

**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 February 9, 2009.

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 representing 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 others' behavior.

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.

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, appropriate policies, and enhanced library services.

Faculty: The psychology program will require several additional faculty. Ideally, the program would 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; in view of the economic realities, however, the program will look for Ph.D.-prepared adjuncts and partnerships with the University of Utah to meet the instructor demands until such time as funding is available for full time faculty hires. At the time of this writing, DSC has three (3) full time psychology faculty, all of whom hold terminal degrees, and one half-time lecturer-advisor who is a Professor Emeritus, recently retired from her position as a full-time Psychology Department faculty member. With the proposed new hires, the number of full-time, tenure track faculty would eventually 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).
- Danelle Larsen-Rife, Ph.D. Human Development, University of California, Davis, (2006).

In filling future psychology faculty positions, the College seeks to complement current faculty expertise. Thus, the College is 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.

A keyword search of the DSC library for psychology provides a list of 4,636 books, 181 media titles, 427 full text electronic journals, as well as a variety of subject dictionaries and encyclopedias. (See Appendix G for a listing of DSC Library Databases and dictionaries in psychology.) The current Browning Library electronic and print holdings must be augmented to support the proposed Psychology curriculum. Most lacking are two databases, **Psych Articles** and **Psych Books**. Also, 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). These will be funded initially and continued year to year (see finance section below). Please refer to Appendix G for the Val A. Browning Library's assessment of purchases and expenses.

Admission Requirements: Students admitted to the Psychology major must be in good standing with the College. While the prerequisite structure of the curriculum requires that students successfully complete foundational courses before they can enroll in advanced courses, students will be admitted as majors at any point after they have completed Psychology 1010 (General Psychology) with a C- or better. In order to be accepted into the program, transfer students must have completed Psychology 1010 (or an equivalent introductory psychology course) with a C- or better and have at least a 2.5 overall GPA.

The DSC Psychology program admission requirements were developed after close examination of other USHE institutional requirements, which vary widely. For instance, 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 students' 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 ½ 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 been intentionally created to meet student needs and assist in their rapid progress toward degree completion.

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 will initiate advisement with the lecture-advisor. In addition, each major will also be assigned a faculty mentor who will also play a critical role in guiding students toward their educational goals.

Justification for Number of Credits: The proposed Psychology degrees require 117 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: Dixie State College retained the services of Dr. David Strayer, Chair of the Undergraduate Committee, Department of Psychology, University of Utah, to review its Psychology proposals. Dr. Strayer lauded the program’s “well rounded and comprehensive” curriculum and the proposals’ “balance of required writing and research elements” as well as the inclusion of a capstone course requirement. In addition, he pointed to some faculty and credit equivalency issues that allowed the program authors to further refine the proposal. Dr. Strayer’s complete evaluation and the program’s response are included as Appendix H. 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.

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. Projected enrollment for the program is detailed in the chart under *Market Demand* below. 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 among the fastest-growing metropolitan areas in Utah and over the first five years of the proposed degree (2009-2013), Washington 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 upon to provide the trained and educated workers that this 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 “Mental Health Counselors,” the projected growth rate is 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

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 nationwide. In fact, nationally, psychology is ranked as the 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, as are business and education.

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

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

Similar Programs: Psychology is widely recognized as a “core or foundational area consistent with four-year colleges” (qtd. in *DSC Mission Statement*); it is an academic program that is offered at nearly every baccalaureate-granting institution in the nation. Among Utah’s baccalaureate-granting institutions, Dixie State is the only school that does not offer a Psychology major.

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; they are 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 DSC has endeavored to develop its unique version of these programs, consistent with its own institutional vision and mission.

Collaboration with other USHE institutions has been ongoing. Primarily this has happened through participation and discussion with representatives of each USHE institution at the annual Major’s meeting at SLCC. The author of the current proposal has attended this meeting for each of the last four years. As a result of this interaction (as well as an extensive review of each USHE psychology program via the internet), the current psychology program proposal is consistent with the high standards established by sister programs in the state, while offering a curriculum that will capitalize on our unique faculty expertise, and more importantly, our unique Dixie State College Mission.

Further, in November of 2007, Dr. John Jones, Dixie College Assistant Professor of Psychology and Addison Everett, Chair of the Department of Humanities and Social Sciences at Dixie College met with Dr. Charles Wright, University of Utah’s Associate Vice President of Academic Affairs and Undergraduate Studies. In the meeting, the development of a collaborative relationship with the University of Utah Psychology department was discussed, as were Dixie’s plans for developing a stand-alone degree in Psychology. Dr. Wright’s questions and suggestions during that meeting have had a positive impact on the development of the current proposal, especially in the development of the core curriculum.

As noted previously, in the spring of 2009, Dixie State contracted with Dr. David Strayer, Chair of Undergraduate Committee, Department of Psychology, University of Utah, to review its degree proposal. His review resulted in some refinements to the proposal. Dr. Strayer’s complete review and the actions resulting from it are detailed in Appendix H.

Finally, Dixie State acknowledges that 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 body³. 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. Washington County students are hindered by the costs of traveling

³ <http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>

to another institution for 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 availability of this program will increase enrollment and retention; students currently interested in a Psychology degree either delay enrollment or are forced look elsewhere, but with the implementation of this degree, the dilemma will vanish.

Consistency with Institutional Mission: As explained above, one of DSC’s missions is to offer baccalaureate degrees in “high demand areas and in core or foundational areas.” Psychology certainly meets these criteria. 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.⁴ 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 Biological and Medical Sciences) in 1985. Psychology has shown a 16.25% growth rate in 2000/2001, the year Dixie State College began offering four-year degrees.

Further, Dixie State’s mission includes an ongoing commitment to workforce development. 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 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).

