Program: Psychology BS

College and Department: College of Education – Department of Counseling & Psychology

Contact: Barry Stein

Mission: The Department of Counseling and Psychology includes the mission of offering a strong undergraduate academic program in psychology. The undergraduate psychology program is designed to develop skills that will lead to life-long success in many professional fields including graduate study in psychology, and is designed to develop effective communication, critical thinking, and life-long learning skills in the context of acquiring knowledge in the field of psychology. The undergraduate program includes a two-semester culminating senior thesis project that every student completes under the supervision of a faculty member to further develop these critical thinking and communication skills. Instruction is a major component of the academic mission of the department. A committed faculty serves the program through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public

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PG 1: Maintain adequate faculty with appropriate expertise to deliver a quality program.

PG 2: Maintain appropriate facilities and equipment to deliver a quality program and provide faculty with resources needed to succeed.

PG 3: Maintain sufficient student enrollment at the undergraduate level to ensure the viability of the program and course offerings.

PG 4: Students enrolled in the undergraduate program will report that they are receiving accurate, personalized, and supportive academic advisement that is equal to (not statistically different from) or better than the institutional and national average.

Student Learning Outcomes:

SLO 1: Students in the baccalaureate program in psychology will develop knowledge of psychology.

Students completing the baccalaureate program in psychology will compare favorably in their knowledge of psychology with graduates of undergraduate programs in the state, region, and nation (scoring within one standard deviation of the national average for psychology).

SLO 2: Students in the baccalaureate program in psychology will develop research skills.

Students completing the baccalaureate program in psychology will be capable of planning, implementing, and presenting an original research project.

SLO 3: Students graduating will demonstrate the ability to think critically, communicate effectively, learn on their own, and work effectively with others.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

1. Faculty credentials One measure is that faculty credentials meet SACS/COC standards.

2. IDEA teaching evaluations An indirect measure of student perceptions of teaching effectiveness is the IDEA system. We would expect teaching effectiveness to meet or exceed the University and National average if we had adequate faculty with appropriate expertise delivering a quality program.

3. External Program Evaluation An external evaluation of the psychology program is conducted approximately every four years.

4. Number of Student Credit Hours (SCH) generated by psychology courses

1. Assessment of Facilities There are a variety of means both internal and external to the department including the University evaluation of the condition of every building on campus and plans for maintenance and renovation on a regular schedule. Instructional Technology Services (ITS) sets minimum standards for computer equipment used by faculty and students at the University. Equipment that does not meet this minimum standard in the department is disconnected and replaced. The Departmental faculty are also encouraged to evaluate the facilities, available equipment, research and testing material and services, and identify needs. External program evaluations are also conducted approximately every four years.

1. Enrollment numbers for psychology majors

2. Number of Student Credit Hours (SCH) generated by psychology courses

1. National Survey of Student Engagement (NSS The 8 (t)-52w9 0 (a)-3.3ep auffgayw9 0 (a)s g88meele

The number of undergraduate psychology majors has fluctuated over the last seven years. During the last three year period, the number of majors has increased while the overall university enrollment has declined or remained steady. During the same period, our number of SCH has remained steady.

