

PROGRAM REVIEW
Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted _____

Program . Bachelor of Science in Psychology
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
- 3. Identification of the program for further development (for example, providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program

Rationale for Recommendation:

The Psychology program continues to be a very strong and viable program at Fairmont State University with an average over 200 majors every year and graduation rates of 40 to 50 students each year. Psychology courses are a part of the University General Studies and are listed as requirements or electives by eighteen other programs on campus. Current faculty levels permit multiple offerings of many core program courses to meet student graduation requirements but allow minimal variation in types of psychology courses to provide a broader understanding of the field. However, many students from our psychology program continue on to the graduate level and inform faculty that they were well prepared for work at that level. Assessments of established outcomes across all courses indicate that students are meeting expectations and acquiring the field specific knowledge necessary to succeed.

Signature of person preparing report:

Date

Signature of Dean

Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program

Bachelor of Science in Psychology

External reviewer(s)

Harriet Sutton, Director, HOPE Inc., Fairmont, WV.

Carolyn Jones, Executive Director of Family Services for Harrison and Marion Counties, Fairmont, WV Regional Office

Synopses of significant findings, including findings of external reviewer(s)

Course enrollments over the last five years have ranged from 446 to 465 students in multiple sections of Introduction to Psychology during the each fall with upper level psychology single section courses typically containing from 20 to 65 students. This represents a five year total of 11,393 student enrollments in psychology courses. Success rates for all psychology courses typically range from 70% to 90%. Measured performance standards of course outcomes indicate that students are meeting or exceeding established Psychology program goals. Continuing efforts are being made to increase student success through refinement of measurement instruments to provide more accurate feedback, changes in prerequisites to provide a stronger foundation for classes like statistics, and development of community and academic relationships to identify the needs of psychology students in their future career endeavors. At the most recent advisory board meeting the external reviewers commended program goals and success supporting plans for improving student success.

Plans for program improvement, including timeline

Math 1100 or higher has been made a prerequisite for Statistics in psychology to provide a stronger foundation of understanding for students coming into statistics class. Discussion and development of an intermediate class between statistics and experimental are planned for the coming year with addition of the new class expected by Fall of 2012. This class will provide a smoother transition for students between a basic level statistics course and the technically difficult conceptual material covered in experimental psychology. Annual reviews are providing a basis for ongoing improvement of course assessments.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The previous Psychology program five year review identified program weaknesses caused by the Forensic program within psychology. This program suffered from very low enrollments and graduation rates. Additional course offerings for this program consumed faculty course loads for

courses specific to the forensic program and outside of the central psychology degree program. The Forensic program was terminated and those faculty course loads are currently used to offer more sections of required psychology courses to better meet student needs.

Five-year trend data on graduates and majors enrolled

The student enrollments table within the program review clearly shows consistent enrollment in psychology courses of approximately 1000 students each semester over the five year review period. The number of graduates each year for the same period varies from 42 to 62 with not clear upward or downward trend.

Summary of assessment model and how results are used for program improvement

The psychology assessment model includes programmatic identification of desired student outcomes for each core course offered. These course outcomes are directly related to the Psychology program outcomes. Program outcomes are associated with both the Fairmont State University mission and the American Psychological Association's student outcomes within the field of psychology. Assessment at the course level varies by course and faculty but is intended to provide a consistent measure of students' success at meeting stated outcomes. Each year faculty and outside reviewers discuss the possible needs of students, success rates, and adjustments based on outcome measures to improve student success and meet student needs. When possible, recommended actions or changes are incorporated into the program with any necessary adjustments in outcome measurement, course presentation, or course offering.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Phone interviews were used to sample graduates of the psychology program. These interviews resulted in an extensive list of students that have continued on to graduate programs at numerous universities across the country and who are working within the field in community and regional agencies. Exact numbers are not available.

Final recommendations approved by governing board

PROGRAM REVIEW

PROGRAM: Psychology

SCHOOL: Liberal Arts

DATE: December 8, 2010

The Bachelor of Science program in Psychology has a mission that is essentially two-fold. First and foremost, the program is designed to provide students with a solid background of course work in basic psychology that is an excellent preparation for graduate in either psychology or related disciplines. The second major objective of the Psychology Program is to help students develop marketable skills that will prepare them for careers in the use of psychological techniques and principles in applied settings.

PROGRAM CATALOG DESCRIPTION:

Psychology is the science that deals with the study of behavior. The Psychology Program at Fairmont State has been developed to a strong foundation of theoretical and applied knowledge for those students anticipating either future graduate training or immediate employment. All psychology majors are required to complete a minimum of 40 hours which allows the student to develop a broad knowledge base within the discipline. Students may also pursue additional coursework in the areas of Community and Industrial Psychology. The psychology curricula are ideal for students anticipating graduate work in various areas of psychology, social work and counseling. Students who are preparing for the areas of medicine and law also utilize the psychology major.

Psychology majors must also complete the requirements for a minor and are encouraged to select a number of specialized (elective) psychology courses that could serve to expand their breadth of knowledge in a particular area of psychological interest. For example, they may choose courses from either the Community Service or Industrial/Personnel curricula as a means of further expanding their knowledge base.

Students with a B.S. degree in psychology are qualified for a variety of entry-level positions in the areas of education, business, management, advertising, government, health-care, criminal justice and sales.

VIABILITY

ENROLLMENTS

(a) Entrance Standards:

Admission to the Psychology Program as a major requires only that the student be admitted to FSU as a bachelor degree student and declare psychology as their major. Figure 1 shows the number of applicants and those actually enrolled into the Psychology Program for this review period.

(b) Entrance Abilities:

Other than meeting institutional admissions standards, there are no specific entrance requirements for the psychology major. However, according to FSU records, the average ACT Composite Score for Psychology majors is 20.84. Such scores are somewhat higher than the university average (18.70). The average high school GPA for psychology majors is 3.16. Figure 2 contains ACT subtests and high school GPA averages for psychology majors as those for both the SAT and COMPASS.

(c) Exit Abilities:

Although the Psychology Program possess any licensing exams or certification requirements, students must possess a 2.00 GPA in order to graduate (as is in accordance with institutional graduation requirements). According to FSU data, psychology majors have an average GPA of 3.17 at the time of graduation (See Figure 2). Such scores fall above the Fairmont State University average of 2.60.

(d) Graduates:

Graduates from the Psychology Program are accepted into a variety of graduate programs in the field of psychology as well as related disciplines. Such graduate schools include West Virginia University, Marshall University, Penn State University, Frostburg State University, Waynesburg State University, University of Virginia, Indiana State University (PA), California State University (PA), James Madison University, Argosy University and Ohio State. Graduate programs include those in all subfields of psychology (e.g., Clinical, Counseling, School, Educational, Developmental and Industrial) as well as Social Work, Counseling, Rehabilitation Counseling, Industrial Relations, Child Development and Law. Those graduates who enter the work force immediately find employment in such locations as Valley Health Care, Try Again Homes, WV Department of Rehabilitation, WV Department of

Corrections, Presley Ridge Group Homes, NASA, Milan Pharmaceuticals and various County School Systems.

(e) Program Courses:

Figure 3 contains a the enrollments over the past five years of all psychology courses taught at the Fairmont Campus (including Virtual Campus).

(f) Service Courses:

Figure 4 contains a list of all service courses taught by the Psychology Program for both the two and four year institutions.

(g) Success Rates:

Figure 5 contains success rates for all psychology courses taught over the review period.

(h) Off Campus Courses:

Figure 6 contains a list of all psychology courses (and their enrollments) taught at the Caperton Center and other off campus institutional sites during the past five years.

(i) Cost/Student Credit Hour:

Refer to Figure 7.

ASSESSMENT INFORMATION (BOTH STUDENT AND PROGRAM)

(a) Summary of Plan:

The Psychology Program's two-fold mission is designed to provide the graduate with a solid background of course-work that is either an appropriate preparation for graduate school or immediate entrance into the work-setting. The program's assessment plan therefore contains a variety of goals and objectives which are believed will enhance the student's competencies within the various areas of psychology. Because the assessment plan is designed to be an on-going process, the data that is obtained from it will not only help to evaluate the individual student, but also the efficacy of the Psychology Program overall.

