Psychology Lab	1	
• PSY 4000, History of Psychology	3	PSY 1010 and completion of at least 90 credits
• PSY 4910, Capstone Research in Psychology	3	Psychology Major and completion of at least 90 credits
TOTAL PSYCHOLOGY MAJOR CORE CREDITS	19	

Psychology Research Area Courses – complete the following	Credits	Prerequisites and Notes
<u>Take two</u> social/developmental psychology courses selected from the following:		
• PSY 3200, Development in Infancy and Early Childhood	3	PSY 1010; PSY 1100 or FCS 1500
• PSY 3220, Childhood and Adolescent Development	3	PSY 1010; PSY 1100 or FCS 1500
• PSY 3230, Adult Development and Aging	3	PSY 1010; PSY 1100 or FCS 1500
• PSY 3410, Introduction to Social Psychology	3	PSY 1010
• PSY 3700, Personality Theory	3	PSY 1010
<u>Take two</u> biological/cognitive psychology courses selected from the following:		
• PSY 3120, Cognitive Psychology	3	PSY 1010
• PSY 3711, Behavioral Neuroscience	3	PSY 1010 and either BIOL 1010 or 1610
• PSY 4140, Cognitive Neuroscience	3	PSY 3010 required; PSY 3120 and PSY 3711 recommended
• PSY 4150, Sensation and Perception	3	PSY 3120
• PSY 4160, Attention and Consciousness	3	PSY 3120
<u>Take two</u> clinical/applied psychology courses selected from the following:		
• PSY 3400, Psychology of Abnormal Behavior	3	PSY 1010
• PSY 3420, Organizational Behavior	3	PSY 3410
• PSY 3460, Health Psychology	3	PSY 1010
• PSY 4440, Addiction	3	PSY 3400 or 3460
• PSY 4300, Introduction to Counseling and Psychotherapy	3	PSY 3400 and at least 60 credits
• PSY 4305, Counseling and Psychotherapy Lab	1	Must be taken with PSY 4300
TOTAL PSYCHOLOGY RESEARCH AREA CREDITS	18	
Psychology Electives - Students must take 12 additional credits in psychology. At least nine (9) of these credits must be at the upper division level.	Credits	Prerequisites and Notes
TOTAL PSYCHOLOGY ELECTIVE CREDITS	12	Area concentration course credit beyond the 18 required above will count toward psychology elective credit

Additional Electives - Student must take 42 additional credits from any area	Credits	Prerequisites and Notes
ADDITIONAL ELECTIVES	42	It is recommended that students pursue electives in diverse disciplines
TOTAL CREDITS REQUIRED FOR DEGREE	120	

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN PSYCHOLOGY:

General Education Requirement – complete the general education requirements listed in the Associate of Science or Associate of Art degrees, or the equivalent (in addition to Psychology 1010).		
TOTAL GENERAL EDUCATION CREDITS BEYOND PSYCHOLOGY 1010:	29	
Psychology Major Core Courses – complete each of the following core courses	Credits	Prerequisites and Notes
<ul style="list-style-type: none"> • PSY 1010, General Psychology 	3	
<ul style="list-style-type: none"> • PSY 2010, Introduction to Writing for the Behavioral Sciences: APA Style 	2	PSY 1010 and ENGL 1010
<ul style="list-style-type: none"> • PSY 3000, Statistical Methods in Psychology 	3	PSY 1010 and MATH 1040 or higher
<ul style="list-style-type: none"> • PSY 3005, Statistical Methods in Psychology Lab 	1	
<ul style="list-style-type: none"> • PSY 3010, Research Methods in Psychology 	3	PSY 1010 and PSY 3000
<ul style="list-style-type: none"> • PSY 3015, Research Methods in Psychology Lab 	1	
<ul style="list-style-type: none"> • PSY 4000, History of Psychology 	3	PSY 1010 and completion of at least 90 credits
<ul style="list-style-type: none"> • PSY 4910, Capstone Research in Psychology OR • PSY 4920, Capstone Seminar in Psychology 	3	Psychology Major and completion of at least 90 credits
TOTAL PSYCHOLOGY MAJOR CORE CREDITS	19	

Psychology Research Area Courses – complete the following courses	Credits	Prerequisites and Notes
<u>Take two</u> social/developmental psychology courses selected from the following:		
• PSY 3200, Development in Infancy and Early Childhood	3	PSY 1010; PSY 1100 or FCS 1500
• PSY 3220, Childhood and Adolescent Development	3	PSY 1010; PSY 1100 or FCS 1500
• PSY 3230, Adult Development and Aging	3	PSY 1010; PSY 1100 or FCS 1500
• PSY 3410, Introduction to Social Psychology	3	PSY 1010
• PSY 3700, Personality Theory	3	PSY 1010
<u>Take two</u> biological/cognitive psychology courses selected from the following:		
• PSY 3120, Cognitive Psychology	3	PSY 1010
• PSY 3711, Behavioral Neuroscience	3	PSY 1010 and either BIOL 1010 or 1610
• PSY 4140, Cognitive Neuroscience	3	PSY 3010 required; PSY 3120 and PSY 3711 recommended
• PSY 4150, Sensation and Perception	3	PSY 3120
• PSY 4160, Attention and Consciousness	3	PSY 3120
<u>Take two</u> clinical/applied psychology courses selected from the following:		
• PSY 3400, Psychology of Abnormal Behavior	3	PSY 1010
• PSY 3460, Health Psychology	3	PSY 1010
• PSY 3420, Organizational Behavior	3	PSY 3410
• PSY 4440, Addiction	3	PSY 3400 or 3460
• PSY 4300, Introduction to Counseling and Psychotherapy	3	PSY 3400 and at least 60 credits
• PSY 4305, Counseling and Psychotherapy Lab	1	Must be taken with PSY 4300
TOTAL PSYCHOLOGY RESEARCH AREA CREDITS	18	
Psychology Electives - Students must take 12 additional credits in psychology. At least nine (9) of these credits must be at the upper division level.	Credits	Prerequisites and Notes
TOTAL PSYCHOLOGY ELECTIVE CREDITS	12	Area concentration course credit beyond the 18 required above will count toward psychology elective credit.

Foreign Language Courses	Credits	Prerequisites and Notes
Complete four courses (first- and second-year, or more advanced) in any one foreign language with a written language (excluding ASL), or receive at least 16 credits by examination for advanced fluency in a foreign language.	16	This requirement applies to students receiving the Bachelor of Arts degree. Students receiving the Bachelor of Science Degree need not complete this requirement.
Additional Electives - Student must take 26 additional credits from any area	Credits	Prerequisites and Notes
ADDITIONAL ELECTIVES	26	It is recommended that students pursue electives in diverse disciplines.
TOTAL CREDITS REQUIRED FOR DEGREE	120	

BS/BA Psychology Degree Credits Summary

	BS	BA
General Education beyond PSY 1010	29	29
Psychology Core	19	19
Psychology Research Area	18	18
Psychology Electives	12	12
Other Electives	42	26
Foreign Language	0	16
Total Credits	120	120

**Appendix A
Psychology Teaching Major Program Curriculum**

Students interested in earning a degree in Psychology while preparing to become professional secondary educators can earn the Psychology Teaching Major (either Bachelor of Science or Bachelor of Arts). Each of these degrees will give students a broad, liberal arts foundation that will serve them well as citizens and employees, or as graduate students in Educational Psychology, Counseling, or other professional areas, or as teachers of psychology. The proposed degrees will have a combination of six basic curricular components: (a) lower-division, general education courses (other than Psychology 1010, 29 credits); (b) Psychology Teaching Major core courses (17 credits); (c) Psychology Teaching Major research area courses (18 credits); (d) Psychology Teaching Major elective courses (6 credits); (e) Secondary Education Teaching courses (39 credits), and (f) either elective courses (12 credits; BS only), or Foreign Language courses (16 credits; BA only). These curricular requirements are illustrated in the following tables:

REQUIREMENTS FOR THE PSYCHOLOGY TEACHING MAJOR (BACHELOR OF SCIENCE):

