

**Psychology Program Course Matrix**  
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The model used for the undergraduate psychology program course structure/curriculum is based on the MSCP common core course structure/curriculum, which, in turn, is consistent with CACREP common core structure/curriculum which focuses on curricular experiences and demonstrated knowledge. Each common core area represents a program student learning outcome. The course work is not hierarchal in nature. All coursework is foundational. There is no evolution of any specific skill or competency over the course of the program through categories such as introductory, developmental and advanced.

Our principle component analysis (see undergraduate Psychology program evidence section at the WASC re-accreditation site) of the scales representing the first five Program Student Learning Outcomes (PSLO) from our comprehensive exam, which is administered in the capstone course Senior Seminar in Psychology (Psy 490), indicates that there is only one component (one PSLO) which we have labeled as **basic knowledge of psychology**.

	PSLO 1*	PSLO 2	PSLO 3	PSLO 4	PSLO 5
PSY 200		x			
PSY 315	x				
PSY 316	x				
PSY 321		x			
PSY 322					x
PSY 406				x	
PSY 424		x			
PSY 434			x		
PSY 451			x		

\*PSLO=Program Student Learning Outcome. The number in each one of the columns refers to a specific program student learning outcome below. For example, PSLO 1 refers to The Scientific Method and its Application in the Field of Psychology

**Program Student Learning Outcomes:**

Student will demonstrate an understanding of

**1. The Scientific Method and its Application in the Field of Psychology**

a. Skills and competencies in this area are primarily developed in the required courses of PSY 315 Statistics and PSY 316 Research Methods in Psychology. They are also addressed in all psychology courses. **Six Credits.**

**2. Life Span Development**

a. Skills and competencies in this area are primarily developed in the required courses of PSY 200 Life Span Development, PSY 321 Personality, and PSY 424 Abnormal Psychology. **Nine Credits.**

**3. Applied Psychology**

a. Skills and competencies in this area are primarily developed in the required courses of PSY 434 Organizational Psychology and PSY 451 Health and Stress Psychology. **Six Credits.**

#### **4. Counseling Theory**

a. Skills and competencies in this area are primarily developed in the required course of PSY 406 Counseling Psychology. **Three Credits.**

#### **5. Social and Cross-Cultural Psychology**

a. Skills and competencies in this area are primarily developed in the required course of PSY 322 Social Psychology. With the exception of PSY 315 Statistics, cross-cultural issues are discussed in all classes. **Three Credits.**

The classification of psychology courses as being at the 100, 200, 300 or 400 level is a historical artifact of a university system that appears to have adopted a mathematical model that assumes skills/competencies at one level must be mastered before moving on to a more advanced level of the same skills/competencies. This is not the case for the psychology program.

The course General Psychology (Psy 101) is a required pre-requisite for all psychology courses. This is a university policy. This course is not part of the Psychology program. The function of this course is to develop and assess the skills and competencies for the General Education Core requirement of demonstrating an understanding of the Behavioral Sciences.

Psychology 315 *Behavioral Sciences Statistics* is a pre-requisite for Psychology 316 *Research Methods in Psychology*. Psychology 316 is not an advanced course in statistics. We offer two separate courses because the material required to understand research, which is the primary focus, is best delivered in this format.

Psychology 406 Counseling Psychology requires that additional pre-requisite of Psychology 321 Psychology of Personality. Psychology 406 is not an advanced course in personality. We require Psy 321 as a pre-requisite because the material required to understand counseling is best delivered in this format.

The remaining two Program Student Learning Outcomes are also assessed in the capstone course Psychology 490 Senior Seminar in Psychology. Once again neither of these Program Student Learning Outcomes is hierarchical in nature. They do not represent an evolution of any specific skill or competency over the course of the program through categories such as introductory, developmental and advanced. The both assess basic knowledge of psychology.

The rubric for the Integrative Paper, for which inter-rater reliability has been established (see undergraduate Psychology program evidence section at the WASC re-accreditation site), will be used starting Spring 2010 to assess the following two outcomes:

#### **6. Psychology as an Integrated System**

a. Skills and competencies in this area are primarily developed in the required course of PSY 490 Senior Seminar in Psychology. **Three Credits.**

#### **7. Specific Focuses in Psychology**

a. Skills and competencies in this area are primarily developed in the three required elective courses in Psychology. **Nine Credits.**