(b) Student Assessment:

The Psychology Program has developed a comprehensive assessment program in which all psychology majors will be routinely evaluated to determine a minimum level of theoretical and applied competence in the following areas: (1) Psychological Foundations, (2) Statistics and Research Design, (3) Testing Theory and Psychological Assessment, and (4) Intervention Strategies. These core areas were chosen because of their direct applicability

toward graduate study as well as success within the work environment. The following provides a detailed description of each competency area and the method of assessment. All student assessment and outcomes are kept current and tracked in the Task-Stream Program (see APPENDIX VI).

(1) Psychological Foundations:

The following courses from within the psychology core requirements comprise this area of assessment: Introductory Psychology, History & Systems of Psychology, Abnormal Psychology, Developmental Psychology, Biopsychology, Theories of Learning and Theories of Personality. The syllabus for each course contains clearly written outcomes, objectives and assessment procedures (see APPENDIX I).

(2) Statistics and Research Design:

This particular assessment component is integrated into the following courses: Statistics (Psych 2240), Experimental Psychology (Psych 3310), and Foundations of Psychology (Psych 3390). The content of each course is designed as an integrated sequence to allow the student to not only obtain the fundamentals of statistics, but also develop, design and conduct a data-based research project. A brief description as to the manner in which each course contributes to this component is provided.

Students enrolled in Psychology 2240 (Statistics) will initially be taught descriptive level statistics (e.g., z-scores, central limit theorem, etc.). From there, the basic parametric procedures such as t-test and analysis of variance are covered. Finally, the more common non-parametric tests, such as chi-square, are introduced. Mastery of the content material is established by class assignments, projects and formal exams (see APPENDIX I for course syllabus containing objectives, outcomes and assessment). Students who successfully complete the statistics course will enroll the following semester into Experimental Psychology (Psych 3310). The purpose of this course is to take the basic statistics learned in Psych 2240 and apply a research design to a particular statistical technique. For each technique, there is an emphasis on the inferences that can be made based upon the understanding of central limit theory. Specifically, the course covers the process of data collection, basic methodology and data analysis. A series of data-based articles are reviewed and critiqued which helps develop the foundation necessary to progress to the next course (refer to APPENDIX I for copy of course syllabus containing objectives, outcomes and assessment procedures).

Foundations of Psychology (Psych 3390), which serves as a writing intensive course, can be considered the "capstone" for the Statistics and Research Design assessment component. Taking the content that has been learned in both Statistics and Experimental Psychology, the student is required to develop a research idea and put

that idea into practice. To do this they must develop a hypothesis, design a viable study to test the hypothesis, choose the appropriate statistical procedure, collect/analyze their data and present their results in a finished article which adheres to APA style format. The student is guided by the instructor at each stage of the project. Students who so desire may present their project at one of our student forums or at an actual psychology conference. It is important to note that our students have in fact presented at state, regional and national conferences including the American Psychological Association (APA). (Refer to APPENDIX I for course syllabus containing objectives, outcomes and assessment procedures).

(3) Testing Theory and Psychological Assessment:

All psychology majors are required to take Psychology 4400 (Psychometrics) which deals with general theory of measurement involved in various areas of psychology including intellectual, personality, vocational, educational and neuropsychological assessment. Emphasis on test construction, standardization and general legal-ethical issues is provided. Content competency is measured via four standard exams requiring a total minimum score of 70% to demonstrate mastery.

Those students either planning to attend graduate school or pursue employment as a psychometrician are urged to take Psychology 4485 (Advanced Psychometrics). This particular course emphasizes the administration, scoring and interpretation of various psychological, vocational and educational assessment instruments. Students taking this course will be required to take a comprehensive exam in which they are provided test data from various intellectual, personality, vocational and educational tests. They are required to score, analyze and interpret the information accordingly. A minimum requirement of 70% must be achieved for mastery of this competency.

(4) Intervention Strategies:

All psychology majors are required to take both Psychology 4460 (Seminar: Intervention Strategies). This course functions as another capstone where students are required to demonstrate a minimum level of proficiency in the role of a therapeutic interventionist. Students have a choice of completing an additional video or audio tape of this experience. All students are required to demonstrate their proficiency in the areas of therapeutic listening and responding through a series of role-play simulations. Constructive feedback from various local practicing counselors and therapists is provided to each student.

Students taking this course are also administered a locally developed comprehensive pre and post assessment on the various personality theories. A minimum score of 70% is required in order to demonstrate mastery of this competency.

(c) Program Assessment:

The various competency areas described above can (and do) serve as a useful means of monitoring the Psychology Program on a continual basis. However, the following additional procedures have also been implemented.

- (1) Follow-up interviews with former students who have been graduated for at least one year are routinely conducted. In this way, we can obtain information regarding their current educational/employment status as well as their degree of satisfaction with the program. We are particularly interested in how effective they believe the Psychology Program prepared them for their particular endeavor. At least 10% of each graduating class are sampled.
- (2) Interviews with both graduate school departments and employers who have accepted our graduates are conducted yearly. We are particularly interested in the degree of satisfaction each has in regards to the level of preparedness of the graduate in comparison to other students or employees.

GRADUATION /RETENTION RATES

During the period of time between fall 2005 and spring 2010, the Psychology Program at Fairmont State graduated a total of 250 students (refer to Figure 8). Figure 9 contains the retention calculations for the psychology Program during this review period.

GRADUATE AND EMPLOYER SATISFACTION

Both phone and face-to-face surveys were conducted with various employment locations and graduate programs, as well as with the graduates themselves (see APPENDIX II for a copy of the Student/Graduate Questionnaire). Below is a summary of such findings.

- (a) Graduate Satisfaction: During this review period, a total of 75 graduates were randomly surveyed. This number and configuration represents approximately 25% of the psychology graduates over to past five years. Information regarding their current employment status, post baccalaureate education and general satisfaction with the experience they received while they were a psychology major at FSU was obtained. We inquired specifically as to the areas they felt our program provided the best training and where we were most lacking.

We were particularly interested in whether or not our majors felt that the Psychology Program prepared them for graduate school.

Of the 75 students sampled, it was found that 39 were exclusively enrolled in some type of post baccalaureate educational program (mostly graduate school in an area of psychology, counseling or social work). Twenty-nine (29) of the surveyed graduates were exclusively employed while seven (7) were both employed and enrolled in some type of post baccalaureate program. (Refer to APPENDIX III for a table which provides more specific detail regarding types of educational programs and job titles).

For those students attending some type of graduate school (regardless of the specific program) the feedback was overwhelmingly positive. They consistently reported that they were well prepared in regards to content and theory. As a matter of fact, many reported that a large portion of their graduate work was actually a review of what we taught them at the undergraduate level. Among the courses that they found most useful in graduate school were those emphasizing basic psychological theory, intervention, psychopathology, biopsychology, assessment, statistics and research methods/experimental design. The students found those courses requiring a large amount of writing and research particularly useful in developing those skills necessary for graduate school.

Although the graduates mentioned no specific programmatic weaknesses, many stated that they would have enjoyed more opportunities to attend conferences and present research projects. Such students stated that although the psychology faculty certainly encouraged them to attend conferences, the institution as a whole provided little opportunity in the way of financial support. Consequently, most students did not have the financial resources to attend conferences. Students also reported such factors as large class size and lack of adequate air conditioning as being detrimental to their optimum learning experiences.

Those graduates within the work setting were employed in such positions as psychometricians, case managers, behavior management specialists, intake specialists and social workers. They consistently reported that the skills taught in our Psychology program (e.g., assessment, communication, writing, research, etc.) were invaluable in their current job setting.

- (b) Employer Satisfaction: A total of ten different supervisors or various social/psychological service agencies and businesses were interviewed during this particular program review period (see Appendix IV for a copy of the Employer/Graduate School Survey Form). Overall, the responses were very positive. Our graduates were found to possess good foundation skills in terms of both content and writing. They had little difficulty assimilating into the job setting or mastering the requirements of their position. All of the agencies/businesses had several of our psychology graduates on staff and all of the supervisors interviewed stated that they would be very willing to hire students from our program in the future.

Those supervisors who were interviewed identified a number of strengths that our psychology graduates seemed to possess. They mentioned that the graduates exhibited a high level of ethical and professional behavior and were well aware of their responsibilities as a professional within the psychological/social service arena. Four supervisors indicated that they regularly seek the advice of their FSU graduates when confronted with issues related to confidentiality and privilege communication. All of the those supervisors surveyed indicated that it is common practice for our graduates to advance within the agency at a fairly rapid rate. Reasons for such advancement include a solid command of psychological theory and practice as well as a broad knowledge base related to organization and analysis of data. The supervisors also mentioned that our psychology graduates were able to function effectively and autonomously in the work setting.