General Education Requirement – complete the general education requirements for the Associate of Science, or the equivalent (in addition to Psychology 1010).		
TOTAL GENERAL EDUCATION CREDITS BEYOND PSYCHOLOGY 1010:	29	
PSYCHOLOGY COURSES		
Psychology Teaching Major Core Courses – complete each of the following core courses	Credits	Prerequisites and Notes
• PSY 1010, General Psychology	3	
• PSY 3000, Statistical Methods in Psychology	3	PSY 1010 and MATH 1040 or higher
• PSY 3005, Statistical Methods in Psychology Lab	1	
• PSY 3010, Research Methods in Psychology	3	PSY 1010 and PSY 3000
• PSY 3015, Research Methods in Psychology Lab	1	
• PSY 4000, History of Psychology	3	PSY 1010 and completion of at least 90 credits
• PSY 4920, Capstone Seminar in Psychology	3	Psychology Major and completion of at least 90 credits
TOTAL PSYCHOLOGY TEACHING MAJOR CORE CREDITS	17	

Psychology Teaching Major Research Area Concentration Courses – complete the following courses	Credits	Prerequisites and Notes
<u>Select one</u> course from the developmental area:		
<ul style="list-style-type: none"> • PSY 3200, Development in Infancy and Early Childhood 	3	PSY 1010; PSY 1100 or FCS 1500
<ul style="list-style-type: none"> • PSY 3220, Childhood and Adolescent Development 	3	PSY 1010; PSY 1100 or FCS 1500
<u>Select one</u> course from the social area:		
<ul style="list-style-type: none"> • PSY 3410, Introduction to Social Psychology 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 3700, Personality Theory 	3	PSY 1010
<u>Select two</u> courses from the neuroscience/cognitive area:		
<ul style="list-style-type: none"> • PSY 3120, Cognitive Psychology 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 3711, Behavioral Neuroscience 	3	PSY 1010 and either BIOL 1010 or 1610
<ul style="list-style-type: none"> • PSY 4140, Cognitive Neuroscience 	3	PSY 3010 required; PSY 3120 and PSY 3711 recommended
<ul style="list-style-type: none"> • PSY 4150, Sensation and Perception 	3	PSY 3120
<ul style="list-style-type: none"> • PSY 4160, Attention and Consciousness 	3	PSY 3120
<u>Select two</u> courses from the clinical/applied area:		
<ul style="list-style-type: none"> • PSY 3400, Psychology of Abnormal Behavior 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 3420, Organizational Behavior 	3	PSY 3410
<ul style="list-style-type: none"> • PSY 3460, Health Psychology 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 4440, Addiction 	3	PSY 3400 or 3460
<ul style="list-style-type: none"> • PSY 4300, Introduction to Counseling and Psychotherapy 	3	PSY 3400 and at least 60 credits
<ul style="list-style-type: none"> • PSY 4305, Counseling and Psychotherapy Lab 	1	Must be taken with PSY 4300
TOTAL PSYCHOLOGY TEACHING MAJOR RESEARCH AREA CREDITS	18	
Psychology Teaching Major Electives - Students must take 6 additional credits in psychology at the upper division level.	Credits	Prerequisites and Notes
TOTAL PSYCHOLOGY TEACHING MAJOR ELECTIVE CREDITS	6	Concentration course credit beyond the 18 required above will count toward psychology teaching elective credit

SECONDARY EDUCATION COURSES		
Pre-Professional (SET) Classes	Credits	Prerequisites and Notes
• EDUC 1010, Foundations/Introduction to Education	3	
• EDUC 2010, Introduction to Teaching Exceptional Learners	3	
• EDUC 2400, Foundations of Multicultural/ESL Learners	3	
• EDUC 2500, Technology for Educators and Electronic Portfolios	3	
• EDUC 3110, Educational Psychology (K-12)	3	
TOTAL PRE-PROFESSIONAL CREDITS	15	
<p>To take any professional classes listed below, you must be admitted to Secondary Education Teaching Program (SET) and meet these additional requirements:</p> <p>a) All Pre-Professional Education classes have been completed.</p> <p>b) Have at least 90% of Psychology Teaching Major coursework completed and signed off by the Psychology Teaching Major academic content advisor.</p>		
Professional (SET) Classes Semester I	Credit	Prerequisites and Notes
• SCED 3720, Reading and Writing in the Content Areas	3	
• SCED 4100, Curriculum, Instruction, and Assessment	3	Course has Practicum
• SCED 4600, Classroom Management	3	Course has Practicum
• SCED 4700, Content Methods Course	3	Course has Practicum
TOTAL SET SEMESTER I CREDITS	12	
Professional (SET) Classes Semester II	Credit	Prerequisites and Notes
• SCED 4900, Secondary Student Teaching	10	All Psychology Teaching Major and Secondary Education classes must be complete prior to student teaching.
• SCED 4989, Student Teaching Seminar	2	
TOTAL SET SEMESTER II CREDITS	12	

Additional Electives - Student must take 12 additional credits from any discipline	Credits	Prerequisites and Notes
ADDITIONAL ELECTIVES	12	It is recommended that students pursue electives in diverse disciplines.
TOTAL CREDITS REQUIRED FOR DEGREE	121	

REQUIREMENTS FOR THE PSYCHOLOGY TEACHING MAJOR (BACHELOR OF ARTS):

General Education Requirement – complete the general education requirements for the Associate of Science, or the equivalent (in addition to Psychology 1010).

TOTAL GENERAL EDUCATION CREDITS BEYOND PSYCHOLOGY 1010:	29	
PSYCHOLOGY COURSES		
Psychology Teaching Major Core Courses – complete each of the following core courses	Credits	Prerequisites and Notes
• PSY 1010, General Psychology	3	
• PSY 3000, Statistical Methods in Psychology	3	PSY 1010 and MATH 1040 or higher
• PSY 3005, Statistical Methods in Psychology Lab	1	
• PSY 3010, Research Methods in Psychology	3	PSY 1010 and PSY 3000
• PSY 3015, Research Methods in Psychology Lab	1	
• PSY 4000, History of Psychology	3	PSY 1010 and completion of at least 90 credits
• PSY 4920, Capstone Seminar in Psychology	3	Psychology Major and completion of at least 90 credits
TOTAL PSYCHOLOGY TEACHING MAJOR CORE CREDITS	17	

Psychology Teaching Major Research Area Courses – complete the following courses	Credits	Prerequisites and Notes
<u>Select one</u> course from the developmental area:		
<ul style="list-style-type: none"> • PSY 3200, Development in Infancy and Early Childhood 	3	PSY 1010; PSY 1100 or FCS 1500
<ul style="list-style-type: none"> • PSY 3220, Childhood and Adolescent Development 	3	PSY 1010; PSY 1100 or FCS 1500
<u>Select one</u> course from the social area:		
<ul style="list-style-type: none"> • PSY 3410, Introduction to Social Psychology 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 3700, Personality Theory 	3	PSY 1010
<u>Select two</u> courses from the neuroscience/cognitive area:		
<ul style="list-style-type: none"> • PSY 3120, Cognitive Psychology 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 3711, Behavioral Neuroscience 	3	PSY 1010 and either BIOL 1010 or 1610
<ul style="list-style-type: none"> • PSY 4140, Cognitive Neuroscience 	3	PSY 3010 required; PSY 3120 and PSY 3711 recommended
<ul style="list-style-type: none"> • PSY 4150, Sensation and Perception 	3	PSY 3120
<ul style="list-style-type: none"> • PSY 4160, Attention and Consciousness 	3	PSY 3120
<u>Select two</u> courses from the clinical/applied area:		
<ul style="list-style-type: none"> • PSY 3400, Psychology of Abnormal Behavior 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 3420, Organizational Behavior 	3	PSY 3410
<ul style="list-style-type: none"> • PSY 3460, Health Psychology 	3	PSY 1010
<ul style="list-style-type: none"> • PSY 4440, Addiction 	3	PSY 3400 or 3460
<ul style="list-style-type: none"> • PSY 4300, Introduction to Counseling and Psychotherapy 	3	PSY 3400 and at least 60 credits
<ul style="list-style-type: none"> • PSY 4305, Counseling and Psychotherapy Lab 	1	Must be taken with PSY 4300
TOTAL PSYCHOLOGY TEACHING MAJOR RESEARCH AREA CREDITS	18	
Psychology Teaching Major Electives - Students must take 6 additional credits in psychology at the upper division level.	Credits	Prerequisites and Notes
TOTAL PSYCHOLOGY TEACHING MAJOR ELECTIVE CREDITS	6	Concentration course credit beyond the 18 required above will count toward psychology teaching elective credit

