Psychology - BA
Department of Psychology
McMicken College of Arts and Sciences
2014

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I. Program Overview

The bachelor of arts in psychology is **designed** to introduce students to the rather wide range of current research and theory. The program is designed as a progression from breadth to depth so that students gain an understanding of the wide range of interest and application of psychology and then can choose particular areas for further study. Majoring in psychology demands that students acquire the ability to research a subject by gathering evidence and analyzing data using statistical methods. Students might employ these skills to research and analyze various subjects in a number of professional and academic settings. The bachelor of arts curriculum also requires students to learn and practice the skills of working with others individually and in groups.

During their first year in the program, students complete the Introduction to Psychology course in order to acquire a general understanding of the discipline. This course provides a historical overview of the study of psychology and its experimental methods, as well as a general understanding of clinical and social psychology.

All psychology majors must complete two courses in statistics and research methods, typically taken during the second year. Specifically, students must complete Introduction to Methods and Statistics (2001C and 2002C, 4 credit hours each). These courses give students the ability to perform research. After obtaining the ability to gather evidence and analyze results, students move into advanced psychology courses and apply their skills in various topics.

All psychology majors must take classes that expand areas studied in Introduction to Psychology, areas of experimental, social, personality and developmental psychology. These are areas of psychology that define the core of the discipline.

The bachelor of arts degree is distinguished from the bachelor of science degree in psychology by requiring courses in interpersonal and group skills and focusing more on the application of psychology to various settings in the community and industry.

During the third and fourth years in the program, students take upper-level courses in various topics of psychology. As students’ interests develop, they choose advanced courses on various topics. Students intending to enter a graduate program in psychology will work closely with members of the faculty to conduct guided research in their area of interest. Students planning to pursue careers in other areas should complete coursework in topics related to their intended focus and further develop their analytical research skills.
II. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

Current Program Outcomes in the P-1:

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

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

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

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

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

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

Communication Skills: Students will be able to communicate effectively in a variety of formats, including written communication as well as interpersonal communication.

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

Career Development: Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in a variety of settings.
New Program Outcomes:

<table>
<thead>
<tr>
<th>Program Objectives (PO)</th>
<th>Students will ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge Base</td>
<td>... accurately answer questions about the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology</td>
</tr>
<tr>
<td>2. Research Methods</td>
<td>... apply basic research methods in psychology, including research design, data analysis and interpretations</td>
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<tr>
<td>3. Critical Thinking</td>
<td>... use evidence-based arguments and skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes</td>
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<tr>
<td>4. Informational and Technological Literacy (Info. Tech. Literacy)</td>
<td>... demonstrate the ability to use computers, the internet, and other technologies for data analysis, literature searches, writing and producing documents (e.g., presentations, articles, etc.)</td>
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<tr>
<td>5. Communication</td>
<td>... communicate effectively in a variety of formats, including written communication and interpersonal communication</td>
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<tr>
<td>6. Social Skills Development (BA only)</td>
<td>... be able to acquire and apply social skills that enhance personal learning and interaction in interpersonal and group situation</td>
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<tr>
<td>7. Application (BA only)</td>
<td>... apply psychological principles to personal, social and organizational issues</td>
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</tbody>
</table>
III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.

The required courses offered in the Dept. currently are organized broadly into the following sets of courses:

Intro. to Psychology (1001)
2000 Core
Interpersonal Relations (2042)
Social Skills
Upper Level Advanced Science (3000-4000 level)
Capstones

See mapping next page
<table>
<thead>
<tr>
<th>Key</th>
<th>Required Courses and Experiences*</th>
<th>Identified in P-1</th>
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<tbody>
<tr>
<td>E: Emerging</td>
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<td>D: Developing</td>
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<td>A: Achieved</td>
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<thead>
<tr>
<th>OUTCOMES</th>
<th>Intro</th>
<th>Stats/Methods</th>
<th>2000 Core</th>
<th>Interpersonal Relations</th>
<th>Social Skills</th>
<th>Upper L (3000)</th>
<th>Capstone</th>
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<tbody>
<tr>
<td>1 Knowledge</td>
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<td>2 Research Methods</td>
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<td>D</td>
<td>E</td>
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<td>3 Critical Thinking</td>
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<td>5 Communication</td>
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<td>6 Social Skills Development</td>
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<td>7 Applications</td>
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</tbody>
</table>

* Please note that you are only identifying required courses and experiences that are housed within your academic unit.
IV. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the "Assessment Measures Alignment Matrix" from Activity 5.