- (c) Graduate School Satisfaction: Representatives from six different graduate programs were interviewed. Two of the representatives held chair positions within their department while the remaining four were full-time faculty who also functioned as student advisors. The overall results collected from these individuals were quite positive. All of the representatives interviewed stated that they found our psychology graduates to be very well prepared for the demands of graduate school. Our graduates were found to possess solid skills development in both general and professional writing as well as a good understanding of basic statistical concepts and analysis. All of the representatives interviewed mentioned that they were impressed with our graduates regarding their knowledge of psychological theory in the areas of assessment, personality and learning. All consistently reported that graduates were among their top students in terms of both content mastery and writing.

ADEQUACY

PROGRAM REQUIREMENTS

Figure 10 contains the core course requirements for the Psychology Program as well as a “model” schedule the students can follow.

FACULTY DATA

The Psychology Program at FSU consists of four full-time members as well as one half-time member who also serves as the Chairman for the Department of Behavior Sciences. The Psychology Program is currently in the process of advertising for a full-time tenured track position to fill a vacancy

resulting from a recent retirement. All five faculty have doctoral degrees from accredited institutions. Four of the five faculty are tenured while one is in the third year of a full-time temporary appointment. Of the tenured faculty, two hold the rank of Professor and two the rank of Associate Professor. One of the faculty members is licensed in the state of West Virginia as a Clinical Psychologist while two hold both state and national certifications in the area of School Psychology. One is also a Licensed Professional Counselor. All of our faculty belong to appropriate state and national professional organizations. In addition to their teaching and academic duties, two of the faculty maintain part-time private practices and consulting services. Such expertise within the applied areas allows our students to be appropriately supervised during their practicum experiences. All of our faculty teach courses that are consistent with their educational backgrounds and training experiences.

In addition to its full-time faculty, Fairmont State University relies on a number of adjunct or part-time faculty. Such individuals are hired on a semester basis and can teach up to nine hours. All adjunct faculty hold at least a master's degree in psychology or a related discipline and possess training and education for the courses that they teach (refer to individual Faculty Data Sheets in APPENDIX V).

RESOURCES

- (a) Financial: Financial support for the Psychology Program comes from state funding by way of the School of Liberal Arts. In addition to Psychology (5 faculty), the School's budget is shared by the programs of Criminal Justice (5 faculty), Geography (1 faculty), History (3 faculty), Philosophy (1 faculty), Political Science (2 faculty), and Sociology (2 faculty). The Psychology program requires a technical fee in several of its courses including Statistics, Experimental Psychology and Advanced Psychometrics. Introductory Psychology is a popular general requirement for students and a variety of other programs within the University require various psychology courses as part of their plan of study (thus allowing the Psychology Program to serve a variety of students other than its own majors and minors). Consequently, while the total resources devoted to the Psychology Program is very small, the impact on the University as a whole would be significant if the program was terminated.

- (a) Facilities: Until 1995, the Psychology Program shared an experimental lab in Hunt Haight Hall. The Psychology Program now depends solely on the computer lab located in Room 314 HB. This lab is shared by both the Departments of Behavioral and Social Sciences. The resources of the university's library and media center are also available to all of the psychology classes. Finally, the Psychology Program uses a small storage area (Room 127-A, HB) for the testing materials that are used in the Psychometrics and Advanced Psychometrics courses.

PREVIOUS REVIEWS

The Psychology Program was last reviewed during fall semester of 2005. The Program Review Committee did not present any area of concern that needed to be addressed and the program was recommended to continue.

ADVISORY COMMITTEE

The Psychology Program has established an advisory committee consisting of all tenured faculty within the Department of Behavioral Sciences, two adjunct faculty and a non-institutional representative from community mental health. This advisory committee meets at least once each semester and discusses such issues as textbook adoptions, course development, program changes and assessment criteria. APPENDIX VII contains a list of the present members of the Advisory Committee.

PROGRAM STRENGTHS AND WEAKNESSES

- (a) It is believed that the major strength of the Psychology Program is the diversity of our full time faculty in regards to both training and interests within the discipline. As previously indicated, all full-time faculty hold doctorates from accredited institutions. All of our faculty serve a large number of majors and minors as well as students throughout the institution as a whole. Research and academic interests include psychological ethics, perception, brain dysfunction in children, cross-cultural child-rearing, women's issues, psychological assessment, child psychopathology, adult development, hypnosis, drug therapy and the psychological aspects within the work environment. All of our faculty belong to various state and national professional organizations. One of our faculty is a professionally licensed clinical psychologist and two hold both state and national certifications in school psychology. One is also a state licensed professional counselor. Two maintain private practice/consulting services and another consults with a local out-patient counseling agency. One of our faculty holds a clinical appointment with a university medical center and two are adjunct faculty for a graduate program within sister state university. Finally, all of our psychology faculty are also part of the graduate faculty at FSU.
- (b) Despite its high level of productivity, the relatively small number of full-time faculty make it difficult to provide the students with the amount of time and attention necessary to maintain a first-rate undergraduate program. Upper level classes contain very large numbers which often make it impossible for the professor to provide an optimum learning environment. Due to such large numbers of students housed in relatively small classrooms, it is difficult (and often impossible) for the professor to maximize small group discussion and practice experiences. This is particularly detrimental to those courses that attempt to teach therapeutic intervention techniques, psychological assessment and theoretical processing.

Courses that require a great deal of writing, research and classroom participation suffer. The number of full-time psychology faculty has not changed significantly in the last 35 years even though both the enrollment of the institution and number of psychology majors has nearly doubled.

NECESSITY

PLACEMENT

Although the B.S. Degree in Psychology does not constitute a “training” program as such, graduates do obtain employment in a variety of areas including community mental health, vocational rehabilitation, human services, disability determination services, behavioral medicine, corrections and private industry. The Student Placement Office at FSU has always been a popular resource in assisting our majors in finding employment. In addition, the psychology faculty sponsors one workshop each semester which is devoted to helping our majors apply to graduate school and/or seek employment (refer to Appendix III).

SIMILAR PROGRAMS

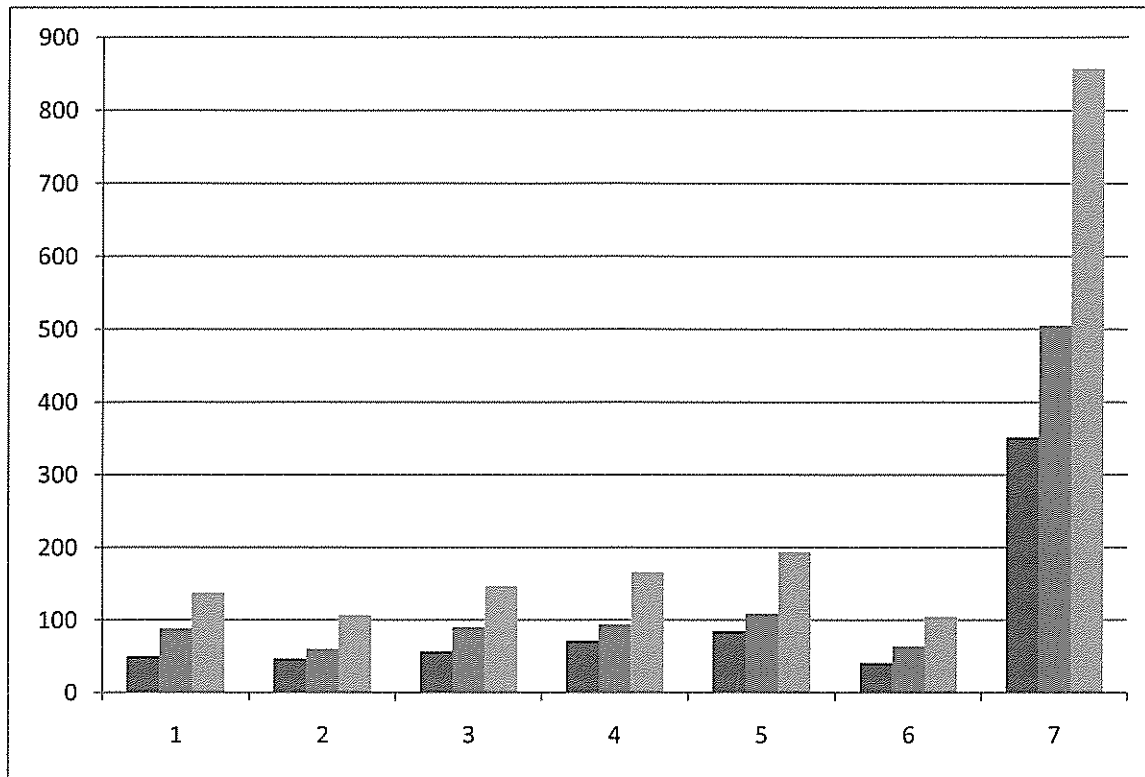
While all of the colleges and universities in the state offer B.S. or B.A. degrees in psychology, Fairmont State is unique in that we are one of the few undergraduate psychology programs to offer courses in the more applied areas of assessment and intervention. Although such content is not typically offered at the undergraduate level, it better prepares the student for both graduate study and future employment.