SECONDARY EDUCATION COURSES		
Pre-Professional (SET) Classes	Credits	Prerequisites and Notes
• EDUC 1010, Foundations/Introduction to Education	3	
• EDUC 2010, Introduction to Teaching Exceptional Learners	3	
• EDUC 2400, Foundations of Multicultural/ESL Learners	3	
• EDUC 2500, Technology for Educators and Electronic Portfolios	3	
• EDUC 3110, Educational Psychology (K-12)	3	
TOTAL PRE-PROFESSIONAL CREDITS	15	
<p>To take any professional classes listed below, you must be admitted to Secondary Education Teaching Program (SET) and meet these additional requirements:</p> <p>a) All Pre-Professional Education classes have been completed.</p> <p>b) Have at least 90% of Psychology Teaching Major coursework completed and signed off by the Psychology Teaching Major academic content advisor.</p>		
Professional (SET) Classes Semester I	Credit	Prerequisites and Notes
• SCED 3720, Reading and Writing in the Content Areas	3	
• SCED 4100, Curriculum, Instruction, and Assessment	3	Course has Practicum
• SCED 4600, Classroom Management	3	Course has Practicum
• SCED 4700, Content Methods Course	3	Course has Practicum
TOTAL SET SEMESTER I CREDITS	12	
Professional (SET) Classes Semester II	Credit	Prerequisites and Notes
• SCED 4900, Secondary Student Teaching	10	All Psychology Teaching Major and Secondary Education classes must be complete prior to student teaching.
• SCED 4989, Student Teaching Seminar	2	
TOTAL SET SEMESTER II CREDITS	12	

Foreign Language Courses	Credits	Prerequisites and Notes
Complete four courses (first- and second-year, or more advanced) in any one foreign language with a written language (excluding ASL), or receive at least 16 credits by examination for advanced fluency in a foreign language.	16	This requirement applies to students receiving the Bachelor of Arts degree. Students receiving the Bachelor of Science Degree need not complete this requirement.
TOTAL CREDITS REQUIRED FOR DEGREE	125	

BS/BA Psychology Teaching Major Degree Credits Summary

	BS	BA
General Education beyond PSY 1010	29	29
Psychology Core	17	17
Psychology Research Area	18	18
Psychology Electives	6	6
Other Electives	12	0
Foreign Language	0	16
Education	39	39
Total Credits	121	125

Secondary Education Psychology Endorsement

<http://www.usoe.k12.ut.us/cert/Endorsements/docs/endsocst.pdf>

PSY 1010	Introduction to Psychology	3
PSY 3000/3005	Statistical Methods in Psychology with Lab	4
PSY 3010/3015	Research Methods in Psychology with Lab	4
PSY 3410	Social Psychology	3
PSY 4000	History of Psychology	3
PSY	Upper Division Psychology Course	3
SCED 4700	Content Methods Course	3
Total Credits		23

Appendix A (continued)

New Courses to be Added in the Next Five Years (course descriptions appear below)

Course Number	Course Title	Credit Hours
2010	Introduction to Writing for the Behavioral Sciences: APA Style	2
2210	Psychology of Personal Growth	3
2430	Stress Management	3
2480	Substance Abuse: Prevention	3
3200	Development in Infancy and Childhood	3
3220	Psychology of Adolescence and Emerging Adulthood	3
3230	Adult Development and Aging	3
3420	Organizational Behavior	3
3460	Health Psychology	3
4000	History of Psychology	3
4140	Cognitive Neuroscience	3
4150	Sensation and Perception	3
4160	Attention and Consciousness	3
4200	Psychology of Morality	3
4210	Hearts and Minds: Persuasion, Propaganda, and Deception	3
4300	Introduction to Counseling and Psychotherapy	3
4305	Counseling and Psychotherapy Lab	1
4440	Addiction	3
4800	Psychology Practicum	0.05 - 3.0
4910	Capstone Research in Psychology	3
4920	Capstone Seminar in Psychology	3

All Program Courses: Course Descriptions

PSY 1010, General Psychology

Required of Psychology majors and recommended for students in all disciplines who are interested in the fundamental scientific principles of behavior. The student will study learning, motivation, emotion, personality, mental disorders, treatment alternatives and other related subjects as part of the course. Critical thinking will be explored in examining these aspects of behavior. Students will have frequent examinations and quizzes as part of the course requirements. This course satisfies general education requirements in the social sciences area. *3 lecture hours per week.*

PSY 1100, Human Development Across the Lifespan

For all students who are interested in knowing how and why people change through the course of a lifetime. Covers biological, cognitive, and social changes from prenatal development to late adulthood. Studies scientific methods of collecting and interpreting data, analyzes developmental events from various perspectives, and focuses on applying this knowledge to one's own development. Utilizes textbook reading, tests, quizzes, and journal writing. Satisfies general education requirements in the social science area. *3 lecture hours per week.*

PSY 2010, Introduction to Writing for the Behavioral Sciences: APA Style

Required of Psychology majors and recommended for students in all disciplines interested in understanding and more effectively using APA writing style. An introduction to the effective use and application of APA style for research projects, technical papers, and expository writing in the psychological and behavioral sciences. Prerequisites: PSY 1010, ENGL 1010. *2 lecture hours per week.*

PSY 2210, Psychology of Personal Growth

For all students who have a desire to increase self-awareness, understanding, and personal growth. Includes information on social influences, stress, health issues, communication, relationships, and challenges associated with marriage, child rearing, work, and aging. Uses textbook readings, group discussions, and journal writing to explore past and present decisions and to make future choices to promote personal growth toward self-actualization and fulfillment. An elective course in psychology, although Psychology 1010 is recommended as a prerequisite. *3 lecture hours per week.*

PSY 2430, Stress Management

For students of all disciplines who wish to learn more about the stress response. Sources of stress, physiological and psychological responses to stress and other components of stress will be investigated. Students will be given relaxation training through several alternative approaches. Grading is based on levels of criteria

being met from examinations from the text, completion of self-appraisals, self-exploration through written exercises. An elective credit course in psychology. *3 lecture hours per week.*

PSY 2480, Substance Abuse: Prevention

For students of all disciplines wishing to expand their awareness of the effects of drugs on the human body, to learn more about local, state, and federal laws regulating the use of drugs and alcohol, to become acquainted with information which identifies and describes characteristics of users, and to recognize healthy lifestyles as a viable alternative to substance abuse. Course requires reading, in-class oral presentation, and examinations from the textbook. An elective course in psychology. *3 lecture hours per week.*

PSY 2800, Human Sexuality

The purpose of this course is to provide a basic understanding of the academic and scientific study of human sexuality. Human sexuality is examined from multiple perspectives, ranging from the biological through psychological, as well as cultural, medical, ethical and legal issues. The course is intended to provide an in-depth, college-level understanding of the foundations of human sexuality. *3 lecture hours per week.*

PSY 3000, Statistical Methods in Psychology

Includes an introduction to and application of statistical methods to psychological research. Students will 1) design and measure psychological constructs, 2) select, compute, and interpret descriptive and inferential statistics, 3) use computer technology to facilitate statistical analyses, 4) accurately represent the results of statistical analyses, and 5) critically analyze methodological and statistical arguments. Prerequisites: PSY 1010 and Math 1040 or higher. Lab required. *3 lecture hours per week.*

PSY 3005, Statistical Methods in Psychology Lab

Includes an introduction to and application of statistical methods to psychological research. Students will 1) design and measure psychological constructs, 2) select, compute, and interpret descriptive and inferential statistics, 3) use computer technology to facilitate statistical analyses, 4) accurately represent the results of statistical analyses, and 5) critically analyze methodological and statistical arguments. Concurrent enrollment in PSY 3000 required. *2 lab hours per week.*

PSY 3010, Research Methods in Psychology

Includes an introduction to the research process; deductive and inductive reasoning in science, the nature of theory, hypothesis testing and the use of empirical data; scientific knowledge and its applications. Naturalistic, case study, correlation, and experimental research methods in Psychology will be examined.