Undergraduate Psychology Degrees

Undergraduate Psychology Enrollment

Undergraduate SCH (Fall) Counseling & Psychology
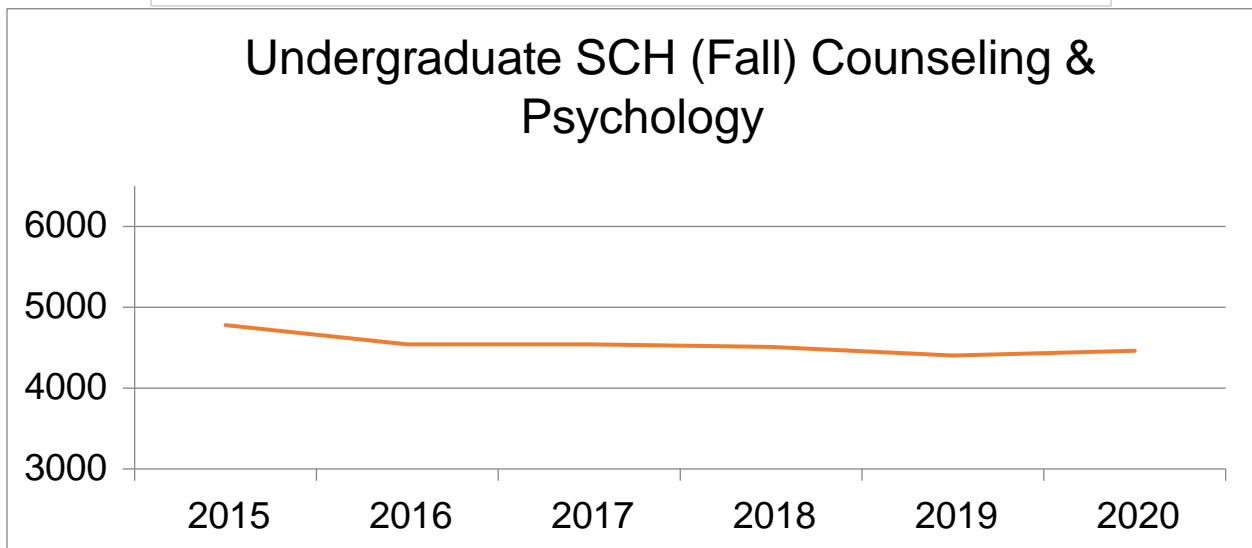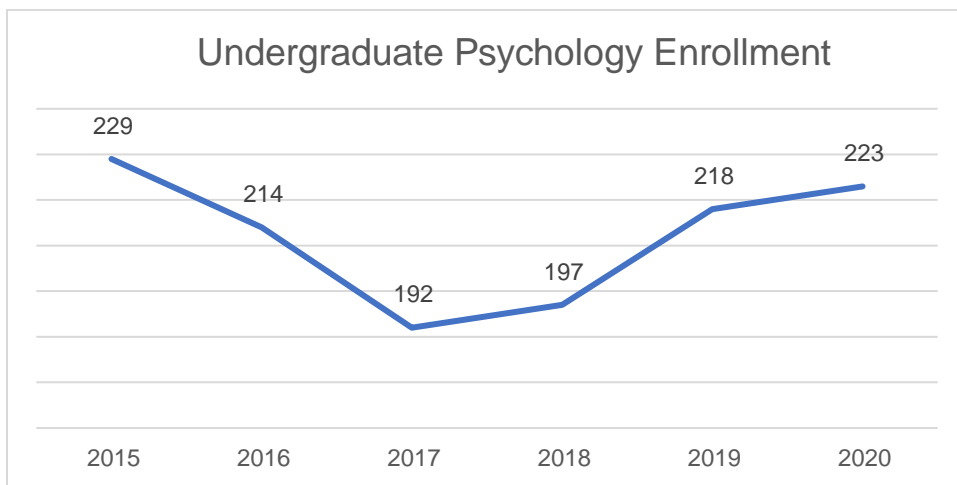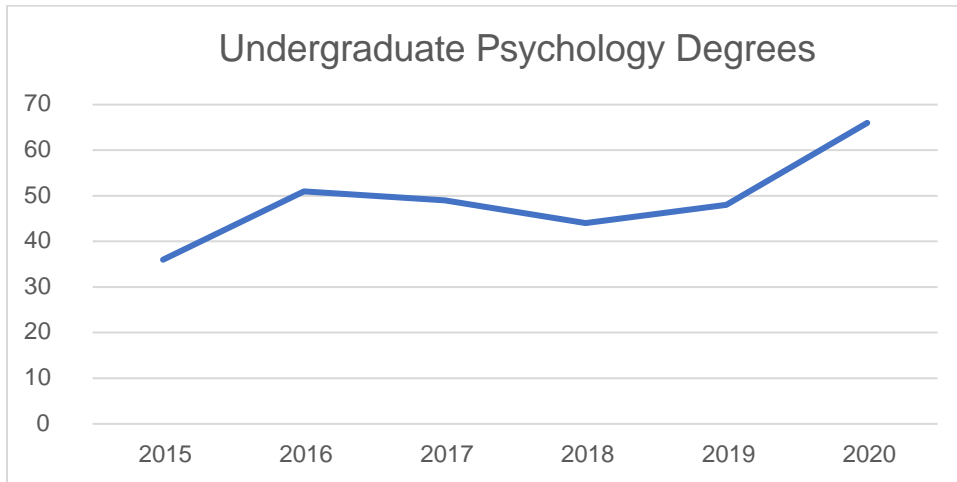
Since moving our students' advising to the College of Education Student Success Center (effective-2017 2018), our students are reporting a greater quality of interactions with academic advisors. The course planning they receive from their academic advisors is supplemented by the career planning and other advice they receive from their undergraduate faculty mentor.

NSSE: Quality of interactions with academic advisors

		First-Year	Seniors
2014	Psychology at TTU	4.33	5.77
	TTU	4.87	5.3
	National	5.11	5.2
2017	Psychology		

Finally, this year we offered three smaller sections of our Information Literacy course each semester (relative to two in previous semesters). This course introduces and develops students' scientific literacy and critical thinking. Several of these sections also collected CAT data, pre- and post- course completion as a way to encourage and measure critical thinking skills