CONSISTENCY WITH MISSION

The Psychology Program at Fairmont State is quite consistent with the global mission of the institution in that it meets community and regional demands for paraprofessionals while at the same time expanding the horizons for a large number of middle and working class “non-traditional” students by enabling them to continue their education. The Psychology Program accomplishes this by providing its students with a solid background of course work in basic psychology that is an excellent preparation for graduate school. It also helps students develop marketable skills that prepare them for careers in the use of psychological techniques and principles applied to community, industrial and forensics settings. In

addition, the faculty (both full-time and adjunct) possess a wide range of expertise, research interests and practical experiences which serve to provide a solid academic base as well as “hands-on” training. The program is thoroughly integrated with many other academic programs including Business, Criminal Justice, Health Services and Sociology.

Fairmont State University Applicants to Psychology versus Number Enrolled



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	total
Not Enrolled	50	47	57	72	85	41	352
Enrolled	88	60	90	94	109	64	505
Applicants	138	107	147	166	194	105	857

Psychology Graduate College GPA, High School GPA, Test scores

TERM	MINOR	COLLEGE GPA	HIGH SCHOOL GPA	SAT VERBAL	SAT MATH	ACT ENG	ACT MATH	ACT COMP	ACT REASONING	COMPASS ALGEBRA SCORE	COMPASS ENGLISH SCORE	COMPASS READING SCORE	
201010	Criminal Ju	3.59	3.91			23	24	24	20				
201010	Sociology	3.21	3.12			18	14	17	18	22			
201010	Sociology	2.53	2.75			15	20	18	19				
201010		2.52	2			21	17	24	27	21			
201020	Criminal Ju	2.32	3.1			21	18	19	19				
201020	Criminal Ju	2.89	3.31			32	17	26	24	23			
201020	Criminal Ju	3.15	3.5			24	23	23	23				
201020	English	3.69	3.95			32	24	27	23				
201020	General Bu	3.68	3.52			25	18	22	24	29			
201020	General Bu	3.23	3.76	530	490								
201020	Journalism	3.68	3.39	540	410	24	20	24	22				
201020	Sociology	3.13	3.32	580	570	26	23	25	24				
201020	Sociology	3.32	3.51			24	18	20	17	27			
201020	Sociology	3.06	3.12	370	390	17	16	17	21	29	65	51	
201020	Sociology	3.09	2.77	520	340					17			
201020	Sociology	3.88	3.84			25	26	27	24				
201020	Sociology	2.41	3.55			22	24	23	22				
201020	Sociology	3.93	3.61							54	99		
201020	Sociology	3.19	3.5			23	19	21	21				
201020	Sociology	2.63	3.35							58			
201020	Sociology	3.59	3.08							41	75		
201020	Sociology	3.2	3.15	420	450	19	18	20	18	36			
201020	Sociology	2.97	3.46							28	94	84	
201020	Sociology	3.27	3.25			14	14	18	20	18	84		
201020	Theatre	2.47	3			17	14	18	18	15	87		
201020		3.95	3.77	680	520	28	22	25	24				
201030	Criminal Ju	2.51	2.65			16	17	17	20	41	65		
201030	Sociology	2.52	2.19			12	3	8	12	23			
201030	Sociology	3.26	3.59			20	17	18	19	23		74	
Averages		29	3.13	3.28	520.00	452.86	21.65	18.52	20.91	20.83	29.71	81.29	69.67

Psychology Graduate College GPA, High School GPA, Test scores

TERM	MINOR	COLLEGE GPA	HIGH SCHOOL GPA	SAT VERBAL	SAT MATH	ACT ENG	ACT MATH	ACT COMP	ACT REASONING	COMPASS ALGEBRA SCORE	COMPASS ENGLISH SCORE	COMPASS READING SCORE
200910	General Bu	3.52	3.81			29	25	26	25			
200910	Political Sc	2.53	3.37			17	17	19	19	19		
200910	Sociology	2.92	1.93			21	18	20	19			
200910	Sociology	2.21	3.3			24	17	22	25			
200910	Sociology	2.56	1.78			15	14	15	16	21	81	75
200910	Sociology	2.93	3.59			18	17	21	19	41		
200910	Sociology	3.22	3.31	450	500						80	87
200910	Sociology	3.19	3.84			22	16	20	23	20		
200910	Sociology	3.24	2.71							17		82
200920	Biology	3.94	3.24	470	510	24	21	22	23			
200920	Biology	3.42	3.85			20	22	21	22			
200920	Criminal Ju	3.33	3.41			25	17	23	23			
200920	Criminal Ju	2.4	1.92			12	15	14	16	15	35	69
200920	English	2.95	2.93			20	16	19	19	32		
200920	Geography	3.87	3.69			25	16	21	19	33		
200920	Sociology	2.49	2.48			20	14	17	17			
200920	Sociology	2.99	3.5			26	24	24	23			
200920	Sociology	3.83	3.95			25	21	25	21			
200920	Sociology	3.33	3.48			20	19	20	20			
200920	Sociology	2.68	2.74			19	16	19	19			
200920	Sociology	2.21	3.12			23	18	20	20			
200930	Criminal Ju	2.41	2.65			23	20	20	20			
200930	Education	3.01	3.44			28	24	26	25			
200930	General Bu	2.79	3.77			26	26	26	26			
200930	Sociology	1.91	3.06			16	17	15	15	23	15	83
Averages		2.96	3.15	460.00	505.00	21.65	18.70	20.65	20.61	24.56	70.33	99.00

Psychology Graduate College GPA, High School GPA, Test scores

TERM	MINOR	COLLEGE GPA	HIGH SCHOOL GPA	SAT VERBAL	SAT MATH	ACT ENG	ACT MATH	ACT COMP	ACT REASONING	COMPASS ALGEBRA SCORE	COMPASS ENGLISH SCORE	COMPASS READING SCORE
200610	Criminal Ju	4.00	3.97	690	580	30	21	30	34			
200610	Criminal Ju	3.50	3.75			22	23	20	20			
200610	Criminal Ju	2.81	2.9			20	26	22	21			
200610	Sociology	3.50	3.45			15	19	18	20			
200610	Sociology	2.78	2.83			20	22	20	21			
200610		2.68	3.16			25	24	25	23			
200620	Chemistry	3.82	4			27	29	27	22			
200620	Criminal Ju	3.68	4			27	23	25	22			
200620	Criminal Ju	3.42	3.58			27	20	23	22			
200620	Criminal Ju	3.49	3.58			25	17	20	21			
200620	History	2.71	2.32			20	20	19	19			
200620	Sociology	3.92	2.06									
200620	Sociology	3.11	2.66			19	20	19	17			
200620	Sociology	3.53	2.93			16	16	16	18			
200620	Sociology	3.62	3.25			19	15	17	18			
200620	Sociology	2.62	3.25			18	16	17	18			
200630	Sociology	3.76	2.14			21	17	19	16			
Averages	17	3.35	3.17			21.94	20.50	21.06	20.75			