Prerequisites: PSY 1010 and PSY 3000. Lab required. *3 lecture hours per week.*

PSY 3015, Research Methods in Psychology Lab

Conduct theory driven basic research in psychology, to include hypothesis formulation and testing, data gathering, analysis, and interpretation. Includes both correlation and experimental research projects. Concurrent enrollment in PSY 3010 required. *2 lab hours per week.*

PSY 3120, Cognitive Psychology

Introduction to basic principles of human and non-human cognition. Topics include perception, categorization, attention, memory, knowledge representation, judgment and decision making, and problem solving. Prerequisites: PSY 1010. *3 lecture hours per week.*

PSY 3200, Development in Infancy and Childhood

A review of theory and research on prenatal development, pregnancy and birth, infant's sensory and motor capabilities, brain development, and attachment, children's understanding of their physical and social world, pretense and theory of mind, language and reasoning, self-concept, parent-child and peer relations, self-control and morality. Viewed from biological, cognitive and social-cultural perspectives. One observation period, to be arranged. Prerequisites: PSY 1010, and either PSY 1100 or FCS 1500. *3 lecture hours per week.*

PSY 3220, Psychology of Adolescence and Emerging Adulthood

Exploring adolescents' developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and cultural changes of this phase. Prerequisites: PSY 1010, and either PSY 1100 or FCS 1500. *3 lecture hours per week.*

PSY 3230, Adult Development and Aging

The study of adult lives from a life-span perspective. In addition to the psychology of aging we will investigate societal influences on aging. Topics include theories of the life-cycle, identity formation, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of age. Prerequisites: PSY 1010, and either PSY 1100 or FCS 1500. *3 lecture hours per week.*

PSY 3400, Psychology of Abnormal Behavior

An advanced course for students of all disciplines who wish to study the nature of mental disorders. Particularly important for students majoring in psychology, criminal justice, or education. We will cover several DSM IV diagnostic categories with clinical descriptions, risk factors, causes, and treatment strategies. Course requires college reading level skills and will require library research. Prerequisite:

PSY 1010. *3 lecture hours per week.*

PSY 3410, Social Psychology

The scientific study of how individuals' thoughts, feelings, and behaviors are influenced by other people. Topic areas include identity, social perception, attitudes, persuasion, conformity and obedience, stereotypes and prejudice, group conflict, aggression and violence, helping behavior, and interpersonal relationships. Prerequisite: PSY 1010. *3 lecture hours per week.*

PSY 3420, Organizational Behavior

The application of social-personality theory and research findings to understanding, predicting, and managing human behavior in organizations, from small groups to multinational corporations. Prerequisite: 3410. *3 lecture hours per week.*

PSY 3460, Health Psychology

Health psychology examines the relationship between psychosocial factors and health. This course will provide a broad overview using the basic concepts, theories, methods, and applications of health psychology. We will critically examine state-of-the-art research as well as current gaps in knowledge to explore topics including: definitions of health and illness; stress and coping; health behaviors; how the mind influences specific physical health conditions and vice versa; patient-practitioner relations, and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic, and environmental contexts of health. Prerequisite: PSY 1010. *3 lecture hours per week.*

PSY 3700, Personality Theory

Building on established personality theories, the course offers students the opportunity for expanded self-understanding and understanding of others. Primary focus is on presentation and discussion of diverse theoretical views of personality and personality development. Prerequisite: PSY 1010. *3 lecture hours per week.*

PSY 3711, Behavioral Neuroscience

Introduction to how the structure and function of the brain and the nervous system relate to specific psychological processes and overt behaviors including cognitive functions, sensory and motor systems, emotions, regulatory behaviors, reproductive behaviors, and psychopathology. PSY 3000 and PSY 3010 recommended. Prerequisite: PSY 1010, BIOL 1010 or 1610. *3 lecture hours per week.*

PSY 4000, History of Psychology

Required of Psychology majors. An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will,

conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: PSY 1010 and the completion of at least 90 credits.

PSY 4140, Cognitive Neuroscience

Cognitive neuroscience uses neuroimaging techniques such as PET and fMRI to examine issues related to the mind/brain. This course covers such topics as perception and encoding, cerebral lateralization and specialization, the control of action, executive function, and the problem of consciousness. Prerequisites: PSY 3010 required, PSY 3120 and 3711 recommended. *3 lecture hours per week.*

PSY 4150, Sensation and Perception

The anatomical and physiological bases of sensation will be reviewed. Moreover, traditional and contemporary theories of perception will be considered. Students will be expected to do laboratory work illustrating basic concepts of sensory and perceptual functions. Prerequisite: PSY 3120. *3 lecture hours per week.*

PSY 4160, Attention and Consciousness

Introduction to the theories and mechanisms of attentional selection in perceptual processes. Topics include classical theories of selective attention, modern neuro-cognitive models, and the relationship between attention and time. Discussion of the definitions of consciousness, the relationship between attention and consciousness, and the search for the neural correlates of visual awareness and volition, and the various kinds of impairments of consciousness and attention as described in clinical cases. Prerequisite: PSY 3120. *3 lecture hours per week.*

PSY 4200, Psychology of Morality

This course will apply current psychological research to explore how and why morality influences our judgments and actions. We will place a specific emphasis on the relative roles of evolved emotions and of principled reasoning in these processes. We will incorporate evidence and argument from the fields of evolutionary biology, philosophy, anthropology, social neuroscience, and social psychology to explore the effects of moral thinking and feeling on topics such as economic and legal decision making, political affiliation, helping behavior, aggression and social deviance. Prerequisite: Psychology 1010 and the completion of at least 60 credits. *3 lecture hours per week.*

PSY 4210, Hearts and Minds: Persuasion, Propaganda, and Deception

An examination of the psychology of influence, including theoretical foundations and practical applications. This course will focus on influence attempts across the ethical spectrum and across several contexts, including interpersonal relationships, political and governmental organizations, corporations, mass media, cults, and religious organizations. Prerequisite: PSY 3410 and the completion of at

least 60 credits. *3 lecture hours per week.*

PSY 4300, Introduction to Counseling and Psychotherapy

This course is designed to familiarize students with theories of counseling and psychotherapy, with an emphasis on the major models within the field. Theories will be critically evaluated, contrasted, and applied to a range of psychological problems and diverse populations. Discussions will also explore the historical background and developmental precipitants of each theory as well as the multicultural strengths and weaknesses of each counseling approach. Opportunity is provided to practice and refine counseling skills. This course is highly recommended for students interested in pursuing a counseling related profession. Prerequisite: PSY 3400, and the completion of at least 60 credits. Lab required. *3 lecture hours per week.*

PSY 4305, Counseling and Psychotherapy Lab

This lab is designed to provide students direct exposure to the major models of counseling and psychotherapy as they are currently practiced. Provides students with the opportunity to practice and refine basic counseling skills. This course is highly recommended for students interested in pursuing counseling-related professions. Co-requisite: PSY 4300. *2 lab hours per week.*

PSY 4440, Addiction

This course provides students with the opportunity to explore the many issues related to the various forms and processes of addiction. The course will focus on etiological, assessment, treatment, and legal issues with regard to addiction. Students will also have the opportunity to learn about social and community resources designed to aid recovery. Prerequisite: PSY 3400 or 3420. *3 lecture hours per week.*

PSY 4800, Psychology Practicum

Students work regional agencies by observing or participating in professional activities under appropriate supervision. Prerequisite: Permission of instructor. *2-6 contact hours per week.*

PSY 4910, Capstone Research in Psychology

As a capstone, this course requires students to access the information and skills learned throughout their undergraduate studies, especially in the courses listed as core courses and area concentration courses. As a laboratory, it requires students to use their knowledge and skills to conduct an independent research study to further develop and consolidate their understanding of psychology as a science. Prerequisites: Psychology Major and completion of at least 90 credits. *3 lecture hours per week.*

PSY 4920, Capstone Seminar in Psychology

Students write an APA-style review paper about an area of psychology in which they have an occupational interest, engage in a collaborative research project, and create a professional planning portfolio containing the documents necessary for them to enter the workforce or gain admittance to graduate school. (This course does not satisfy the capstone requirement for a Bachelor of Science).