⁴ Source: National Center for Educational Statistics,
http://nces.ed.gov/programs/digest/d06/tables/dt06_254.asp

These specific outcomes will be the primary focus 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 for that course (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 direct 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, through either an independent research project (PSY 4910) or a major review paper (PSY 4999), to demonstrate and integrate the knowledge, skills, and values they have attained through the course of their studies. The final projects in each of the capstone 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 query students about their 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: Departmental faculty will produce an annual report based on the feedback collected. Members of the department will then make recommendations addressing issues that arise from the assessment of the undergraduate experiences of Psychology majors. Changes will be implemented in a timely fashion.

In addition, each department at DSC goes through a program review process prescribed in Board of Regent and College policies. 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.⁵

	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 ⁶	\$149,080	\$212,297	\$219,727	\$227,417
Benefits	\$25,500	\$43,392	\$61,910	\$64,076	\$66,318

⁵ Assumes an average individual faculty salary of \$58,000 and salary increases of 3.5 percent.

⁶ Includes 1 full-time faculty and 1 full-time lecture-advisor.

	Year 1	Year 2	Year 3	Year 4	Year 5
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	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
Total Expense	\$149,500	\$234,972	\$311,707	\$321,303	\$335,235
Revenue					
Legislative Appropriation	\$121,859	\$193,434	\$272,220	\$278,760	\$283,850
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	\$149,500	\$234,972	\$311,707	\$321,303	\$335,235
Difference					
Revenue-Expense	\$0 -	\$0 -	\$0 -	\$0 -	\$0 -
Comments					

Funding Sources: The funding for the proposed degrees will come from institutional funds 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 2050, Introduction to Writing for the Behavioral Sciences: APA Style	2	PSY 1010 and ENGL 1010
• PSY 3000, Statistical Methods in Psychology/ Psychology Lab	4	PSY 1010 and MATH 1040 or higher
• PSY 3010, Research Methods in Psychology/ Psychology Lab	4	PSY 1010 and PSY 3000
• 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 3710, Physiological Psychology	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	9	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	117	

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
• PSY 1010, General Psychology	3	
• PSY 2050, Introduction to Writing for the Behavioral Sciences: APA Style	2	PSY 1010 and ENGL 1010
• PSY 3000, Statistical Methods in Psychology/ Psychology Lab	4	PSY 1010 and MATH 1040 or higher
• PSY 3010, Research Methods in Psychology/ Psychology Lab	4	PSY 1010 and PSY 3000
• PSY 4000, History of Psychology	3	PSY 1010 and completion of at least 90 credits
• 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 biological/cognitive psychology courses selected from the following:</u>		
• PSY 3120, Cognitive Psychology	3	PSY 1010
• PSY 3710, Physiological Psychology	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 clinical/applied psychology courses selected from the following:</u>		
• 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	9	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	This requirement applies to students receiving the Bachelor of Arts degree.

16 credits by examination for advanced fluency in a foreign language.		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	117	

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	9	9
Other Electives	42	26
Foreign Language	0	16
Total Credits	117	117

Appendix A (continued)

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

Course Number	Course Title	Credit Hours
2050	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 2050, 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 and 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 and 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 3710, Physiological Psychology

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

Psychology Course Rotation

Course	Fall	Spring	Summer
PSY 1010 General Psychology*	x	x	x
PSY 1100 Human Development Across the Lifespan	x	x	x
PSY 1430 Stress Management	x		
PSY 1480 Substance Abuse: Prevention	x		
PSY 2050 Introduction to Writing for the Behavioral Sciences*	x	x	
PSY 2210 Psychology of Personal Growth		x	
PSY 3000 Statistical Methods in Psychology w/Lab*	x		
PSY 3010 Research Methods in Psychology w/Lab*		x	
PSY 3120 Cognitive Psychology		x	
PSY 3210 Development in Infancy and Childhood	x		
PSY 3220 Psychology of Adolescence and Emerging Adulthood		Every other	
PSY 3230 Adult Development and Aging		Every other	
PSY 3400 Psychology of Abnormal Behavior		x	
PSY 3410 Social Psychology	x		
PSY 3420 Organizational Behavior	Every other		
Course	Fall	Spring	Summer
PSY 3460 Health Psychology	x		
PSY 3700 Personality Theory		x	
PSY 3710 Physiological Psychology	x		
PSY 4000 History of Psychology*		x	
PSY 4140 Cognitive Neuroscience	Every other		
PSY 4150 Sensation and Perception		Every other	

PSY 4160 Attention and Consciousness		Every other	
PSY 4200 Psychology of Morality	Every other		
PSY 4210 Hearts and Minds: Persuasion, Propaganda, and Deception	Every other		
PSY 4300 Introduction to Counseling and Psychotherapy w/Lab		x	
PSY 4440 Addiction		x	
PSY 4800 Psychology Practicum	x	x	x
PSY 4910 Capstone Research in Psychology*	x	x	
PSY 4920 Capstone Seminar in Psychology*	x	x	

* Core Requirements

Appendix B: Hypothetical Program Schedule, 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 2050, Introduction to Writing for the Behavioral Sciences: APA Style	2
PSY 3000, Statistical Methods in Psychology and Lab	4
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 and Lab	4
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 3710, Physiological Psychology	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
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	13

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

Total Credits = 117

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 2050, Introduction to Writing for the Behavioral Sciences: APA Style	2
PSY 3000, Statistical Methods in Psychology/ Psychology Lab	4
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/ Psychology Lab	4
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 3710, Physiological Psychology	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
PSY 3400, Psychology of Abnormal Behavior	3
COMM 2110, Interpersonal Communication	3
Total	12

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 = 118

**Appendix C
Psychology Faculty Credentials**

Faculty	Degree	Area	Institution Awarding Highest Degree/Year	Years Teaching Higher Ed	Research / Publication Areas
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
Dannelle Larsen-Rife	PhD	Developmental Psychology	University of California, Davis	11	Relationships, Family, Parenting, Child Development, Interpersonal Communication
Kathleen Pope (Lecturer/Advisor) .5 FTE instruction	MS	Counseling and Psychology	Utah State University	25	