Psychology Graduate College GPA, High School GPA, Test scores

TERM	MINOR	COLLEGE GPA	HIGH SCHOOL GPA	SAT VERBAL	SAT MATH	ACT ENG	ACT MATH	ACT COMP	ACT REASONING	COMPASS ALGEBRA SCORE	COMPASS ENGLISH SCORE	COMPASS READING SCORE
200810	Chemistry	2.88	1.35			22	18	20	22			
200810	Criminal Ju	3.95	3.68			24	19	22	21			
200810	Criminal Ju	2.7	2.08			11	15	14	16			
200810	Criminal Ju	2.78	3.28	450	640	24	28	24	22			
200810	Criminal Ju	3.38	3.24			21	22	21	20			
200810	Criminal Ju	3.45	2.81			19	16	19	17			
200810	English	3.23	2.91			26	17	22	20	61		
200810	General Bu	3.82	3.75			22	19	21	20			
200810	Political Sc	2.51	3.45	530	460	22	23	23	23			
200810	Sociology	3.06	2.26			23	17	21	22	24	91	
200810	Sociology	2.64	3.57			19	20	19	22			
200810	Sociology	2.43	3.46			19	16	19	20			
200810	Sociology	2.65	2.65			22	21	21	20			
200810	Sociology	2.69	3.51	540	440	21	17	20	19	39		
200810	Sociology	3.77	3.93	540	580	24	23	24	25			
200810	Sociology	3.8	3.66									
200810	Sociology	3.42	1.99									
200820	Criminal Ju	3.6	3.6	470	460	17	21	19	19			
200820	Criminal Ju	3.51	3.23			19	18	19	18	22		
200820	Exercise S	3.03	3.53			20	17	19	23	19		
200820	General Bu	3.77	2.5			16	20	17	16			
200820	Sociology	3.81	2.83							20	89	
200820	Sociology	3.72	3.87			27	19	24	24			
200820	Sociology	2.69	3.71	500	490							
200820	Sociology	3.69	3.9			22	23	24	21			
200820	Sociology	3.72	3.94			21	18	21	22	35		
200820	Speech Co	3.31	3.66	480	570	23	24	22	27			
200820		3.37	2.72							15	93	88
200820		3.35	3.5			26	19	24	22			
200830	Geography	2.9	2.03			16	20	21	25			
200830	Sociology	2.84	2.89	520	420	21	16	19	19	24		
Averages		3.24	3.14	503.75	507.50	21.04	19.46	20.73	20.96	28.78	91.00	88.00

Psychology Graduate College GPA, High School GPA, Test scores

TERM	MINOR	COLLEGE GPA	HIGH SCHOOL GPA	SAT VERBAL	SAT MATH	ACT ENG	ACT MATH	ACT COMP	ACT REASONING	COMPASS ALGEBRA SCORE	COMPASS ENGLISH SCORE	COMPASS READING SCORE
200710	Criminal Ju	3.02	2.77			21	21	22	23			
200710	Criminal Ju	2.76	3.11			19	16	20	18			
200710	Criminal Ju	2.45	3.14			15	15	15	16			
200710	General Bu	2.8	2.22			20	18	21	20			
200710	History	3.66	3.85	590	500	28	22	25	21			
200710	Sociology	3.6	3.53			21	18	23	24			
200710	Sociology	2.42	2			20	17	20	20			
200710	Sociology	3.86	3.84			21	17	20	18	40		
200710	Sociology	2.77	1.94									
200710		3	3.43	540	400	23	13	20	21			
200720	Am Sign La	3.43	3.22	600	490	23	18	24	24			
200720	Criminal Ju	2.94	3.61			26	20	23	20			
200720	Criminal Ju	2.54	3.21			22	15	19	20			
200720	Education	3.5	3.15			22	24	24	25			
200720	General Bu	3.22	2.75			16	14	15	14			
200720	Philosophy	2.39	2.72			28	23	26	24			
200720	Philosophy	2.98	2.55	510	500	14	21	18	19			
200720	Sociology	3.51	3.25			22	18	21	20			
200720	Sociology	3.44	2.62	410	430	16	20	18	18	20		87
200720	Sociology	3.68	3.9	520	420	27	18	21	21	24		
200720	Sociology	3.6	3.83			24	17	22	20	15		
200720	Sociology	2.85	2.47	310	420	17	17	19	22	40		81
200720	Sociology	3.68	3.9	500	460	22	19	23	21			
200720	Sociology	3.34	3.86	590	570	22	24	26	26			
200720	Sociology	3.2	2.67			23	18	22	22			
200720		3.48	3.87	460	460	10	17	17	19			
200730	Music	3.31	3.35			20	18	18	19	48		
Averages		27	3.16	3.14	503.00	465.00	20.85	18.38	20.85	20.58	37.40	84.00

Course Enrollments
Fairmont Campus

Year sems	06 10	06 20	06 30	07 10	07 20	07 30	08 10	08 20	08 30	09 10	09 20	09 30	10 10	10 20	10 30	Total
1101	459	430	24	461	347	7	446	341		456	373	10	465	484	18	4321
sections	8	7	1	7	7	1	6	5		6	5	1	6	7	1	68
2220	57	82	14	87	75		82	75		36	37		45	40		630
sections	2	2	1	2	2		2	2		1	1		1	1		17
2230	52	69	13	56	57	13	67	58	11	51	106		60	92		705
sections	2	2	1	1	1	1	1	1	1	1	2		1	2		17
2240	64	62	12	49	76	17	48	100	10	44	64	14	60	68	19	707
sections	2	3	1	1	2	1	2	2	1	1	1	1	1	1	1	21
2250	50	93		58	60			1		33	10		30	7		342
sections	1	2		1	1			1		1	1		1	1		10
2260		14														14
sections		1														1
3300	91	86		40	93		60	84		44	104	6	63	89	8	768
sections	3	2		1	2		2	2		2	2	1	3	2	1	23
3310	56		20	52	39		32	27		28	25		25	24		328
sections	1		1	1	1		1	1		1	2		1	1		11
3330	53	90	10	72	78		58	80		77	69		75	62		724
sections	2	2	1	2	2		2	2		2	2		2	2		21
3350	49	41		53	45		49	36		48	39		43	41		444
sections	1	1		1	1		1	1		1	1		1	1		10
3360		17														17
sections		1														1
3370	57	55		51			52	49		44			51			359
sections	1	1		1			1	1		1			1			7
3390	7	21		20	23		30	23		21	30		25	32		232
sections	2	2		2	1		3	1		2	2		2	2		19
3393	8	13	4	13	16	4	19	10	2	14	13		13	21		150
sections	1	1	1	1	1	1	1	1	1	1	3		1	4		18
3399	8									1						9
sections	1									1						2
4400	28			50	40		29	5		35	30		31	24		272
sections	1			1	1		1	1		1	1		1	1		9
4410	49			54			50			57	74		65	66		415
sections	1			1			1			2	3		2	3		13
4460	20	37		38	32		35	29		24	36		14	41		306
sections	1	1		1	2		1	1		1	1		1	1		11
4480	9	19		16	20		9	10		8			2			93
sections	1	1		2	1		1	1		2			1			10
4481-83		1		1												2
sections		1		1												2
4485		11			3									8		22
sections		1			1									1		3
4487	10	13		5	7		11	6		5	8		7	9		81
sections	1	2		1	2		1	2		1	2		2	2		16
4489	5	4		3	5		3	4		1	2		1	4		32
sections	1	1		1	1		1	1		1	1		1	1		10

Course Enrollments
Fairmont Campus

		Course Enrollments continued														
		Fairmont Campus														
Year sems	06 10	06 20	06 30	07 10	07 20	07 30	08 10	08 20	08 30	09 10	09 20	09 30	10 10	10 20	10 30	Total
4490	3	18		2	21		10	14		2						70
sections	1	1		1	1		1	1		1						7
4491		31			39			41		28			25			164
sections		1			1			2		1			1			6
4493	36	1														37
sections	1	1														2
4494		12								19						31
sections		1								1						2
4495		20						36			22					78
sections		1						1		1						3
4497	9			10												19
sections	1			1												2
4498	4			7												11
sections	1			1												2
4998											4		2	4		10
sections											2		2	3		7
Totals	1184	1240	97	1198	1076	41	1090	1029	23	1076	1046	30	1102	1116	45	11393

Course Enrollments
Virtual Campus

Year sems	06 10	06 20	06 30	07 10	07 20	07 30	08 10	08 20	08 30	09 10	09 20	09 30	10 10	10 20	10 30	Total
1101	42	44							48		31	52			56	273
sections	1	1							1		1	1			1	6
2220	25								13			24			29	91
sections	1								1			1			1	4
2260												14			18	32
sections												1			1	2
3300					31											31
sections					1											1
3330												31			38	69
sections												1			1	2
Totals	67	44	0	0	31	0	0	0	61	0	31	121	0	0	141	496