Appendices
1. Curriculum Map
2. Senior Thesis Rubric

Appendix1: Curriculum Map

	Course	Title	Student Outcomes				
			SLO 1	SLO2	SLO3		
			Knowledge of Psychology	Research Skills	Critical Thinking	Communication	Teamwork
Required Coursework	PSY 1030	Intro to Psychology	X		X		
	PSY 3010	Statistics and Experimental Design	X	X	X		X
	PSY 3020	Information Literacy in Psychology	X	X	X	X	X
	PSY 3110	Experimental Psychology	X	X	X	X	X
	PSY 2130	Life Span Development Psychology	X	X	X	X	
	PSY 3300	Introduction to Social Psychology	X	X	X	X	X
	PSY 4050	Learning and Cognition	X	X	X	X	X
	PSY 4130	Brain and Behavior	X		X	X	
	PSY 4150	Personality	X	X	X	X	
	PSY 4160	Abnormal Psychology	X		X		X
	PSY 4930	Senior Thesis I	X	X	X	X	X
	PSY 4931	Senior Thesis II	X	X	X	X	X
Electives							
	PSY 2110	Psychology of Adjustment	X		X	X	
	PSY 2210	Educational Psychology	X		X	X	X
	PSY 3000	Problem Solving	X	X	X	X	X
	PSY 3030	Careers in Psychology		X		X	
	PSY 3050	Parapsychology	X	X	X	X	
	PSY 3120	Sensation and Perception	X	X	X		
	PSY 3140	Experimental Social Psy	X	X	X	X	X
	PSY 3150	Cognitive Psychology	X	X	X	X	X
	PSY 3160	Applied Research Methods	X	X	X	X	X
	PSY 3400	Industrial Psychology	X		X	X	
	PSY 3410	Group Dynamics	X		X	X	X
	PSY 4100	Child Psychology	X	X	X	X	
	PSY 4140	Health Psychology	X	X	X	X	X
	PSY 4200	Adolescent Psychology	X		X		
	PSY 4250	Intro to Psychological Testing	X		X		
	PSY 4300	Adult Psychology	X		X		
	PSY 4320	Intro-Therapeutic Techniques	X		X	X	X
	PSY 4400	Psychopharmacology	X		X		X
	PSY 4600	Data Analytics in Psychology	X	X	X	X	X
	PSY 4800	History of Psychology	X		X		
	PSY 4810	Concepts of Gerontology	X	X	X		
	PSY 4940	Field Experience in Psychology		X	X	X	

Appendix2: Senior Thesis Rubric

	Outstanding (4)	Satisfactory (3)	Unsatisfactory but Improving (2)	Unsatisfactory (1)	Rating
Creativity & Originality	Student exhibits creativity in the examination & interpretation of existing theory. Student generates original hypotheses, methods, & experimental designs.	Student shows some creativity in the examination & interpretation of existing theory. Student is able to come up with sound hypotheses, methods, & designs even though they are not necessarily novel.	Student is unable to adequately demonstrate creativity in the examination & interpretation of existing theory. The hypotheses, methods, & designs produced are weak and need improvement.	Student shows no creativity or originality in the examination & interpretation of existing theory. The hypotheses, methods, & designs generated are severely flawed.	
Reasoning & Critical Thinking	Student demonstrates adeptness in learning, assessing, integrating, and applying new information.	Student adequately demonstrates an ability in learning, assessing, integrating, and applying new information.	Student shows some signs of being able to learn, assess, integrate, and apply new information; however, they are erratic in the demonstration of these skills.	Student is resistant to incorporating new information. The student shows no initiative in the development/cultivation of their reasoning or critical thinking skills.	
Theoretical Connections & Applications of Research	Student demonstrates a clear & thorough understanding of literature & research. Student skillfully addressess both obvious & subtle gaps in current theory/research, adrotily connecting theory to hypothesis/findings. The research referenced clearly shows appropriate relevance, significance, breadth/scope.	Student demonstrates a good understanding of literature & research. Student acknowledges & addressess major issues in current theory/research, sufficiently connecting theory to hypothesis/findings. The research referenced shows appropriate relevance, significance, breadth/scope.	Student demonstrates an attempt at understanding literature & research. Student partially acknowledges & addressess issues in current theory/reseach, & attempts to connect theory to hypothesis/findings. The research referenced shows little appropriate relevance, significance, breadth/scope.	Student demonstrates no understanding of literature & research. Student does not acknowledge or address any issues in current theory/reseach, & does not connect theory to hypothesis/findings. Research referenced clearly shows no appropriate relevance, significance, breadth/scope.	
Statistical Proficiency	Student exhibits an exceptional ability to read, interpret, apply, & communicate statistical information.	Student exhibits an adequate ability to read, interpret, apply, & communicate statistical information.	Student is able to read, interpret, apply, & communicate statistical information; however, they are erratic in the application of these skills.	Student is unable to read, interpret, apply, & communicate statistical information.	
Intellectual Resilience	Student exhibits an exceptionally responsible, non-judgmental, patient, resilient demeanor throughout the learning process. Student acts & responds thoughtfully & constructively to obstacles & opportunities. Student clearly learns from mistakes & obstacles. Student maintains an .7 (a)2.7 (ey)49.3 (a.3 (t)-1518.5 (e)-5				