CURRICULUM MAP
PSYCHOLOGY
BA-NS PSY

Outcomes	PSY 101	PSY 350	PSY 450	PSY 471	PSY 472
Students will demonstrate an understanding of the major historical schools of thought and approaches in psychology.	I		R	M	R
Students will demonstrate mastery of APA technical report writing.		I	M		R
Students will be prepared for careers related to psychology or graduate studies.	I	R	R	R	M
Students will be able to select and critically evaluate existing literature in a given topic area of psychology.	I		R		M
Students will demonstrate the ability to generate a scientific hypothesis in a given area of psychology.		I	M		R
Students will demonstrate the rudimentary skills to design and implement research to test scientific hypotheses.		I	M		R
Student will be able to apply appropriate statistical techniques for a given research design.		M	R		R
Students will demonstrate the ability to apply valid conclusions based on topic area, hypothesis, review of literature, and study outcomes.	I		R		M

I = Introduced
R = Reinforced
M= Mastery Demonstrated

The American Psychological Association has identified 10 goals for Psychology majors. These goals, which are specified in the 2006 *APA Guidelines for the Undergraduate Psychology Major,* address two primary areas: Knowledge, Skills, and Values Consistent with the Science and Application of Psychology and Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology. The Department of Psychology has identified eight goals for students in our Bachelor of Arts and Bachelor of Science programs. These are aligned with the goals of the APA. Our objectives are as follows:

1: Students will be able to select and critically evaluate existing literature in a given topic area of psychology.

2: Students will demonstrate mastery of APA technical report writing.

3: Students will demonstrate the ability to generate a scientific hypothesis in a given area of psychology.

4: Students will be able to apply appropriate statistical techniques for a given research design.

5: Students will demonstrate the rudimentary skills to design and implement research to test scientific hypotheses.

6: Students will demonstrate the ability to apply valid conclusions based on topic area, hypothesis, review of literature, and study outcomes.

7: Students will demonstrate an understanding of the major historical schools of thought and approaches in psychology.

8: Students will be prepared for careers related to psychology or graduate studies.

These objectives reflect the professional and national consensus of the core learning outcomes. Further, these learning outcomes define the learning outcomes and objectives for the department's assessment, as mandated and approved by the College and the State University of New York.

Because these objectives *are* those of our field, it is critical that students and faculty alike understand and agree with these objectives. To ensure that this is the case, the Department of Psychology adheres to several principles identified by the APA as critical to successful education. In addition to the goals of the field, in 2011, the APA identified five *Principles for Quality in Undergraduate Education.* These principles include: 1) Students are responsible for monitoring and enhancing their own learning; 2) faculty strive to become scientist-educators who are knowledgeable about and use the principles of the science of learning; 3) Psychology departments and programs create a coherent curriculum; 4) Academic administrators support and encourage quality practices in teaching and learning; and 5) Policymakers and the general public understand why psychological literacy is necessary for informed citizens and an effective workforce.

Following these principles, we support our students through high-quality academic advisement where we provide ongoing education about the field of psychology. Further, we encourage faculty growth and development so that our faculty are up to date in their own subfield so that they are more effective in classroom and better able to share current techniques, knowledge, and controversies with their students. We continually monitor our curriculum to make sure that our course offerings are meeting our stated goals, both in the classes in which we formally assess those goals and in other classes that are vital to students' success in the field. We participate in campus initiatives that support

teaching learning. Finally, we educate our students and the community about the need for psychological literacy through workshops, interviews with the media, etc.

Specifically, assessment involves election of three committee members early in the fall term (Graduate, Job Opportunity, and Assessment Committee) – these members include faculty who teach the capstone research and seminar courses that are involved in the majority of assessment goals. This committee is charged with conducting the assessment in both the Fall and Spring terms, as well as conducting our senior student exit survey which contains questions used for one of the assessment goals dealing with preparedness for graduate school and careers. Our assessment plan flows on a three year cycle to include eight assessment goals and the order and pattern of these goals is revised prior to each three year cycle which falls under the responsibility of this committee as well. Each term, the committee collects the required documents/data to assess that term's target goal(s) specified in the assessment plan, independently assesses the outcomes, and then meets to discuss the aggregate outcomes. These outcomes are provided to each faculty member yearly and, when deemed in need of attention and at least annually, are discussed with the department as a whole. When appropriate, the faculty as a whole or subgroups (such as all instructors of a particular course) discuss whether any curricular changes or modifications are warranted. For example, after noting issues with the goal that "students will be able to apply appropriate statistical techniques for a given research design" across sections of Research Methods (PSY450), the department agreed to a curricular change requiring a grade of at least C in the prerequisite course of Statistics in Psychological Research (PSY350).