Adjunct Faculty

Faculty	Degree	Area	Institution Awarding Highest Degree/Year	Years Teaching Higher Ed
Nolan Ashman	M.A.	Educational Psychology	Utah State University	48
William Endsley	Ph.D.	Instructional Psychology	Brigham Young	
Colin Metzger	M.S.	Psychology	Utah State University	10
Kathleen Pope	MS	Counseling and Psychology	Utah State University	25
Russ Talbot	M.Ed.	Educational	Brigham Young	

Faculty	Degree	Area	Institution Awarding Highest Degree/Year	Years Teaching Higher Ed
		Psychology		

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	<p>a. Describe various general research strategies, including advantages and disadvantages of use</p> <p>b. Distinguish the nature of designs that permit causal inferences from those that do not</p>	<p>c. Select and apply general research strategies to address appropriate kinds of research questions</p> <p>d. Categorize research articles that employ methods permitting causal and non-causal inferences</p>	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	<p>a. Describe the role of controlled comparison in justifying a cause-effect claim</p> <p>b. Describe experimental design strategies to address research questions</p>	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	a. State how evidence is contextual and tentative	b. Discuss the reasons why empirical findings and conclusions may change or require adjustment	c. Justify the evolving nature of scientific findings

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 2050, 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, 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, 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 3710, Physiological Psychology	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 |
| ___ | Undergraduate handbook | | | | | | |
| ___ | Careers in Psychology | | | | | | |
| ___ | Applying to Graduate School | | | | | | |
| ___ | Lists of suggested support courses | | | | | | |
| ___ | List of approved general education courses | | | | | | |

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).

Appendix G DSC Library Databases and Dictionaries

REFERENCE DATABASES FOR PSYCHOLOGY

Article Databases:

- **Global Search:** A meta-search engine that searches multiple databases for various topics. Includes catalogs, databases, and online resources. This search engine will be replaced next year by a similar search engine to be selected by the Utah Academic Library Consortium.
- **Academic Search Premier (EBSCO Host):** scholarly, multi-disciplinary, database; with full text coverage of 4600 journals in a range of subjects. This database is a good starting place for almost any topic search
- **Annual Reviews:** Full text of various annual (subject / discipline) reviews online.
- **JSTOR:** A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in various subject areas. Can do basic or advanced searches of journals, as well as browse journals by subject or discipline. Material in this database is at least 5 years old.
- **Magill's Medical Guide (Salem):** online access to Magill's Medical Guide and to Salem Health: Cancer. Over the next five years, other Salem publications will be added to this database. The MMG is a staple in high school, college, public and medical school libraries. It is a mix of accessibility and depth, providing general readers with an authoritative reference source that helps bridge the gap between medical encyclopedias for professionals and popular self-help guides.
- **MedicLatina (EBSCOhost):** Full text of nearly 125 Latin American periodicals published in Spanish--collection of research and investigative journals in the area of medicine and allied health.
- **Project Muse:** Full-text of over 40 scholarly journals from the Johns Hopkins University Press. A variety of topics is covered, including anthropology, area studies, art, classics, economics, education, film, geography, history, language, literature, mathematics, medicine, music, performing arts, philosophy, psychology, religion, science, and sociology.
- **Psychology & Behavioral Science Collection (EBSCOhost):** Extensive full text coverage in the areas of psychology and behavioral sciences--EBSCO interface for searching. This database provides support for the psychology program.
- **PsycINFO (EBSCOhost):** Covering 1887 to the present, *PsycINFO* contains citations and summaries from the world's periodical and book literature in psychology and psychological aspects of related disciplines. Material selected from more than 1,700 periodicals in over 30 languages. *PsycINFO* contains more than 1.8 million citations and summaries of journal articles, book chapters, books, dissertations and technical reports, all in the field of psychology. Indexing,

abstracts, NOT FULL TEXT.

- **Sage Journals Online:** Sage Journals are available through the same page as the Sage eReference Encyclopedias. Dixie State College has subscriptions to selected journals and articles for other journals may be ordered using ILLIAD (the campus interlibrary loan system). Users will want to select the “Sage content available to me” when doing searches in order to access full text articles available on campus first. Free registration is available to users to allow for notifications and updates in specific subject areas.
- **Science Direct College Edition (Elsevier Journals):** Extensive database of Elsevier journals in a wide range of subjects. Excellent searching capabilities and full text access. An excellent resource for authoritative information in many subject disciplines.
- **Social Sciences Citation Index (Web of Science):** Consolidated searching of Science citation index, Social Science Citation Index, & Arts and Humanities Index. Searchable by all elements of the citation. Limited full text provided.

Reference Databases:

- **Gale Virtual Reference Library (online encyclopedias):** An online reference utility that hosts selected reference publications. At this point, Dixie State College hosts The International Encyclopedia of the Social Sciences on this platform.
- **Oxford Reference Online:** Language and subject reference works from Oxford Press into single cross searchable reference. Limited to 1 user at a time.
- **Sage e Reference Encyclopedias:** Selected reference encyclopedias with full text access from Sage Publications, mostly in the areas of social sciences and health care. Articles are easily searchable; citations provided in APA and MLA formats. Free registration is available to users to allow for notifications and updates in specific subject areas.

Other Useful Resources: (<http://library.dixie.edu/books/index.html>)

- **Library Catalog:** The library catalog provides access to the library’s print and electronic resources. Not only is it a list of books and print materials in the library, it also can be used for direct access into more than 40,000 books and electronic resources available online.
- **Electronic Books:** Under the tab “e Books on or off campus”, you will find collections of books including ebrary, netLibrary, Safari Tech Books Online, as well as online reference sources including: STAT!Ref, Sage eReference Encyclopedias; the Oxford Digital Reference Shelf; Oxford Reference Online, the Gale Virtual Reference Library, the Salem Health Library, Salem History and Music Online. ***Online books and reference materials have the same content as their print counterparts, but they are updated with greater regularity.***
- **Utah’s Catalog:** provides access to the library catalogs of libraries in Utah and nearby states. Students are able to borrow materials not found in the Browning library from other libraries through interlibrary loan. The user needs to be certain that the material is NOT here before borrowing from

another library. [Interlibrary loan questions? Contact Dianne Hirning at extension 7720.