Department of Behavioral Sciences - service courses		
Department course offered	listed elective or required by	2yr or 4yr program
PSYC 1101	Paralegal	2yr
PSYC 1101	Office Management	2yr
PSYC 1101	Occupational Dev.	2yr
PSYC 1101	Health Info. Tech.	2yr
PSYC 1101	Homeland Security	2yr
PSYC 1101	Interpreter	2yr
PSYC 1101	Physical Therapy	2yr
PSYC 1101	Criminal Justice	2yr
PSYC 1101	Social Studies	4yr
PSYC 1101	Aviation Tech.	4yr
PSYC 1101	Occupational Safety	4yr
PSYC 1101	Pre K Adult ed.	4yr
PSYC 1101	Health Science	4yr
PSYC 2200	History	4yr
PSYC 2230	History	4yr
PSYC 2230	Social Studies	4yr
PSYC 2230	Health Science	4yr
PSYC 2240	National Security	4yr
PSYC 2240	Nursing	4yr
PSYC 2250	Criminal Justice	2yr
PSYC 2250	Homeland Security	2yr
PSYC 2250	Social Work	2yr
PSYC 2250	Social Studies	4yr
PSYC 2250	Health Science	4yr
PSYC 3300	Social Studies	4yr
PSYC 3330	Social Studies	4yr
PSYC 4410	Social Studies	4yr
PSYC 4491	Social Studies	4yr
PSYC 4494	Social Studies	4yr
PSYC 4495	Social Studies	4yr

Success Rates

(% of students completing course receiving a grade of "C" or better)

Course	Spring 2010	Fall 2009	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Spring 2007	Fall 2006	Spring 2006	Fall 2005
1101	60.5	80.9	67.9	82.5	68.2	72.8	69.1	79.4	not	
W's	10.0	9.6	12.7	7.2	8.6	12.1	13.4	8.2	available	
2220	76.7	57.7	71.4	47.4	67.8	65.2	89.6	79.2		
W's	12.9	16.1	13.8	19.1	11.9	7.9	13.0	10.3		
2230	80.2	79.8	72.1	89.9	71.8	75.9	84.6	88.1		
W's	10.8	3.7	8.1	3.8	9.0	2.6	3.7	11.0		
2240	84.4	80.2	76.3	86.8	81.0	86.9	70.9	90.2		
W's	4.4	8.6	12.5	13.5	19.0	15.2	24.0	12.4		
2250	57.9	95.4	75.7	90.5	85.3	88.4	80.0	91.8		
W's	8.7	1.4	17.8	7.4	10.5	4.1	15.4	11.3		
2260					83.3		100.0			
W's					7.7		0.0			
3300	84.1	78.6	93.7	90.5	66.1	74.1	75.6	84.2		
W's	5.3	4.8	5.3	7.4	9.7	10.0	11.3	2.6		
3310	72.2	73.7	90.5	80.9	66.7	88.5	93.8	86.8		
W's	25.0	24.0	8.0	21.4	7.7	21.2	15.8	23.5		
3330	87.8	84.3	76.8	82.0	86.7	81.3	91.8	93.5		
W's	4.7	13.9	8.8	10.7	3.8	10.6	16.7	12.9		
3350	65.6	65.6	83.3	78.9	60.0	88.1	61.0	80.0		
W's	19.5	14.0	13.2	10.6	20.0	12.2	8.9	9.8		
3360								83.3		
W's								4.0		
3370		77.8		80.0	76.2	83.7		89.7		
W's		7.8		16.3	10.4	7.5		16.0		
3390	82.8	86.7	80.0	92.9	88.9	95.8	95.0	61.5		
W's	9.4	36.0	10.3	30.0	21.7	16.7	4.3	27.8		
3393*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
W's	16.7	15.4	9.1	28.6	0.0	0.0	6.7	9.1		
3399										
W's										
4400	70.0	81.5	86.4	80.8	50.0	84.0	88.9	90.2		
W's	12.5	6.5	13.3	15.2	20.0	10.3	10.0	14.3		
4410	74.6	84.9	89.4	77.6		86.9		81.6		
W's	6.1	12.7	6.8	7.0		6.0		5.7		
4460	78.4	69.2	87.1	82.4	83.3	97.1	83.3	100.0		
W's	0.0	7.1	5.6	29.2	10.7	5.6	6.3	2.8		
4480*	100.0	100.0		100.0	100.0	100.0	100.0	100.0		
W's	0.0	50.0		36.4	20.0	11.1	25.0	25.0		
4481-83*								100.0		
W's								0.0		
4485*	100.0						100.0			
W's	0.0						0.0			
4487*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
W's	0.0	14.3	37.5	0.0	16.7	16.7	0.0	20.0		
4489*	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
W's	0.0	0.0	50.0	0.0	25.0	0.0	20.0	0.0		

W's= withdrawals from total enrollment

* indicates internships, practicums, or courses with typically fewer than 10 students.

Success Rates

(% of students completing course receiving a grade of "C" or better)

4490*				100.0	100.0	100.0	100.0	100.0		
W's				0.0	7.7	18.2	4.8	0.0		
4491	75.0	88.0		73.9	77.8		71.0			
W's	0.0	0.0		307.0	7.3		15.4			
4493										
W's										
4494				90.0						
W's				41.2						
4495			71.4		66.7					
W's			4.5		13.9					
4497								100.0		
W's								10.0		
4498*		100.0	75.0					100.0		
W's		0.0	0.0					14.3		
4998										
W's										

W's= withdrawals from total enrollment

* indicates internships, practicums, or courses with typically fewer than 10 students.

Course Enrollments
Fairmont Campus

Course Enrollments
Caperton Center-Clarksburg

Year sems	06 10	06 20	06 30	07 10	07 20	07 30	08 10	08 20	08 30	09 10	09 20	09 30	10 10	10 20	10 30	Total
1101	334	97		169	104		128	112		147	114		141	143		1489
sections	8	3		4	3		3	3		4	3		4	5		40
2220		31			30			26			24			30		141
sections		1			1			1			1			1		5
2230	27			31			32			28			30			148
sections	1			1			1			1			1			5
2240	60			29			31			31			26			177
sections	2			1			1			1			1			6
2250	56	26		34			33			25			29			203
sections	2	1		1			1			1			1			7
3300		32						35			31			26		124
sections		1						1			1			1		4
3330	29			30			27			28			28			142
sections	1			1			1			1			1			5
Totals	506	186	0	293	134	0	251	173	0	259	169	0	254	199	0	2424

Course Enrollments
Other Instructional Sites

Year sems	CRN	06 10	06 20	06 30	07 10	07 20	07 30	08 10	08 20	08 30	09 10	09 20	09 30	10 10	10 20	10 30	Total
Barbour	1101					13					14						27
sections						1					1						2
	2220					3											3
sections						1											1
	2250	10															10
section		1															1
Braxton	1101					7					1						8
sections						1					1						2
	2230							7			2						9
sections								1			1						2
	2250								8								8
sections									1								1
	3300								4								4
sections									1								1
Correct.	1101							23				27			12		62
sections								1				1			1		3
Dodd C	1101	11															11
section		1															1
High Sch	1101	100			102			86	5		78	3		65			439
section		4			5			4	2		4	2		3			24
Lewis	1101	28	27		30	27		21	28		23	18		28	27		257
section		1	1		1	1		1	1		1	1		1	1		10
	2220				17			20			12			17			66
sections					1			1			1			1			4