Prerequisites: Psychology Major and completion of at least 90 credits. *3 lecture hours per week.*

Appendix B
Hypothetical Program Schedule for the Baccalaureate of Science in Psychology

Semester 1	
Course	Credits
PSY 1010, General Psychology	3
MATH 1040, Introduction to Statistics	3
ENGL 1010, Beginning Writing	3
LIB 1010, Information Literacy	1
ART 1010, Introduction to Art	3
PEHR 1088, Fitness Center I	1
SS 1001, Orientation to the Social and Behavioral Sciences	1
Total	15

Semester 2	
Course	Credits
PSY 1100, Human Development Across the Lifespan	3
ENGL 2010, Intermediate Writing	3
HIST 1700, American Institutions	3
CIS 1200, Computer Information Literacy	3
BIOL 1610, Principles of Biology I	4
Total	16

Semester 3	
Course	Credits
PSY 2010, Introduction to Writing for the Behavioral Sciences: APA Style	2
PSY 3000, Statistical Methods in Psychology	3

PSY 3005, Statistical Methods in Psychology Lab	1
BIOL 1620, Principles of Biology II	3
BIOL 1625, Principles of Biology II Lab	1
PHIL 1000, Introduction to Philosophy	3
HIST 3670, Slavery and the American Republic	3
Total	16

Semester 4	
Course	Credits
PSY 3010, Research Methods in Psychology	3
PSY 3015, Research Methods in Psychology Lab	1
PSY 3220, Child and Adolescent Development	3
PSY 3400, Psychology of Abnormal Behavior	3
BIOL 2030, Principles of Genetics	4
Total	14

Semester 5	
Course	Credits
PSY 3460, Health Psychology	3
PSY 3711, Behavioral Neuroscience	3
ENGL 3260, Major American Authors	3
BIOL 2420, Human Physiology	3
BIOL 2425, Human Physiology Lab	1
GEO 1050, Geology of the National Parks	4
Total	17

Semester 6	
Course	Credits
PSY 3410, Social Psychology	3
Upper Division Psychology Elective	3
BIOL 3010, Biological Evolution	3
ART 2210, Introduction to Oil Painting	3
PEHR 1450, Chinese Kung Fu	1
Total	13

Semester 7	
Course	Credits
PSY 4140, Cognitive Neuroscience	3
Upper Division Psychology Elective	3
HIST 3730, The American Civil War and Reconstruction	3
FIN 1750, Personal Finance	3
COMM 2110, Interpersonal Communication	3
PEHR 1530, Primitive Survival Skills	1
Total	16

Semester 8	
Course	Credits
PSY 4910, Capstone Research in Psychology	3
PSY 4000, History of Psychology	3
Upper Division Psychology Elective	3
PHIL 3510, Professional Ethics	3
PEHR 1527, Intro to Climbing	1

Total	13
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Total Credits = 120

**Appendix B
Hypothetical Program Schedule
Baccalaureate of Arts in Psychology**

Semester 1	
Course	Credits
PSY 1010, General Psychology	3
MATH 1040, Introduction to Statistics	3
ENGL 1010, Beginning Writing	3
LIB 1010, Information Literacy	1
CIS 1200, Computer Information Literacy	3
FREN 1010, Beginning French I	4
Total	17

Semester 2	
Course	Credits
PSY 1100, Human Development Across the Lifespan	3
ENGL 2010, Intermediate Writing	3
HIST 1700, American Institutions	3
BIOL 1610, Principles of Biology I	4
FREN 1020, Beginning French II	4
Total	17

Semester 3	
Course	Credits

PSY 2010, Introduction to Writing for the Behavioral Sciences: APA Style	2
PSY 3000, Statistical Methods in Psychology	3
PSY 3005, Statistical Methods in Psychology Lab	1
BIOL 1620, Principles of Biology II	3
BIOL 1625, Principles of Biology II Lab	1
French 2010, Intermediate French I	4
Total	14

Semester 4	
Course	Credits
PSY 3010, Research Methods in Psychology	3
PSY 3015, Research Methods in Psychology Lab	1
PSY 3220, Child and Adolescent Development	3
BIOL 2030, Principles of Genetics	4
FREN 2020, Intermediate French II	4
Total	15

Semester 5	
Course	Credits
PSY 3460, Health Psychology	3
PSY 3711, Behavioral Neuroscience	3
ENGL 3260, Major American Authors	3
ART 1010, Introduction to Art	3
HIST 3670, Slavery and the American Republic	3
Total	15

Semester 6	
Course	Credits
PSY 3410, Social Psychology	3
Upper Division Psychology Elective	3
BIOL 3010, Biological Evolution	3
ART 2210, Introduction to Oil Painting	3
PHIL 1000, Introduction to Philosophy	3
Total	15

Semester 7	
Course	Credits
PSY 4140, Cognitive Neuroscience	3
PSY 4000, History of Psychology	3
Upper Division Psychology Elective	3
PSY 3400, Psychology of Abnormal Behavior	3
COMM 2110, Interpersonal Communication	3
Total	15

Semester 8	
Course	Credits
PSY 4920, Capstone Seminar in Psychology	3
Upper Division Psychology Elective	3
GEO 1050, Geology of the National Parks	4
HIST 3730, The American Civil War and Reconstruction	3
Total	13

Total Credits = 121

**Appendix C
Psychology Faculty Credentials**

Faculty	Degree	Area	Institution Awarding Highest Degree/Year	Years Teaching Higher Ed	Research / Publication Areas
Nolan Ashman	M.A.	Educational Psychology	Utah State University	48	
Robert Carlson	PhD	Cognitive Psychology	University of California, Davis	6	
John Jones	PhD	Social and Personality Psychology	State University of New York, Buffalo	5	Interpersonal Relationships, Violence and Aggression, Psychology of Morality

Appendix D
Departmental Learning Goals and Outcomes

LEARNING GOAL 1: KNOWLEDGE BASE OF PSYCHOLOGY			
Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.			
LEARNING OUTCOMES			
General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
1.1 Nature of psychology	a. Define psychology as the science that studies behavior and mental processes and the profession that applies that science	b. Distinguish the similarities and differences between the professional and scientific communities in psychology	c. Evaluate the influence of context in evolving definitions of psychology
1.2 Relationship of psychology to Science	a. Explain how psychology meets the criteria of science.	b. Analyze how psychological research reflects scientific principles.	c. Evaluate psychological science as a means of understanding behavior and mental processes.
1.3 Structure of psychology	a. List and explain the major research and applied subfields of psychology	b. Differentiate subfields in relation to specific research topics and/or behavioral concerns	c. Speculate about psychology's continuing evolution and refinement of subfields
1.4 Relationship of psychology to other disciplines	a. Identify the connections between psychology and other disciplines	b. Compare and contrast the assumptions, methods, and choice of problems of psychology with those of other disciplines	c. Integrate knowledge derived from psychological science with that of other disciplines
1.5 Objectives of psychology	a. Identify and explain the primary objectives of psychology	b. Compare and contrast the primary objectives of psychology	c. Evaluate the strengths and limitations of the primary objectives of psychology
1.6 Historic perspectives in psychology	a. Describe the key eras of the major schools of thought in the history of psychology (including their founders, assumptions, explanatory concepts and methods)	b. Compare and contrast historical perspectives	c. Assess the relative importance of the major schools of thought in the history of psychology d. Defend a historical perspective

General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
1.7 Contemporary perspectives in psychology <ul style="list-style-type: none"> • behavioral • biological • cognitive • evolutionary • humanistic • psychodynamic • sociocultural 	a. Identify and describe the major contemporary perspectives of psychology	b. Compare and contrast the assumptions, methods, and other elements of major contemporary perspectives in psychology	c. Evaluate the utility and effectiveness of contemporary psychological perspectives d. Describe how each perspective applies its findings to promote human welfare
1.8 Main themes of psychology <ul style="list-style-type: none"> • heredity and environment • stability and change • free will vs. determinism • mind-body problem 	a. Identify the overarching themes of psychology	b. Apply the overarching themes of psychology in explaining specific behaviors c. Debate the merits of each side of the overarching themes of psychology	d. Evaluate the appropriateness of scientific explanations of behavior and mental processes from the standpoint of its overarching themes
1.9 Content domains of psychology <ul style="list-style-type: none"> • cognitive • social and personality • developmental • biological • clinical 	a. Identify and explain basic concepts, theory, and research represented in the general content domains	b. Apply and analyze concepts, theory, and research in the general content domains	c. Evaluate and synthesize concepts, theory, and research in the general content domains
1.10 Role of ethics	a. Describe relevant ethical issues, as addressed by the APA code of ethics	b. Apply relevant ethical principles, as addressed by the APA code of ethics	c. Evaluate policies and procedures related to psychology research and practice using APA ethical principles
1.11 Career opportunities	a. Identify careers associated with psychology at the bachelor's, master's, and doctoral levels	b. Compare and contrast the credentials, skills, and experiences required for a career in psychology	c. Create an appropriate career plan related to individualized goals