- **Encyclopedias by subject:** In “books and more,” there is a list of encyclopedias by subject which includes print and non-print encyclopedias by subject. An Encyclopedia is an excellent “first step” in researching a topic as it may provide a context or overview of a subject as one starts research.
- **Full Text Periodicals List:** Under the “Articles Databases” tab, there is a “full text periodicals list.” This lists the database in which particular periodicals (journals or magazines) may be found with full text coverage.
- **Illiad (Interlibrary loan):** Use the ILLiad interlibrary loan (ILL) system to request books and articles that are not available at the DSC Library. To verify whether or not a specific book title you need is owned by the library, search the [Online Library Catalog](#). To check the library's full-text magazine and journal holdings, search the [Full-Text Periodical Holdings List](#). You are also welcome to contact the library reference desk for searching assistance.

Dictionaries on Psychology in the Val A. Browning Library

- **The Oxford companion to the mind [electronic resource] / edited by Richard L. Gregory, with the assistance of O.L. Zangwill.** Oxford [Oxfordshire] ; New York : Oxford University Press, 1987.
- **The international dictionary of psychology / Stuart Sutherland.** Sutherland, Stuart. New York : Continuum, c1989.
- **The Oxford companion to the mind / edited by Richard L. Gregory, with the assistance of O.L. Zangwill.** Oxford [Oxfordshire] ; New York : Oxford University Press, 1987.
- **Biographical dictionary of psychology / edited by Noel Sheehy, Antony J. Chapman, Wendy A. Conroy.** London ; New York : Routledge Reference, 1997.
- **The dictionary of psychology / Raymond J. Corsini.** Corsini, Raymond J. Philadelphia, PA : Brunner/Mazel, c1999.
- **A dictionary of psychology / Andrew M. Colman.** Colman, Andrew M. Oxford ; New York : Oxford University Press, 2001.
- **1000 symbols / Rowena & Rupert Shepherd.** Shepherd, Rowena. New York : Thames & Hudson, 2002.
- **APA dictionary of psychology / Gary R. VandenBos, editor in chief.** Washington, DC : American Psychological Association, c2007. c2007.
- **The concise dictionary of psychology [electronic resource] / David Statt.** Statt, David A., 1942- London ; New York : Routledge, 1998. 1998.

- **A dictionary of psychology [electronic resource] / Andrew M. Colman.** Colman, Andrew M. Oxford; New York : Oxford University Press, 2006.
- **Jung lexicon [electronic resource] : a primer of terms & concepts / Daryl Sharp.** Sharp, Daryl, 1936- Toronto, Canada : Inner City Books, c1991.
- **Experimental design [electronic resource] : a handbook and dictionary for medical and behavioral research / by J. Krauth.** Krauth, Joachim, 1941- New York : Elsevier, 2000.
- **Dictionary of theories, laws, and concepts in psychology [electronic resource] / Jon E. Roedelstein.** Roedelstein, Jon E. Westport, Conn. : Greenwood Press, 1998.
- **Dictionary of theories, laws, and concepts in psychology / Jon E. Roedelstein.** Roedelstein, Jon E. Westport, Conn. : Greenwood Press, 1998.
- **Historical dictionary of quotations in cognitive science [electronic resource] : a treasury of quotations in psychology, philosophy, and artificial intelligence / compiled by Morton Wagman.** Westport, Conn. : Greenwood Press, 2000.
- **Dictionary of biological psychology [electronic resource] / edited by Philip Winn.** London : Routledge, 2001.
- **Physiological psychology dictionary : a reference guide for students and professionals / George S. Grosser, Carol S. Spafford.** Grosser, George S. New York : McGraw-Hill, c1995.
- **Dictionary of cognitive science : neuroscience, psychology, artificial intelligence, linguistics, and philosophy / Olivier Houde, editor, with Daniel Kayser ... [et al.] ; Vivian Waltz, translator ; Christian Cave, scientific advisor.** New York : Psychology Press, 2004.
- **The Oxford companion to the mind [electronic resource] / edited by Richard L. Gregory.** Oxford : Oxford University Press, 2004.
- **A dictionary of psychology / Andrew M. Colman.** Colman, Andrew M. Oxford : Oxford University Press, 2006.
- **Dictionary of theories, laws, and concepts in psychology / Jon E. Roedelstein.** Roedelstein, Jon E. Westport, Conn. : Greenwood Press, 1998.

Books from Collection Development Spreadsheet, 2008-2009 for Psychology/Sociology:

Psychology/Sociology

9/23/2008	Choice--High 7/08	Sexual deviance, theory, assessment, & treatment / D. Richard Laws, Wm. T. O'Donohue, eds.	\$ 56.00
9/23/2008	Choice--High 7/08	Lifting the weight: understanding depression in men, its causes & solutions / Martin Kantor	\$ 35.96
9/23/2008	Choice--High 7/08	Children's dreams: notes from the seminar given in 1936-1940 / C. G. Jung, Lorenz Jung (ed.)	\$ 31.60
9/23/2008	Choice--High 8/08	Attachment, play, & authenticity: a Winnicott primer / Steven B. Tuber	\$ 35.95
9/23/2008	Choice--High 8/08	The Q-sort in character appraisal: encoding subjective impressions of persons quantitatively / J. Block	\$ 44.96
9/23/2008	Choice--High 8/08	Hallucinations: the science of idiosyncratic perception / Andre Aleman, Frank Laroi	\$ 51.06
9/23/2008	Choice--High 9/08	Psychology of women: a handbook of issues & theories (2nd ed.) / Florence L. Denmark ... (eds.)	\$135.00
9/23/2008	Choice--High 10/08	Treating the juvenile offender / Robert D. Hoge, Nancy G. Guerra (eds.)	\$ 31.50
9/23/2008	Choice--Essen 8/08	Children with sexual behavior problems: family-based, attachment-focused therapy / Wm. N. Friedrich	\$ 22.49
9/23/2008	Choice--Essen 9/08	Unmarried couples with children / Paula England, Kathryn Edin (eds.)	\$ 36.32
10/3/2008	DVD	Stress: portrait of a killer / National Geographic DVD	\$ 30.00
10/7/2008	DVD (2 copies)	The first years last forever / Rob Reiner (DVD) @ \$14.95 ea	\$ 29.90
10/9/2008	DVD	Autism: the musical / Docurama (winner of 2 Emmy awards)	\$ 14.99
10/9/2008	LJ* 10/1/08	Evil genes: why Rome fell, Hitler rose, Enron failed, & my sister stole my mother's / Barbara Oakley	\$ 12.89