Course Enrollments
Fairmont Campus

Course Enrollments
Other Instructional Sites

Year	SEMS	CRN	06 10	06 20	06 30	07 10	07 20	07 30	08 10	08 20	08 30	09 10	09 20	09 30	10 10	10 20	10 30	Total
		2230	15				24			21			18			11		89
		section	1				1			1			1			1		5
		2250	21			22	19		21	17		14	20		13	14		161
		section	1			1	1		1	1		1	1		1	1		9
		2260	16															16
		section	1															1
		3300		32														32
		sections		1														1
		3330		26														26
		sections		1														1
		3360				26												26
		sections				1												1
Mon. C		1101	25	25		27	23		26	28		28	28		26	27		263
		section	1	1		1	1		1	1		1	1		1	1		10
		1199		19														19
		sections		1														1
		2230										26			18			44
		sections										1			1			2
		2240				20			15			14			21			70
		sections				1			1			1			1			4
		2250							21				15			25		61
		sections							1				1			1		3
		2260					14			14								28
		sections					1			1								2
		3300	21				18			14								53
		section	1				1			1								3
		3330		10									26			24		60
		sections		1									1			1		3
Preston		1101					7						14			15		36
		sections					1						1			1		3
		2250				10												10
		sections				1												1
Rand C		1101	21			9	13											43
		section	1			1	1											3
		2230							14									14
		sections							1									1
		2250								13								13
		sections								1								1
		3330		8														8
		sections		1														1
Taylor		1101								21								21
		sections								1								1
Upshur		1101	12				10			12			15			13		62
		section	1				1			1			1			1		5
Totals			280	147	0	263	178	0	254	185	0	212	184	0	188	168	0	2059

Cost Per Credit Hour

College or School	Total Labor & Expenses	Number of Organized Sections (w/ Census Date Enrollment >=5)	Organized Sections for Total Faculty Credit Hours	FTE Faculty	Total Enrollment in Organized Sections	Total Credit Hours in Organized Sections	Number of Majors*	Credit Hours Enrolled by Majors*	FTE Majors*	Direct Cost per Instructional Credit Hour	Direct Cost per Student FTE Major
College of Liberal Arts Total	\$2,974,440	610	1808	75.33	15117	45016	1079	23690	789.67	\$66.08	\$3,766.70
College of Science & Technology Total	3,757,196	539	1314	54.75	10291	27005	817	18911	630.37	\$139.13	\$5,960.33
School of Business Total	1,647,932	303	912	38.00	7114	21389	1083	24272	809.07	\$77.05	\$2,036.83
School of Fine Arts Total	1,694,138	229	589	24.54	4678	12849	122	2926	97.53	\$131.85	\$17,369.83
School of Education/Health & Human Performance Total	2,401,064	264	696	29.00	5088	13638	1450	28480	949.33	\$176.06	\$2,529.21
School of Nursing & Allied Health Administration Total	1,327,910	176	202	8.42	3373	6798	611	12991	433.03	\$195.34	\$3,066.53
Total	\$13,802,679	2121	5521	230.04	45661	126695	5162	111270	3709.00	\$108.94	\$3,721.40
Fairmont State University - Total Instruction	\$17,053,424				46403	128485	5801	118699	3956.63	\$132.73	\$4,310.08

Psychology Graduates
Fall 2005-Fall 2010

Term	09-10 Total	Spring 2010	Fall 2009	08-09 Total	Spring 2009	Fall 2008	07-08 Total	Spring 2008	Fall 2007	06-07 Total	Spring 2007	Fall 2006	05-06 Total	Spring 2006	Fall 2005	Grand Total
Graduates	53	39	14	42	24	18	43	19	24	62	33	29	50	30	20	250

Psychology Majors by semester

DEGREE	MAJOR	200510	200520	200610	200620	200710	200720	200810	200820	200910	200920	201010	201020
		Psych/Industrial	5	4	3	1	1						
Psychology		202	195	225	213	202	196	204	194	225	212	216	225
Psych/Communit		12	5	4	4	4	1	1					
Grand Total		219	204	232	218	206	197	205	194	225	212	216	225

*Graduate counts are based on commencement booklets.

Retention Calculations for Psychology Programs							
Fall Semester First-time Students							
	Cohort Size of Psychology First-time Freshmen	Count of this Fall Cohort Retained until Next Fall IN the Psychology Program	Psychology FT Program Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	FSU Retention of Psychology FT Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Psychology FT Cohort
2003	27	18	66.67%	19	70.37%	20	74.07%
2004	19	14	73.68%	14	73.68%	15	78.95%
2005	35	14	40.00%	21	60.00%	23	65.71%
2006	14	5	35.71%	8	57.14%	9	64.29%
2007	34	15	44.12%	21	61.76%	21	61.76%
2008	35	14	40.00%	21	60.00%	22	62.86%
2009	29	15	51.72%	16	55.17%	16	55.17%
7-Yr Mean	27.57	13.57	50.27%	17.14	62.59%	18.00	66.12%
Retention Calculations for Psychology Programs							
Fall Semester Transfer-In Students							
	Cohort Size of Psychology Transfer-In Student	Count of this Fall Cohort Retained until Next Fall IN the Psychology Program	Psychology Transfer-In Retention Rate	Count of this Fall Cohort Retained until Next Fall at FSU	FSU Retention of Psychology Transfer-In Cohort	Count of this Fall Cohort Retained until Next Fall at FSU OR PC&TC	FSU or PC&TC Retention of Psychology Transfer-In Cohort
2003	15	5	33.33%	9	60.00%	10	66.67%
2004	14	8	57.14%	10	71.43%	10	71.43%
2005	11	10	90.91%	10	90.91%	10	90.91%
2006	18	10	55.56%	11	61.11%	12	66.67%
2007	20	17	85.00%	17	85.00%	17	85.00%
2008	21	10	47.62%	13	61.90%	16	76.19%
2009	36	22	61.11%	23	63.89%	25	69.44%
7-Yr Mean	19.29	11.71	61.52%	13.29	70.61%	14.29	75.19%

Psychology

Bachelor of Science Degree Requirements
Program Effective Fall 2002 – Catalog Year 2010-2011



FAIRMONT STATE

Name: _____

Minor: _____ (OPTIONAL)

UNIVERSITY COURSES (126 hours)					
REQUIRED PSYCHOLOGY COURSES (40 hours)					
PSYC 1101 Introduction to Psychology	3		PSYC 3330 Developmental Psychology	3	
PSYC 2220 History & Systems of Psychology	3		PSYC 3350 Biopsychology	3	
PSYC 2230 Social Psychology	3		PSYC 3370 Theories of Learning	3	
PSYC 2240 Statistics	4		PSYC 3390 Foundations of Psychology	3	
PSYC 3300 Abnormal Psychology	3		PSYC 4400 Psychometrics	3	
PSYC 3310 Experimental Psychology	3		PSYC 4410 Theories of Personality	3	
			PSYC 4460 Seminar	3	
COMMUNITY SERVICE ELECTIVE COURSES					
PSYC 2250 Community Psychology	3		PSYC 4494 Interpersonal Dynamics	3	
PSYC 3399 Special Topics	3		PSYC 4495 Delinquency	3	
PSYC 4480 Directed Studies	3		PSYC 4497 Practicum	3	
PSYC 4491 Psychopathology/Child & Adoles.	3		PSYC 4485 Advanced Psychometrics	3	
PSYC 4493 The Psychology of Aging	3				
INDUSTRIAL PERSONNEL ELECTIVE COURSES					
PSYC 2260 Industrial Personnel	3		PSYC 4481 Methods	3	
PSYC 3360 Cognitive Psychology	3		PSYC 4485 Advanced Psychometrics	3	
PSYC 4480 Directed Studies	3		PSYC 4487 Practicum	3	
PSYC 4490 Directed Research	3				
MINOR COURSES (18+ hours)					
FREE ELECTIVES TO MEET GRADUATION REQUIREMENTS (36 hours)					
PSYCHOLOGY MAJOR: ADDITIONAL GENERAL STUDIES REQUIREMENTS (44 hours)					
(Please refer to general studies requirement sheet for additional classes under each category)					
	Hours	Completed		Hours	Completed
The First Year Experience	15		Scientific Discovery	8	
ENGL 1104	3			4	
ENGL 1108	3			4	
MATH 1100 OR HIGHER	3		Artistic/Creative Expression & Interdisciplinary/Advanced Studies Option	6	
INFO 1100	3				
COMM 2200	3			3	
Society /Human Interactions	6			3	
	3		Cultural/Civilization Exploration	9	
	3			3	
Writing Intensive Course				3	
Foreign Language for a B.A. Degree	12			3	