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Evaluation Form for Department Assessment Plan
Department of Psychology

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Goal #1: Students will demonstrate an understanding of the major historical schools of thought and approaches in psychology.

• The mean score from all multiple choice items from PSY471 will be used. The rubric is as follows:
>   80% + = exceeds expectations
>   70 – 79% = meets expectations
>   60 – 69% = approaching expectations
>   < 60% = does not meet expectations

Goal #2: Students will demonstrate mastery of APA technical report writing.

 APA Formatting in Final Laboratory Report (PSY450)
• Does the report conform to APA formatting for the following sections:
>   Title
>   Abstract
>   Introduction
>   Method
>>   Subjects
>>   Materials
>>   Procedure
>>   Results
>>   Discussion
>>   References
>>   Tables/Figures/Appendixes

0	1	2	3
Does not meet expectations	**Approaching expectations**	**Meets expectations**	**Exceeds expectations**

Goal #3: Students will be prepared for careers related to psychology or graduate studies.

• The Alumni Survey and Department Exit Survey will be used to assess this goal. It will be based on the number of students obtaining jobs in psychology related fields and/or acceptance into graduate school. The rubric is to be determined

Goal #4: Students will be able to select and critically evaluate existing literature in a given topic area of psychology

Introduction Section from Final Paper (PSY472)
- Is Problem/Area Introduced?
- Are key concepts defined?
- Are the arguments logical?
- Are the critiques clear?
- Does the introduction flow?
- Are citations appropriate to problem area?
- Are there sufficient citations?

0	1	2	3
Does not meet expectations	**Approaching expectations**	**Meets expectations**	**Exceeds expectations**

Goal #5: Students will demonstrate the ability to generate a scientific hypothesis in a given area of psychology.

Introduction from Final Laboratory Report (PSY450)
• Does introduction lead to an appropriate hypothesis? That is, a hypothesis that is:
    a) extension of literature review
    b) specific
    c) testable
    d) precise

0	1	2	3
Does not meet expectations	**Approaching expectations**	**Meets expectations**	**Exceeds expectations**

Goal #6: Students will demonstrate the rudimentary skills to design and implement research to test scientific hypotheses.

Method Section in Final Laboratory Report (PSY450)

- Are participants adequately described? e.g. age, gender, selection process, relevant features

- Are the materials described adequately? e.g. how are they used, what do they measure, how are they scored
- Are the materials appropriate for this study?
- Does the procedure explain how to conduct the study? e.g. instructions, control procedures, sequencing
- Are the variables clearly defined?
- Can the design appropriately test the hypothesis?
- Is there enough information to replicate the study/proposal?
- Were ethical considerations made?

0	1	2	3
Does not meet expectations	**Approaching expectations**	**Meets expectations**	**Exceeds expectations**

Goal #7: Students will be able to apply appropriate statistical techniques for a given research design.

Results Section of Final Laboratory Report (PSY450)
- Do they explain treatment of raw data? e.g. descriptives, calculation of scores
- Are the appropriate statistics used for this design?
- Are findings presented appropriately? e.g. means, F values, R^2, t values, tables, figures etc.
- Are the findings interpreted correctly?
- Have they avoided making conclusions?

0	1	2	3
Does not meet expectations	**Approaching expectations**	**Meets expectations**	**Exceeds expectations**

Goal #8: Students will demonstrate the ability to apply valid conclusions based on topic area, hypothesis, review of literature, and study outcomes

Discussion Section of Final Laboratory Report (PSY450)

- Are the main findings explained?
- Are explanations consistent with actual results?
- Are explanations appropriately tied to the hypothesis?
- Are findings linked back to research literature?
- Are there logical alternate explanations?
- Are legitimate limitations of the study addressed?
- Are there appropriate suggestions for future research?

0	1	2	3
Does not meet expectations	**Approaching expectations**	**Meets expectations**	**Exceeds expectations**