10/13/2008	LJ* 9/15/08	Obsession: a history / Lennard J. Davis	\$ 18.15
10/13/2008		Outliers: the story of success / Malcolm Gladwell	\$ 18.47
12/12/2008		Stranger in my skin / Alysa Phillips	\$ 14.65
12/12/2008		Our kind of polygamy / David G. Maillu	\$ 17.95
1/12/2009	Dianne Hirning/ILL	Leadership and self deception: getting out of the box / Arbinger Institute	\$ 10.85
1/12/2009	Dianne Hirning/ILL	The ecology of human development: experiments by nature & design / Une Bronfenbrenner	\$ 25.20
1/12/2009	Dianne Hirning/ILL	Making human being human: bioecological perspectives on human.../ Une Bronfenbrenner (ed.)	\$ 39.55
2/25/2009	Student request	The 7 habits of highly effective people (audio CD) / Stephen R. Covey	\$ 19.77

PSYCHOLOGY, 4-YEAR PROGRAM

TITLE/AUTHOR	PUB/DATE	PRICE /Amazon	TOTAL
American experience: a brilliant Madness [story of John Nash], DVD	PBS, 2002	\$ 19.98	
Annotated readings in the history of modern psychology / C. James Goodwin	Wiley, 2/2009	\$ 68.75	
Behavioral mechanisms & psychopathology: advancing the explanation of its nature, cause, & treatment / Kurt Salzinger, Mark R. Serper, eds.	APA, 4/15/2009	\$ 50.37	
Beyond revenge: the evolution of the forgiveness instinct / Michael McCullough (CHOICE, OAT--Outstanding Academic Titles, 2008)	Jossey-Bass, 2008	\$ 16.47	
Body image, eating disorders, and obesity in youth: assessment, prevention and treatment, 2nd ed. / J. Kevin Thompson, Linda Smolak (ed.) (CHOICE, Highly Recommended, 4/09)	APA, 2008	\$ 37.77	

Buddy system: understanding male friendships / Geoffrey Greif (CHOICE, Highly Recommend 3/09)	Oxford UP, 2008	\$ 23.96
Case studies in abnormal psychology (8th ed.) / Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison	Wiley, 2008	\$ 60.07
Coercive control: how men entrap women in personal life / Evan Stark (CHOICE, Outstanding Academic Titles, 2008, Essential)	Oxford UP, 3/1/2009	\$ 22.45
The continuity of mind / Michael Spivey (CHOICE, OAT--Outstanding Academic Titles, 2008)	Oxford UP, 2008	\$ 33.12
Development of giftedness and talent across the life span / Frances Degen Horowitz, Rena F. Subotnik, Dona J. Matthews, eds.	APA, 1/15/2009	\$ 44.07
Ethical conflicts in psychology, 4th ed. / Donald N. Bersoff	APA, 5/15/2008	\$ 32.97
Family, self, and human development across cultures: theory and applications / Igdem Kagitibasi	Lawrence Erlbaum, 2nd ed., 2007	\$ 49.95
Handbok on animal-assisted therapy: theoretical foundations and guidelines for practice, 2nd ed. / Aubrey H. Fine, ed.	Academic Pr., 2006	\$ 55.96
Handbook of attachment: theory research, and clinical applications, 2nd ed. / Jude Cassidy, Philip R. Shaver, eds. (CHOICE Highly Recommend 3/09)	Guilford Press, 2008	\$100.00
Handbook of emotions, 3rd ed. / Michael Lewis ... , eds. (CHOICE, Essential, 3/09)	Guilford Press, 2008	\$ 76.00
Handbook of research methods in abnormal and clinical psychology / Dean R. McKay, ed.	Sage, 2007	\$125.00
Handbook of research methods in personality psychology / Richard W. Robins, R. Chris Fraley, Robert F. Krueger, eds.	Guilford Press, 2007	\$ 68.00
The hidden roots of critical psychology: understanding the impact of Locke, Shaftesbury and Reed / Michael Billig (CHOICE, Highly Recommended, 4/09)	SAGE, 2/26/2008	\$ 41.00

History of modern psychology set (2 vols.) (3rd ed.) vol. 1. A brief history of modern psychology. Vol. 2. History of psychology: original sources & contemporary research / Ludy T. Benjamin Jr.	Wiley/Blackwell, 2008	\$ 73.95
How infants know minds / Vasudevi Reddy (CHOICE, OAT--Outstanding Academic Titles, 2008)	Harvard UP, 2008	\$ 29.56
Human development across the lifespan (7th ed.) / John S. Dacey, John F. Travers	McGraw-Hill, 2008	\$ 56.26
Human sexuality: personality and social psychological perspectives / Craig A. Hill	SAGE, 2007	\$ 55.75
Interpersonal theory of suicide: guidance for working with suicidal clients / Thomas E. Joiner Jr., Kimberly A. Van Orden, Tracy K. Witte, M. David Rudd	APA, 1/15/2009	\$ 41.97
Interviewing clients across cultures: a practitioner's guide / Lisa Aronson Fontes. (CHOICE, Recommended, 1/09)	Guilford Press, 2008	\$ 30.40
Loneliness: human nature and the need for social connection / John Cacioppo, William Patrick. (CHOICE, Outstanding Academic Titles, 2008)	W. W. Norton, 2008	\$ 17.13
Methamphetamine addiction: biological foundations, psychological factors & social consequences / Perry N. Halkitis	APA, 4/15/2009	\$ 50.37
New handbook of methods in nonverbal behavior research / Jinni Harrigan, Robert Rosenthal, Klaus Scheerer, eds.	Oxford UP, 2008	\$ 55.80
Obesity in youth: causes, consequences, and cures / Leslie J. Heinberg, J. Kevin Thompson, eds.	APA, 1/15/2009	\$ 43.76
Performance psychology in action: a casebook for working with athletes, performing artists, business leaders, & professionals in high-risk occupations / Kate F. Hays	APA, 4/15/2009	\$ 44.07
Preventing partner violence: research and evidence-based intervention strategies / Daniel J. Whitaker, John R. Lutzker, eds.	APA, 3/15/2009	\$ 51.06
Publication manual of the American Psychological Association, 6th ed. / APA	APA, 7/2009	\$ 21.28