LEARNING GOAL 2: RESEARCH METHODS IN PSYCHOLOGY

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

	LEARNING OUTCOMES		
General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
2.1 Scientific method	a. Describe the basic characteristics of the scientific method in psychology	b. Analyze how primary behavioral research adheres to scientific principles	c. Design research that adheres to the principles of scientific method
2.2 General research strategies	a. Describe various general research strategies, including advantages and disadvantages of use b. Distinguish the nature of designs that permit causal inferences from those that do not	c. Select and apply general research strategies to address appropriate kinds of research questions d. Categorize research articles that employ methods permitting causal and non-causal inferences	e. Evaluate effectiveness of a general research strategy in addressing a research question
2.3 Correlation	a. Define correlation	b. Interpret meaning of correlational findings	c. Speculate about and evaluate the significance of correlational findings
2.4 Experimentation	a. Describe the role of controlled comparison in justifying a cause-effect claim b. Describe experimental design strategies to address research questions	c. Compare and contrast different experimental research methods used by psychologists	d. Design appropriate experiments to maximize internal and external validity and reduce the existence of alternative explanations
2.5 Correlation vs. Experimentation	a. Explain the difference between correlation and causation	b. Match research questions to appropriate method	c. Evaluate whether a specific research method warrants a cause-effect conclusion

General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
2.6 Research elements	a. Define hypotheses, variables, and operational definitions	b. Deduce hypotheses, variables, and operational definitions from research articles and scenarios	c. Formulate testable research hypotheses, based on operational definitions of variables
2.7 Participant selection and assignment	a. Describe rationale for choosing and assigning specific group of participants	b. Analyze potential influence of participant variables	c. Design appropriate controlled conditions to minimize their effects, including random assignment
2.8 Design quality (internal validity)	a. Define validity and describe conditions that enhance valid findings	b. Analyze conditions that will enhance or detract from validity of conclusions	c. Evaluate the validity of conclusions derived from psychology research
2.9 Generalization (external validity)	a. Describe the relationship of research design to generalizability of results	b. Analyze the generalizability of research findings based on strengths or weaknesses of research design	c. Generalize research conclusions appropriately based on the parameters of particular research methods
2.10 Reporting research findings	a. Identify the basic components of APA style	b. Explain (in writing) the methods, results and conclusions of a data collection project	c. Write all sections of a research report and a review type paper applying APA style
2.11 Research ethics	a. Describe the basic principles of the APA code of ethics for research with human and animal participants, including the role of an IRB	b. Adhere to the APA code of ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research	c. Evaluate the contributions and constraints entailed in adherence to APA code of ethics and make appropriate adjustments in design d. Complete an IRB application
2.12 Sociocultural context and diversity	a. Identify variations in behavior related to sociocultural differences	b. Apply sociocultural framework to research strategies and conclusions	c. Incorporate sociocultural factors in development of research questions, design, data collection, analysis, and interpretation
2.13 Database skills	a. Identify and locate relevant journals and databases in psychology	b. Develop and adjust search strategies to represent adequate range of research	c. Create efficient and effective search strategies to address research questions

General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
2.14 Statistical skills	<p>a. Describe the differences between descriptive and inferential statistical analysis</p> <p>b. Define statistical significance and its role in interpreting research findings</p>	<p>c. Analyze and interpret simple statistics from research results and in journal articles</p> <p>d. Distinguish between statistical and practical significance</p>	<p>e. Evaluate statistical power in results by addressing effect size and confidence intervals</p> <p>f. Speculate about the implications of using the conventions of statistical significance in interpreting results</p>
2.15 Limits of scientific reasoning and evidence	<p>a. State how evidence is contextual and tentative</p>	<p>b. Discuss the reasons why empirical findings and conclusions may change or require adjustment</p>	<p>c. Justify the evolving nature of scientific findings</p>

LEARNING 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.

	LEARNING OUTCOMES		
General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
3.1 Use of evidence in psychology	a. Discern difference between personal views and scientific evidence in understanding behavior	b. Collect and use scientific evidence in drawing conclusions and in practice	c. Evaluate the quality, objectivity, and credibility of evidence of research findings in drawing conclusions and in practice
3.2 Association skills	a. State connections between diverse facts and theories	b. Relate connections between diverse facts and theories c. Apply diverse facts and theories over a wide range of contexts	d. Assess the quality of connections made between diverse facts and theories
3.3 Argumentation skills	a. Identify arguments based largely on anecdotal evidence and personal experience	b. Deduce contradictory and oversimplified arguments based on a growing knowledge of the available facts and theories	c. Develop sound, integrated arguments based on scientific reasoning and empirical evidence
3.4 Detection of errors in psychological reasoning	a. Identify common fallacies and poorly supported assertions regarding behavior	b. Deduce contradictory and oversimplified arguments based on a growing knowledge of the available facts and theories	c. Develop sound, integrated arguments based on scientific reasoning and empirical evidence
3.5 Questioning skills	a. Explain the appropriateness and relevance of questions with direction and guidance	b. Differentiate independently between ill-defined and well-defined questions	c. Evaluate and modify questions to eliminate ambiguity throughout the process of scientific inquiry

General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
3.6 Creativity	a. Describe elements of creativity and its role in solving psychological problems	b. Apply alternative strategies to known protocols	c. Generate novel insights about the psychology of humans and nonhumans
3.7 Problem solving	a. Define the stages of problem solving	b. Apply problem solving strategy to develop solutions to problems in diverse contexts	c. Appraise the quality of solutions d. Select optimal strategy from multiple alternatives
3.8 Skepticism	a. Define skepticism and its role in psychological thinking	b. Distinguish between scientific and pseudo-scientific explanations of human behavior and compare their relative value	c. Maintain rigorous standards related to quality of scientific evidence in support of a behavioral claim

LEARNING GOAL 4: APPLICATION OF PSYCHOLOGY			
Understand and apply psychological principles to personal, social, and organizational issues.			
	LEARNING OUTCOMES		
General Outcome Area	BASIC LEVEL <i>retention and comprehension</i>	DEVELOPING LEVEL <i>analysis and application</i>	ADVANCED LEVEL <i>evaluation and creation</i>
4.1 Healthy lifestyle	a. Describe elements of healthy lifestyle	b. Analyze a specific personal lifestyle and examine strengths and weaknesses	c. Evaluate courses of action that could produce more beneficial outcomes
4.2 Abnormal behavior	a. Summarize the criteria of abnormality	b. Apply criteria of abnormality to a given set of symptoms or characteristics	c. Evaluate the significance of symptoms in the sociocultural context
4.3 Positive psychology	a. Summarize the emerging field of positive psychology	b. Compare and contrast the abnormal and positive approach to promoting psychological well-being	c. Evaluate the potential of the positive psychology movement as an applied area in psychology
4.4 Psychological interventions	a. Describe common characteristics of a psychological approach to solving problems	b. Predict outcomes from the application of a psychological intervention	c. Evaluate the quality of a psychological intervention taking into account the sociocultural context
4.5 Potential for change	a. List ways that psychological principles can facilitate personal, social, and organizational change	b. Apply a psychological principle to facilitate positive change in a personal, social, or organizational behavior	c. Evaluate the power of psychological strategies to promote change
4.6 Applied areas in psychology (i.e. clinical, counseling, and industrial/organizational)	a. Identify major applied areas in psychology	b. Link applied areas to an appropriate psychological career	c. Determine whether an applied specialty can produce a solution for a given psychological problem
4.7 Personal application	a. Identify psychological principles that have been influential in your own life	b. Analyze your own behavior, emotional experiences, and personal characteristics according to psychological concepts and theories	c. Evaluate how what you know about psychology may be used to improve your own life

Adapted from *APA guidelines for the undergraduate psychology major* (American Psychological Association, 2007), and from *Teaching, learning, and assessing in a developmentally coherent curriculum* (Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Science, 2007).