Intro. to Psychology (1001)
This 1-semester long, TAG course introduces students to the problems and areas in psychology (PO 1) and the methods and data relevant to the problems at hand (PO 2, 3).
Assessment tools may include: Competency checks (e.g., aware of the major areas of psychology), assignments, quizzes & exams

This 2-course sequence introduces students to and develops their understanding in the research methods (PO 2) and use of statistics (PO 4) in psychology, in order to address the research problem of interest (PO 3). In addition, students will learn to conduct literature research (PO 4) and communicate in APA styles (PO 5).
Assessment tools may include: Competency checks (e.g., for use of statistical software), assignments, exams, lab reports

2000 Core
These courses address a broad array of areas in psychology. Their main objective is to communicate the body of research that forms the core knowledge base for our discipline.
Assessment tools: Assignments, quizzes & exams

Interpersonal Relations (2042)
This course is the gateway course to the upper level skills courses. It is an introduction to the skills and theories of interpersonal relations. Emphasis is placed on how skills can enhance success in both personal and professional relationships.
Assessment tools: Relationship Application project & exams

Social Skills
After learning the basics of Interpersonal Relations, the upper level social skills courses give students the opportunity to practice applying those skills in various environments. All of these courses employ various hands-on learning experiences.
Assessment tools: Assignments, papers & exams
Upper Level Advanced Science (3000-4000 level)
These courses address a broad array of areas in psychology in more depth. Their main objective is to deepen students’ understanding in a particular area with a narrower focus, to prepare them for taking the relevant capstone course. A major requirement for these courses is to have a substantial writing component where students can demonstrate their ability to use evidence-based arguments.

Assessment tools may include: Assignments, papers, quizzes & exams

Capstones
A capstone project is a requirement for each of the capstone courses we offer. The particulars of the project differ between capstone courses, but all involve analysis of problems and literature review (PO 1, 4), planning and execution of a research project (PO 2, 3), data analysis and interpretation (PO 3, 4, 7), as well as presentation of results in different formats, both oral and written (5).

In addition, Capstone Coordinator will coordinate with individual instructors to collect data on a “capstone” questionnaire akin to an exit interview. This 10-question survey asks students to identify strength and weakness of the undergraduate program as they have experienced, now that they are close to the point of graduation. It also asks them their plans for the immediate future (e.g., applied to graduate school, applied for a job) and outcomes so far (e.g., been offered a job; been accepted into graduate program X; waiting to hear on medical school acceptance).

Assessment tools may include: Capstone projects, senior survey.

See table on following page.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tools</th>
<th>Course/ Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
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</thead>
<tbody>
<tr>
<td>1.Knowledge Base</td>
<td>E-items inserted into final exams across sections will allow assessment of outcome. A-Final exam, unique to each of the courses will be given each time the course is taught.</td>
<td>E-Intro to Psychology A-2000 level core courses in foundational areas of Psychology</td>
<td>Report by instructors of % correct on exam at the end of the semester</td>
<td>Director of undergraduate studies and the coordinator for 2000 level core classes</td>
</tr>
<tr>
<td>2.Research Methods</td>
<td>E-exam questions focused on research methods in intro to psychology and 2000 level core classes D-2001C and 3000 level classes lab reports and assignments. A- Final project that includes research design, analysis, and interpretation</td>
<td>E-intro to psychology and 2000 core classes D-2001C and upper level (3000) classes A- Capstone</td>
<td>Sampling from intro, 2000, upper level sections. Capstone projects evaluated using standard rubric.</td>
<td>Director of undergraduate studies, coordinator for 2000, upper level and capstone</td>
</tr>
<tr>
<td>3.Critical Thinking</td>
<td>E-exam questions focused on research methods in intro to psychology and 2000 level core classes D-2001C and 3000 level classes lab reports and assignments. A- Final project that includes research design, analysis, and interpretation</td>
<td>E-intro to psychology D-2001C, 2000 core and upper level (3000) classes A-Capstone</td>
<td>Exam items. Assignments specific to making reasoned arguments</td>
<td>Director and coordinators of course categories</td>
</tr>
<tr>
<td>4.Informational and Technological Literacy</td>
<td>E- 2001C,2002C, 2000 core, D-(info)2001C, 2002C, upper level classes A - upper level and capstone</td>
<td>E,D,A Ability to use statistical programs (for example, SPSS proficiency exam in 2001C and 2002C). Info Literacy assessed through adequacy of references and use of referenced material in project reports and assignments.</td>
<td>Sample from course sections</td>
<td>Directors and coordinators</td>
</tr>
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</tbody>
</table>
| 5. Communication | D-2001C, 2002C, 2042, 3000 all require written assignments which are assessed for competency of expression  
A - Final project report, extensive writing, assessed for competency. Often an oral presentation as well accompanying project report | 2001C, 2002C, 2042, 3000 level classes and capstones | Sampling from course sections | Directors and coordinators |
| 6. Social Skills Development and 7. Application | This skill will be developed (D) in the 2042 course and achieved (A) in the 3000 level course. The D will be measured by the final application project assigned to all 2042 students. The A will be measured by the final exam in the 3000 level course. | Psych 2042, 3029, 3065, 3095 | Every semester with annual summary. | Director of undergraduate studies, coordinator for skills courses |
IV. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

- All 7 outcomes align with identifiable categorized courses (e.g., Intro, Res Mtds, Capstone).
- Each of our course categories has a current coordinator.
- Assessments for the purpose of PO could be run by the coordinators.
- Coordinators are core members of a curriculum committee (that may have other members) charged with overseeing the process.
- Assessments may be based on a SAMPLING of courses / sections within each category.
- Syllabus Review beyond specific courses (for PO)
V. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

VI. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?