Rationality for mortals: how people cope with uncertainty / Gerd Gigerenzer (CHOICE, Highly Recommended, 4/2009)	Oxford UP, 2008	\$ 52.00
The SAGE handbook of grounded theory / Antony Bryant, Kathy Charmaz, eds.	SAGE, 2007	\$104.00
The Sage handbook of personality theory and assessment (2 vol. set) / Gregory J. Boyle ... , eds. (CHOICE, Essential, 4/09)	Sage, 2008	\$250.00
The Sage handbook of qualitative research in psychology / Carla Willig ... eds. (CHOICE, Recommended, 4/09)	SAGE, 2008	\$104.00
Schaum's outline of statistics in psychology / Larry Stephens	McGraw-Hill, 2008	\$ 12.89
Shyness: how normal behavior became a sickness / Christopher Lane (CHOICE, OAT--Outstanding Academic Titles, 2008)	Yale UP, 2008	\$ 12.24
Temperament as a regulator of behavior: after fifty years of research / Jan Strelau. (CHOICE, OAT--Outstanding Academic Titles, 2008, Essential)	Eliot Werner, 2008	\$ 85.00
Understanding events: from perception to action / Thomas F. Shipley, Jeffrey M. Zacks, eds.	Oxford UP, 2008	\$ 82.81
Understanding nonsuicidal self-injury: origins, assessment, & treatment / Matthew K. Nock, ed.	APA, 3/15/2009	\$ 44.07
Understanding research methods and statistics / Helen Gavin	Sage, 2008	\$ 54.95
Violent video game effects on children and adolescents: theory, research, and public policy / Craig A. Anderson, Douglas A. Gentile, Katherine E. Buckley	Oxford UP, 2007	\$ 29.56
Visual memory / Steven J. Luck, Andrew Hollingsworth, eds. (CHOICE, Recommended, 1/09)		
Visual memory / Steven J. Luck, Andrew Hollingsworth, eds. (CHOICE, Recommended, 1/09)	Oxford UP, 2008	\$ 79.95
Walking the way of the horse: exploring the power of the horse-human relationship / Leif Hallberg	iUniverse, 2008	\$ 33.25

What psychology majors could (and should) be doing: an informal guide to research experience & professional skills / Paul J. Silvia, Peter F. Delaney, Stuart Marcovitch

APA, 3/15/2009

\$ 21.86

The world within: C. G. Jung in his own words (DVD)

Kino Internat., 2008

\$ 26.99

TOTAL

\$2,490.82

Library acquisitions expenditures for Psychology 2008-2009

Area:	Number	Cost	Comments
Standing Orders:	None	None	
Periodicals:	1	\$18.00	
Databases:			
PsychInfo (UALC db, est. cost)		\$200.00	
Psychiatry Online		\$3,540.00	Annual cost of database
e-books:			
Stat!Ref	12	\$1,794.00	Leased materials annual cost for psychology materials
ebrary (est. cost)	1160	\$224.01	Leased materials annual cost for psychology materials
Oxford	2	\$91.98	
Physical materials			
General	22	\$733.21	List attached
4-year	45	\$2,490.82	End of the year purchase of materials for 4 year programs ; list attached
Total:		\$9,092.02	

Note: No new perpetual e-book titles were purchased for psychology

Appendix H: External Reviewer's Report and Program's Response



TO: Whom It May Concern

FROM: David Strayer, Chair of the Undergraduate Committee, Dept. of Psychology

DATE: March 29, 2009

I have been asked to review a proposal to offer a Baccalaureate degree in Psychology from Dixie State College. I have a mixed opinion on the proposal. On the one hand, the proposed curriculum should be lauded for the well rounded and comprehensive major. The proposed coursework represents a good survey of the field and has a nice balance of required writing and research elements. In addition, the capstone course requirements are an excellent idea and the existing faculty appears to be qualified to teach in their areas of expertise.

On the other hand, I have serious reservations that the existing faculty (N=3) and adjuncts can handle the course load. If someone retires or takes a leave, then the entire major would fall on two full time faculty and adjuncts! The proposal also includes adding 3 additional faculty over the next three years. It is not clear if this is a realistic option, but even it enacted, I believe that it would still be a stretch for 6 faculty to deal with the required courses for the major. For example, the number of required credits for the major (49) is higher than other Psychology departments in the state (e.g., the Psychology Department at University of Utah requires 41 credits and has been prohibited by the college from adding requirements to the major). There are also bottlenecks from several of the required courses being offered only once per year (e.g., Psych 3000, Psych 3010, and Psych 4000) and some course credits are not equivalent between institutions (e.g., Psych 2010). While some of these shortcomings could be addressed by adding courses and changing credits, this would serve to create additional strain on the already overtaxed faculty.

On the whole, I believe that the proposed curriculum is good, but in my opinion offering a major with the current number of faculty is untenable. If additional faculty is hired and the course load issues discussed above are addressed, then the proposal by Dixie State College to offer a Baccalaureate degree in Psychology would become more viable.