Appendix E
Alignment of the psychology curriculum with program learning goals and outcomes

COURSE	ASSOCIATED LEARNING GOALS/OUTCOMES
PSY 1010, General Psychology	All BASIC level outcomes
PSY 1100, Human Development Across the Lifespan	1.2a., 1.6a., 1.7a., 1.8a., 1.9a. 2.1a., 2.2a., 2.3a., 2.4a., 2.5a., 2.12a., 2.15a. 3.1a., 3.2a., 3.3a., 3.4a., 3.6a., 3.7a. 4.4a., 4.5a., 4.7a.
PSY 2010, Introduction to Writing for the Behavioral Sciences	1.10a., 1.10b., 1.11a., 2.10a., 2.10b., 2.13a. 3.1a., 3.2a.
PSY 2210, Psychology of Personal Growth	4.1a., 4.1b., 4.3a., 4.3b., 4.5a., 4.5b., 4.6a., 4.6b., 4.7a., 4.7b.
PSY 3000/3005, Statistical Methods in Psychology with Lab	1.2a., 1.2b., 1.10a., 1.10b. 2.1a., 2.1b., 2.2a., 2.2b., 2.3a., 2.3b., 2.4a., 2.4b., 2.5a., 2.11a., 2.14a.-f. 2.15a., 2.15b. 3.1a., 3.1b., 3.4a., 3.5a., 3.7a.-c.
PSY 3010/3015, Research Methods in Psychology with Lab	1.1a., 1.1b., 1.2a.-c., 1.3a., 1.3b., 1.5b., 1.10a.-c. All learning goal 2 outcomes at the Basic and Developing Level 2.1c., 2.2e., 2.3c., 2.4d., 2.5c., 2.6c., 2.7c., 2.8c., 2.9c., 2.11c., 2.12c., 2.14e., 2.15c. 3.1a.-c., 3.2a.-c., 3.3a.-c., 3.6a., 3.6b., 3.7a.-c.
PSY 3120, Cognitive Psychology	1.3b., 1.4b., 1.4c., 1.7b., 1.9a., 1.9b., 1.9c., 2.8c., 2.13a., 2.15b, 2.15c. 3.1c., 3.2b., 3.2c., 3.2d., 3.3b., 3.4b., 3.4c.,
PSY 3215, Development in Infancy and Childhood	1.1a.-c., 1.2c., 1.3a.-c., 1.4a.-c., 1.8a.-d., 1.9a.-c., 1.11a., 1.11b. 2.2e., 2.3c., 2.4a.-c., 2.5c., 2.8c., 2.9c., 2.12a., 1.12b., 2.13a., 2.14c., 2.14d., 2.15b., 2.15c., 3.1c., 3.2b.-d., 3.3b., 3.3c., 3.4a.-c., 3.5a.-c., 3.7a.-c. 4.5a.-c., 4.7a.-c.
PSY 3220, Psychology of Adolescence and Emerging Adulthood	1.1a.-c., 1.2c., 1.3a.-c., 1.4a.-c., 1.8a.-d., 1.9a.-c., 1.11a., 1.11b.

	2.2e., 2.3c., 2.4a.-c., 2.5c., 2.8c., 2.9c., 2.12a., 1.12b., 2.13a., 2.14c., 2.14d., 2.15b., 2.15c., 3.1c., 3.2b.-d., 3.3b., 3.3c., 3.4a.-c., 3.5a.-c., 3.7a.-c. 4.5a.-c., 4.7a.-c.
PSY 3230, Adult Development and Aging	1.1a.-c., 1.2c., 1.3a.-c., 1.4a.-c., 1.8a.-d., 1.9a.-c., 1.11a., 1.11b. 2.2e., 2.3c., 2.4a.-c., 2.5c., 2.8c., 2.9c., 2.12a., 1.12b., 2.13a., 2.14c., 2.14d., 2.15b., 2.15c., 3.1c., 3.2b.-d., 3.3b., 3.3c., 3.4a.-c., 3.5a.-c., 3.7a.-c. 4.5a.-c., 4.7a.-c.
PSY 3400, Psychology of Abnormal Behavior	1.3a.-c., 1.4a.-c., 1.7a.-c., 1.8a.-d., 1.9a.-c., 1.10a.-c., 1.11a., 1.11b. 2.1a.-c., 2.2d., 2.2e., 2.3a.-c., 2.3a.-d., 2.4a.-d., 2.5a.-c., 2.6a.-c., 2.12a., 2.12b., 2.13a., 2.13b., 2.15a.-c. 3.1a., 3.2b.-d., 3.4a.-c., 3.6b., 3.6c., 3.8a.-c. 4.2a.-c., 4.4a.-c., 4.5b., 4.5c., 4.6a.-c., 4.7a.-c.
PSY 3410, Social Psychology	1.1c., 1.2b., 1.2c., 1.3a.-c., 1.4a., 1.5a.-c., 1.8a.-d., 1.9a.-c., 1.10a.-c. 2.1a.-c., 2.3c., 2.4a.-c., 2.5c., 2.6a., 2.6b., 2.10a., 2.10b., 2.12a., 2.12b., 2.13a., 2.14c., 2.14d., 2.15b., 2.15c., 3.1c., 3.2b.-d., 3.3b., 3.3c., 3.4a.-c., 3.5a.-c., 3.7a.-c. 4.7a.-c.
PSY 3420, Organizational Behavior	1.1c., 1.2b., 1.2c., 1.3a.-c., 1.4a., 1.5a.-c., 1.8a.-d., 1.9a.-c., 1.10a.-c. 2.1a.-c., 2.3c., 2.4a.-c., 2.5c., 2.6a., 2.6b., 2.10a., 2.10b., 2.12a., 2.12b., 2.13a., 2.14c., 2.14d., 2.15b., 2.15c., 3.1c., 3.2b.-d., 3.3b., 3.3c., 3.4a.-c., 3.5a.-c., 3.7a.-c. 4.6a.-c., 4.7a.-c.
PSY 3460, Health Psychology	1.3a.-c., 1.4a.-c., 1.7a.-c., 1.8a.-d., 1.9a.-c., 1.10a.-c., 1.11a., 1.11b. 2.1a.-c., 2.2d., 2.2e., 2.3a.-c., 2.3a.-d., 2.4a.-d., 2.5a.-c., 2.6a.-c., 2.12a., 2.12b., 2.13a., 2.13b., 2.15a.-c. 3.1a., 3.2b.-d., 3.4a.-c., 3.6b., 3.6c., 3.8a.-c. 4.2a.-c., 4.4a.-c., 4.5b., 4.5c., 4.6a.-c., 4.7a.-c.
PSY 3700, Personality Theory	1.1c., 1.2b., 1.2c., 1.3a.-c., 1.4a., 1.5a.-c., 1.8a.-d., 1.9a.-c., 1.10a.-c. 2.1a.-c., 2.3c., 2.4a.-c., 2.5c., 2.6a., 2.6b., 2.10a., 2.10b., 2.12a., 2.12b., 2.13a., 2.14c., 2.14d., 2.15b., 2.15c., 3.1c., 3.2b.-d., 3.3b., 3.3c., 3.4a.-c., 3.5a.-c., 3.7a.-c.

	4.7a.-c.
PSY 3711, Behavioral Neuroscience	1.2a.-c., 1.3a.-c., 1.4b., 1.4c., 1.5c., 1.7a.-c., 1.8a.-c., 1.9a.-c., 1.10c. 2.1b., 2.2e., 2.3b., 2.3c., 2.4a.-c., 2.5b., 2.5c., 2.6a.-c., 2.8c., 2.9c., 2.11b., 2.13c., 2.15a.-c. 3.1b., 3.1c., 3.2b., 3.3b., 3.4b., 3.8b.
PSY 4000, History of Psychology	1.4a.-c., 1.5a.-c., 1.6a.-c., 1.8a.-c., 1.9a.-c. 2.1a.-c., 2.12a.-c., 2.13a.-c. 3.1a.-c., 3.2a.-d., 3.3a.-c., 3.4a.-c., 3.6c., 3.8a.-c.
PSY 4140, Cognitive Neuroscience	1.2a.-c., 1.3a.-c., 1.4b., 1.4c., 1.5c., 1.7a.-c., 1.8a.-c., 1.9a.-c., 1.10c. 2.1b., 2.2e., 2.3b., 2.3c., 2.4a.-c., 2.5b., 2.5c., 2.6a.-c., 2.8c., 2.9c., 2.11b., 2.13c., 2.15a.-c. 3.1b., 3.1c., 3.2b., 3.3b., 3.4b., 3.8b.
PSY 4150, Sensation and Perception	1.3b., 1.4b., 1.4c., 1.7b., 1.9a., 1.9b., 1.9c., 2.8c., 2.13a., 2.15b, 2.15c. 3.1c., 3.2b., 3.2c., 3.2d., 3.3b., 3.4b., 3.4c.,
PSY 4160, Attention and Consciousness	1.3b., 1.4b., 1.4c., 1.7b., 1.9a., 1.9b., 1.9c., 2.8c., 2.13a., 2.15b, 2.15c. 3.1c., 3.2b., 3.2c., 3.2d., 3.3b., 3.4b., 3.4c.,
PSY 4200, Psychology of Morality	1.1c., 1.2c., 1.3b., 1.3c., 1.4a.-c., 1.5c., 1.7c., 1.7d., 1.8d. 2.2d., 2.2e., 2.5c., 2.6c., 2.8b., 2.8c., 2.9b., 2.9c., 2.12a.-c., 2.15a.-c. ALL level 3 learning outcomes 4.7a.-c.
PSY 4210, Hearts and Minds: Persuasion, Propaganda, and Deception	1.1c., 1.2c., 1.3b., 1.3c., 1.4a.-c., 1.5c., 1.7c., 1.7d., 1.8d. 2.2d., 2.2e., 2.5c., 2.6c., 2.8b., 2.8c., 2.9b., 2.9c., 2.12a.-c., 2.15a.-c. ALL level 3 learning outcomes 4.7a.-c.
PSY 4300/4305, Introduction to Counseling and Psychotherapy/Lab	1.10a.-c., 1.11a.-c. 3.1a.-c., 3.2a.-d., 3.4a.-c., 3.5a.-c., 3.7a.-c. 4.2a.-c., 4.3a.-c., 4.4a.-c., 4.5a.-c., 4.6a.-c.
PSY 4440, Addiction	1.3a.-c., 1.4a.-c., 1.7a.-c., 1.8a.-d., 1.9a.-c., 1.10a.-c., 1.11a., 1.11b. 2.1a.-c., 2.2d., 2.2e., 2.3a.-c., 2.3a.-d., 2.4a.-d., 2.5a.-c., 2.6a.-c., 2.12a., 2.12b., 2.13a., 2.13b., 2.15a.-c. 3.1a., 3.2b.-d., 3.4a.-c., 3.6b., 3.6c., 3.8a.-c.