Appendix H: Actions Taken in Response to External Evaluation

I. Credit Discrepancies

The following discrepancies in the assignment of course credits for the proposed Psychology degree at Dixie State College have been identified:

A. Action Required

PSY 1010 – The DSC proposal is for a 3-credit PSY 1010 course, and this differs from the offering at the University of Utah. However, every other state college and university in Utah offers PSY 1010 for 3 credits. The University of Utah seems to be the one institution out of step with the others. **No change is required in the proposal.** Three credits is also standard at other institutions unless a laboratory/discussion/reading requirement is part of the course, which is not proposed here, and which is not a part of any other PSY 1010 course at the public institutions in Utah.

PSY 2010 – The DSC proposal is for a 2-credit PSY 2010 course. Two other public institutions in Utah offer PSY 2010, each offering 3 credits for the course. In this case, it appears that the proposed course is mis-numbered. The University of Utah and Southern Utah University offer PSY 2010 courses, which seem to focus on Psychology as a profession (the official titles are “Orientation to Psychology as a Science and Profession” for the U and “Models, Methods and Professional Issues” for SUU). The proposed course at DSC is intended to focus on learning to write within the discipline, so **this course should be renumbered.** No comparable course at other Utah public institutions was found. (Note that two other institutions offer 1-credit Psychology careers courses, Weber State and Eastern Utah College, with different course numbers for each—PSY 1050 and PSY 0710.)

PSY 3000/PSY 3005 – The DSC proposal is for a 3-credit PSY 3000 course (Lecture) and a 1-credit PSY 3005 course (Lab). At the University of Utah, a single 4-credit PSY 3000 course (encompassing both lecture and lab) is offered. These offerings are equivalent in terms of the number of credits offered, but the DSC proposal has distributed the credits differently. **It is entirely appropriate to combine PSY 3000 and PSY 3005 into a single 4-credit course numbered PSY 3000.**

PSY 3010/PSY 3015 – The DSC proposal is for a 3-credit PSY 3010 course (Lecture) and a 1-credit PSY 3015 course (Lab). At the University of Utah, a single 4-credit PSY 3010 course (encompassing both lecture and lab) is offered. These offerings are equivalent in terms of the number of credits offered, but the DSC proposal has distributed the credits differently. **It is entirely appropriate to combine PSY 3010 and PSY 3015 into a single 4-credit course numbered PSY 3010.**

B. No Action Required:

PSY 4000 – This course is numbered 4080 at the University of Utah, 4090 at Weber State, and 5100 at Utah State. Clearly there is no uniform numbering system for this course (even though the course titles seem identical). The number of credits offered, however, is consistent at all institutions—3 credits, just as in the DSC proposal. There seems to be no substantive discrepancy. **Nothing needs to be done to address this issue.**

PSY 3200 – This course is numbered 3215 at the University of Utah, 1100 at Utah State, and 3210 at SUU. Clearly there is no uniform numbering system for this course (even though the course titles seem identical). The number of credits offered, however, is consistent at all institutions—3 credits, just as in the DSC proposal. There seems to be no substantive discrepancy. **Nothing needs to be done to address this issue.**

PSY 3700 – This course is numbered 3440 at the University of Utah, 4210 at Utah State, and 3430 at Weber State. Clearly there is no uniform numbering system for this course (even though the course titles seem identical). The number of credits offered, however, is consistent at all institutions—3 credits, just as in the DSC proposal. There seems to be no substantive discrepancy. **Nothing needs to be done to address this issue.**

PSY 3711 – This course (titled differently, but equivalent) is offered for 4 credits at the University of Utah, a closely related course (3710) is offered at Weber State for 3 credits, and a related course (4510) is offered at SUU for 3 credits with a lab (4511). **DSC should renumber this course PSY 3710, call it Physiological Psychology, and offer it for 3 credits** as Weber State does. This would make it equivalent to an established precedent.

II. Total Credits Required for Major

In looking at Dixie State’s peer institutions (Humboldt State, Mesa State College, Western Washington University, Central Washington University, Fort Lewis State, University of Arkansas-Fort Smith, and Missouri Western [Macon State does not offer a Bachelors degree in psychology]), the following trends were noted : 4 of the 7 schools required either 44 or 45 credits toward the Psychology major; 2 of the other schools were on the quarter system and required either 60 or 65 quarter credits toward the Psychology major, and it was unclear how many credits UA-Fort Smith required (at least 39, but they also required additional, poorly specified credits).

In looking at the University of Utah program, the 41-credit requirement is somewhat misleading since there is also a 12-credit requirement in related fields. These related fields are varied, but include Educational Psychology, Cognitive Science and Social Work, which, if DSC offered those types of classes, would fall under the purview of the Psychology program. The University of Arkansas-Fort Smith seems to have a similar requirement, but requiring more credits.

Lowering DSC’s required Psychology major credits to 41 would result in a program that is substantively different from the Psychology program at the University of Utah and from the programs at the peer institutions. It seems that the norm is to either require around 40 credits with other related credits, or to require around 45 credits without other related requirements. Given that DSC has relatively few bachelors programs at this point, requiring additional related credits is impractical. Therefore, it seems that an approach consistent with existing programs would be to require approximately 45 credits. Currently, the proposal specifies a requirement of 49 credits, which exceeds what is typically found in comparable programs. Therefore the proposal will be adjusted to lower the number of Psychology elective credits required to 9

III. Faculty Staffing

This is a difficult issue to address by looking at peer institutions because evaluating adequate staffing levels requires knowledge of three factors: 1) number of psychology majors; 2) teaching loads of faculty; and 3) number of faculty. It is possible to look at the Web sites of peer institutions and get a rough idea of the number of faculty, but it is often difficult to know the teaching load for each faculty member and virtually impossible to know how many Psychology majors are served. Even though we may know something about the typical teaching load at the University of Utah, it is difficult to know the total teaching load because there are variations between faculty teaching assignments based on factors such as allowances for research.