	4.2a.-c., 4.4a.-c., 4.5b., 4.5c., 4.6a.-c., 4.7a.-c.
PSY 4800, Psychology Practicum	TBD
PSY 4910, Capstone Research in Psychology	1.1a., 1.1b., 1.2a.-c., 1.3a., 1.3b., 1.5b., 1.10a.-c., 1.11a. ALL learning goal 2 outcomes ALL learning goal 3 outcomes
PSY 4999, Capstone Seminar in Psychology	1.8a.-c., 1.9a.-c., 2.3a.-c., 2.4a.-c., 2.5a.-c., 2.12a.-c., 2.13a.-c., 2.15a-c. ALL level 3 learning outcomes

*** This alignment matrix is intended as guidance to program faculty. The learning goals/outcomes ultimately associated with individual courses depends upon the professional judgment of individual course instructors. The intent of program faculty is to promote the achievement of every learning goal/outcome by the time students graduate with their Bachelor's degrees.**

Appendix F
Dixie State College Department of Psychology Senior Survey

BACKGROUND

1. In total, how many semesters has it taken you to complete the requirements for a bachelor's degree?

- 6 9 12
 7 10 13 or more
 8 11

2. How many semesters have you been enrolled at Dixie State College (DSC)?

- 1 5 9
 2 6 10
 3 7 11
 4 8 12 or more

3. For how many semesters were you a Psychology major at DSC?

- 1 5 9
 2 6 10
 3 7 11
 4 8 12 or more

4. If you transferred to DSC, where did you transfer from?

5. What do you expect your cumulative grade point average to be at graduation?

- 2.0-2.49 2.5-2.99
 3.0-3.49 3.5-4.0

6. What do you expect your psychology grade point average to be at graduation?

- 2.0-2.49 2.5-2.99
 3.0-3.49 3.5-4.0

7. Do you plan to attend graduate or professional school sometime after graduation?

- Yes No

7.a If yes: In what field?

- Psychology Social Work
 Law School Human Resources/Industrial Relations
 Medical School Business School
 Other (please specify _____)

7.b If attending graduate school in Psychology, what area are you specializing in?

- Biological Industrial/Organizational
 Clinical Personality

Cognitive Social
 Developmental Quantitative
 Other (please specify _____)

7.c Will you be attending graduate school next year or the following year?
 Yes No

7.d Where you will be attending graduate school?

I will be attending _____

ACADEMIC

8. How many Psychology courses did you take at DSC? _____

9. How much do you feel that you learned as a Psychology major?

A Great Deal	Quite A Bit	Some	Not Very Much
1	2	3	4
5	6	7	

10. How many students were enrolled in the smallest psychology class you had at DSC (excluding labs and discussion sections)?

<input type="checkbox"/> less than 10	<input type="checkbox"/> 31-40
<input type="checkbox"/> 11-20	<input type="checkbox"/> 41-50
<input type="checkbox"/> 21-30	<input type="checkbox"/> 51-75

11. In some large lecture courses, it can be difficult to ask questions about course material. What were your experiences in your large psychology lecture courses? (check all that apply)

- I didn't have questions
- I asked in class
- I talked with the professor after class or during office hours
- I e-mailed questions to the professor
- I was not usually able to have my questions answered

12. Given a choice, would you rather have the Psychology Department use teaching funds to hire faculty to teach very small sections (20 students each) of 1000/2000 level courses for freshmen, or hire faculty to teach very small sections of 3000/4000 level advanced courses for juniors and seniors?

Greatly Prefer Smaller 1000/2000 Level Courses	Somewhat Prefer Smaller 1000/2000 Level Courses	Somewhat Prefer Small 3000/4000 Level Courses	Greatly Prefer Small 3000/4000 Level Courses
1	2	3	4
5	6	7	

13. Were there any psychology courses that you wanted to take but were unable to do so because they were full/closed?

Yes No

13.a If yes, please list them in the space below. You may use the course number or titles.

14. How many psychology courses have you taken that required a term paper or had a similar writing requirement?

All Most About half Some None

ADVISING

15. During each year, about how times did you meet with your academic advisor from the Psychology Department?

1 3
 2 4 or more

16. Listed below are topics frequently discussed in advising sessions. Check all topics discussed by your Psychology Department academic advisor.

- Explanation of Psychology major
- Discussion of options within the major
- Review of graduation requirements
- Check of progress toward graduation
- Graduate school preparation
- Graduate school application procedures
- Career options in psychology
- Career exploration outside of psychology
- Identification and/or referral to other psychology faculty for research experience or to answer questions
- Referral to other offices on campus
- Assistance in solving administrative problems
- Personal issues

17. Please use the rating scale shown below to rate your experiences during the advising process.

- | | | | | | | |
|-----------|------|----------|------|---|---|---|
| Excellent | Good | Adequate | Poor | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- Advisor's knowledge or expertise
 - Advisor's willingness to help
 - Sufficient time to meet with the advisor
 - Overall satisfaction with the advisor's help

18. Was it possible for you to get an advising appointment within a reasonable amount of time?

Yes No

19.a If no, please check all of the following statements that apply:

I used first-come/first-served advising.

- I choose not to meet with an advisor.
- I tried to use first-come/first served but had to wait too long.

20. Listed below are some psychology advising office publications and services. Please rate their usefulness using the scale shown below.

- | | Excellent | Good | Adequate | Poor | | | |
|--------------------------|-----------|------|----------|------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <input type="checkbox"/> | | | | | | | |
| <input type="checkbox"/> | | | | | | | |
| <input type="checkbox"/> | | | | | | | |
| <input type="checkbox"/> | | | | | | | |
| <input type="checkbox"/> | | | | | | | |

21. What additions or changes would you suggest for improving the advising services of the Department of Psychology?

SUMMARY

22. What were your best academic experiences as a DSC Psychology major?

23. What were your worst academic experiences as a DSC Psychology major?

24. Please feel free to identify any DSC Psychology Department faculty and staff who made a significant contribution to your educational experience. In what way did the individual(s) make the impact?

Adapted from *Undergraduate Outcomes Assessment Plan* (Department of Psychology, University of Illinois Urbana-Champaign, 2007).

Institutional Signatures

Institution Submitting Proposal: Dixie State College of Utah

College, School or Division in Which Program Will Be Located: Education, Humanities, Arts, and Social Science

Department in Which Program Will Be Located: Psychology

Program Title: Psychology

Recommended Classification of Instructional Programs (CIP) Code:

Certificate, Diploma and/or Degree(s) to be Awarded: Bachelor of Science/ Bachelor of Arts

Proposed Beginning Date: Fall 2009

Institutional Signatures (as appropriate):

Dr. Stephen Nadauld, Interim President

Dr. Donna Dillingham-Evans, CAO

Dr. Donald Hinton, Dean

Addison Everett, Department Chair

Date : December 8, 2008