Instead of making a direct comparison with other institutions, this response wishes to better explain how the teaching loads at Dixie State College will be sufficient to meet the needs of expected numbers of Psychology majors. Full-time tenure-track faculty members involved in teaching the Psychology curriculum will each teach 27 credits per academic year, which typically works out to be 9 courses per year. To understand the feasibility of administering the program based on the proposed faculty staffing levels, DSC will estimate 9 courses per full-time faculty member. In addition, three courses per year will be taught by the lecturer/advisor, and an undetermined number of classes (primarily PSY 1010) will be taught by adjunct faculty. The needs of students majoring in Psychology with the proposed program can be met without relying on adjunct faculty, but the use of adjunct faculty provides flexibility to offer additional upper-division Psychology elective classes and provides a buffer against unexpected illness or other reasons that might limit the availability of full-time faculty to teach. Additionally, having the opportunity to offer courses online through the University of Utah is another excellent safety net, though this resource will be relied on only minimally to offer the Psychology degree at Dixie State College as long as staffing levels are met according to the levels specified in the proposal.

For the first year of the program, it is anticipated that only three full-time Psychology faculty, teaching a total of 27 courses, will be available to teach the courses in the Psychology major. It should be noted that a retired faculty member, Kathleen Pope, has agreed to assume the position of lecturer/advisor and will be teaching .5 FTE additional courses as a faculty member, as well as some courses as an adjunct. She will be a tremendous asset in seeing the department through the first transition year, because she has been a full-time tenure-track faculty member at DSC in the past and will provide excellent instruction for up to five PSY 1010 sections the first year in addition to her half-time advising duties. That means that 35 classes will be taught by Psychology faculty the first year. In subsequent years, the number of available classes will increase by 10 each year if the schedule in the proposal for hiring Psychology faculty is followed.

The reason this approach is sound lies in the fact that a new program does not have a large number of students prepared to take many upper-division classes. Since there hasn't been a Psychology degree, very few students will have taken the necessary prerequisites to prepare them for upper-division coursework. This is important since initial offerings the first year will be somewhat limited. For example, there will only be one section of PSY 3000/3005 (Fall semester) and PSY 3010/3015 (Spring semester) taught this coming year.

IV. Course Bottlenecks

The program evaluator expressed concern regarding course bottlenecks—courses that function as prerequisites and therefore limit students' opportunities to complete the Psychology degree. Program faculty believe this not to be a significant problem because, as the program expands, particularly in terms of faculty staffing, they will easily be able to increase the number of these courses that are offered. Based on the proposed curriculum, there are five restrictive bottleneck courses and three less-restrictive bottleneck courses. They are addressed individually here.

- A. **PSY 1010** – General Psychology. This class is a prerequisite for all other Psychology courses, but multiple sections of this course are taught every semester, and this prerequisite should in no way limit students' opportunities to complete the Psychology degree.
- B. **PSY 1100** – Lifespan Development. The offering of this class has been limited in the past due to not having a full-time faculty member at DSC who specializes in Developmental Psychology, but Prof. Larsen-Rife has recently been hired and will be able to teach this class on a regular basis. This class is only a prerequisite for more advanced Developmental Psychology courses.
- C. **PSY 3000** – Statistical Methods. This class is a prerequisite for Research Methods (PSY 3010), another class required for the Psychology degree. Typically, however, students will take these classes in their Junior or Senior year, so extra sections of this course should not be required until the Psychology major becomes better established and students have matriculated farther through the program. This class also has a Math prerequisite (MATH 1040 or higher) that many students have not yet met, so the majority of Psychology majors are not even prepared to take this course in the coming year. After that, as additional faculty is added, it will become easy to offer this course every semester, and eventually multiple sections every semester.
- D. **PSY 3010** – Research Methods. This class is not a bottleneck course in the same sense because it is only a prerequisite for one other course (PSY 4140, and other courses may substitute for PSY 4140), but it is a graduation requirement. Again, however, students tend to take this course during their Junior or Senior year, so the demand for this course will gradually grow but should not be a limiting factor the first year or two of the program.
- E. **PSY 3120** – Cognitive Psychology. This class is similar to PSY 1100 in that it is a prerequisite for more advanced Cognitive Psychology courses, and as faculty staffing grows the program will be able to offer more sections of this course.
- F. **PSY 3410** – Social Psychology. This class is similar to PSY 1100 and PSY 3120 in that it is a prerequisite for more advanced Social Psychology courses. As faculty staffing increases, the program will be able to offer more sections of this course.
- G. **PSY 3400/PSY 3460** – Abnormal Psychology/Health Psychology. Students must take either of these courses in order to take the Addiction course (PSY 4440), and PSY 3400 is a prerequisite for the Counseling and Psychotherapy course (PSY 4300). The courses that require these prerequisites are advanced courses (4000-level), so students will not need to take them until the end of their course of study.

Although the proposal does not specify the precise schedule for how many and when any of these courses will be taught in the future, as faculty staffing grows the program will be able to offer many more sections of the courses students need. Program faculty will constantly evaluate class enrollments and feedback from the Psychology Advisor to determine how many of which courses are needed.

During the first year, very few upper-division courses will be offered, relatively speaking (approximately 10). After the second year, 10 more upper-division courses will be offered; each subsequent year it is anticipated that 10 more upper-division courses than the previous year can be offered, allowing for the fact that there may be need to increase the number of sections of PSY 1010 offered as the campus grows and more students from outside the major need to take that course to fulfill a General Education requirement. With six full-time faculty plus a half-time lecturer advisor, approximately 63 courses will be offered each academic year, of which approximately 45-50 will be classes other than PSY 1010. If we assume an average enrollment of 20 students in each of the non-PSY 1010 classes, and we assume that Psychology majors will take an average of two Psychology courses each semester (this seems like a generous estimate), then the program will be able to serve 200-250 students each semester. That would allow for significant growth in terms of the number of Psychology majors and provide important flexibility for when unexpected interruptions may occur (e.g., faculty illness) .

Institutional Signatures

Institution Submitting Proposal: Dixie State College of Utah
College, School or Division in Which Program Will Be Located: Arts and Letters
Department in Which Program Will Be Located: Psychology
Program Title: Psychology
Recommended Classification of Instructional Programs (CIP) Code: 420101
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

Dr. Sue Bennett, Associate Dean

Addison Everett, Department Chair

Date :