Name: _____ Advisor: _____

SSN: _____ Date: _____

Model Schedule: *Psychology B.S.*

	Course	Notes	Prereqs .	Completed	Credits	Total
Freshman First Semester	ENGL 1104 Written English I		ACT 18/ENGL 0097		3	15-18
	PSYC 1101 Intro. to Psychology				3	
	General Studies courses (INFO 1100)				3	
	General Studies courses (COMM 2200)				3	
	Minor or (Dev MATH or ENGL)				3-6	
Freshman Second Semester	ENGL 1108 Written English II		ENGL 1104		3	18
	PSYC 2220 Hist. & Systems of Psyc.		PSYC 1101		3	
	PSYC 2230 Social Psychology		PSYC 1101		3	
	MATH 1107 Fundamental Concepts				3	
	General Studies courses (1120 ART or MUSI or THEA or INTR)				3	
	Minor or (Dev MATH or ENGL)				3	
Sophomore First Semester	<u>*Math Requirement 1st</u>	<u>year before taking</u>	<u>PSYC 2240</u>			17
	SCIE 1103				4	
	ENGL 2220 or 2230 World Lit I /Intro to Lit I		ENGL 1104		3	
	PSYC 2240 Statistics		PSYC 1101		4	
	PSYC 3300 Abnormal Psychology		PSYC 1101		3	
	General Studies courses (INTR 2200)				3	
Sophomore Second Semester	ENGL 2221 or 2231 World Lit II /Intro Lit II		ENGL 1104		3	15-18
	PSYC 3350 Biopsychology	**	PSYC 1101		3	
	PSYC 3330 Developmental Psychology		PSYC 1101		3	
	Minor				3-6	
	General Studies courses (HIST or PHIL)				3	
Junior First Semester	PSYC 3310 Experimental Psychology		PSYC 2240		3	15
	PSYC 3370 Theories of Learning		PSYC 1101		3	
	General elective	*			3	
	Minor				3	
	General Studies courses (SOCY 1101)				3	
Junior Second Semester	Minor				3	15-18
	PSYC 3390 Foundation of Psychology		PSYC 3310		3	
	General elective				3	
	General elective				3-6	
	General Studies courses (as needed)				3	
Senior First Semester	Minor				3	15-18
	PSYC 4410 Theories of Personality	*	PSYC 1101		3	
	PSYC 4400 Psychometrics	*	PSYC 2240		3	
	PSYC elective				3	
	General elective (as needed)				3-6	
Senior Second Semester	PSYC 4460 Seminar		PSYC 4410		3	15-18
	PSYC electives				3-6	
	General Studies courses (as needed)				3	
	General elective (as needed)				3-6	
rev. 5/08		Total Credits				128

LEGEND:

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See catalog or program requirements for further details

Offered fall semester only

Offered spring semester only

APPENDIX I

COURSE SYLLABI EXAMPLES

Fall 2010

PSYC-1101 – 02 : Introduction to Psychology

< General Course Information >

Course Description: Introduction to Psychology – CRN #: 8617

Introduction to Psychology is an exploration of the science and practice of psychology. This course will provide you with knowledge in the methods and processes of discovery in psychology, history of psychology, human physiology, development, cognition, disorders and treatments at the basic level.

Section Instructor: Tadashi Kato, Ph.D.

E-mail: Tadashi.Kato@fairmontstate.edu

(All the inquiries about the class needs to be sent to the e-mail system of VISTA for this class)

Instructor Information:

Office :126 HB

Phone:(304)367-4759

Office Hours: MW 9:10 a.m. – 10:00 a.m. /TR 9:30 a.m. – 10:20 a.m.. / Friday: By Appointment

Course Information:

Time:MWF: 8:00 a.m. – 8:50 a.m.

Location:MMA (Library)

Book:Saundra K. Ciccarelli & J. Noland White, “Psychology – 2nd Edition” by Pearson/Prentice Hall (required)

< Course Overview >

In this course, I will give you an overview of how psychologists go about studying human mind and behaviors. It is my goal to have you discover at least one topic that makes you truly interested in among the entire course materials. If you discover any topic that excites you, but do not know how to study any further, come and talk to me and I will guide you through your further journey into the field.

< Course Outcomes >

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

1. Theory and Content of Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Students will be able to:

- 1.1 Describe the nature of psychology as a discipline.
 - a. Explain why psychology is a science.
 - b. List the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.
 - c. Compare and contrast the assumptions and methods of psychology with those of other disciplines.
 - d. Describe the contributions of psychology perspectives to interdisciplinary collaboration.
- 1.2 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
 - a. Describe behavior and mental processes empirically, including operational definitions
 - b. Identify antecedents and consequences of behavior and mental processes
 - c. Interpret behavior and mental processes at an appropriate level of complexity
 - d. Use theories to explain and predict behavior and mental processes
 - e. Integrate theoretical perspectives to produce comprehensive and multi-faceted explanations
- 1.3 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - a. Compare and contrast major perspectives
 - b. Describe advantages and limitations of major theoretical perspectives
- 1.4 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
 - a. theory and research representing each of the following four general domains:
 - (1) learning and cognition
 - (2) individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
 - (3) biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
 - (4) developmental changes in behavior and mental processes across the life span
 - b. the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
 - c. relevant levels of analysis: cellular, individual, group/systems, and culture
 - d. overarching themes, persistent questions, or enduring conflicts in psychology, such as
 - (1) the interaction of heredity and environment
 - (2) variability and continuity of behavior and mental processes within and across species
 - (3) free will versus determinism
 - (4) subjective versus objective perspective
 - (5) the interaction of mind and body
 - e. relevant ethical issues, including a general understanding of the APA Code of Ethics

2. Research Methods in Psychology

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

Students will be able to:

- 2.1 Describe the basic characteristics of the science of psychology.
- 2.2 Explain different research methods used by psychologists.
 - a. Describe how various research designs address different types of questions and hypotheses
 - b. Distinguish the nature of designs that permit causal inferences from those that do not
- 2.3. Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation
- 2.5 Be aware of the need to follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.

3. 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.

Students will be able to:

- 3.1 Use critical thinking effectively.
 - a. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
 - b. Identify and evaluate the source, context, and credibility of information
 - c. Recognize and defend against common fallacies in thinking
 - d. Avoid being swayed by appeals to emotion or authority
 - e. Evaluate popular media reports of psychological research
 - f. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement
 - g. Make linkages or connections between diverse facts, theories, and observations
- 3.2 Engage in creative thinking.
 - a. Intentionally pursue unusual approaches to problems
 - b. Recognize and encourage creative thinking and behaviors in others
 - c. Evaluate new ideas with an open but critical mind
- 3.4 Approach problems effectively.
 - a. Recognize ill-defined and well-defined problems
 - b. Articulate problems clearly
 - c. Generate multiple possible goals and solutions
 - d. Evaluate the quality of solutions and revise as needed
 - e. Select and carry out the best solution

4. Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

Students will be able to:

- 4.1 Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health).
- 4.2 Identify appropriate applications of psychology in solving problems, such as
 - a. the pursuit and effect of healthy lifestyles
 - b. origin and treatment of abnormal behavior
 - c. psychological tests and measurements
 - b. psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings and their empirical evaluation
- 4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.
 - a. Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems
 - b. Describe how applying psychological principles can facilitate change

5. Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Students will be able to:

- 5.1 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
- 5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- 5.3 Seek and evaluate scientific evidence for psychological claims.

- 5.4 *Tolerate ambiguity and realize that psychological explanations will often be complex and tentative.*
- 5.5 *Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.*
- 5.6 *Assess and justify their engagement with respect to civic, social, and global responsibilities*
- 5.7 *Understand the limitations of their psychological knowledge and skills.*

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

6. Information and Technological Literacy

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Students will be able to:

- 6.1 *Use information and technology ethically and responsibly.*
 - a. *Quote, paraphrase, and cite correctly from a variety of media sources*
 - b. *Define and avoid plagiarism*
 - c. *Avoid distorting statistical results*
 - d. *Honor commercial and intellectual copyrights*
- 6.4 *Demonstrate these computer skills:*
 - a. *Use basic word processing, database, email, and library search procedures*
 - b. *Search the World Wide Web for high quality information*
 - c. *Use proper etiquette and security safeguards when communicating through email*

7. Communication Skills

Students will be able to communicate effectively in a variety of formats.

Students will be able to:

- 7.1 *Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).*
- 7.2 *Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).*
- 7.3 *Demonstrate effective interpersonal communication skills.*
 - a. *Listen accurately and actively*
 - b. *Use psychological concepts and theory to understand interactions with others*
 - c. *Identify the impact or potential impact of their behaviors on others*
 - d. *Articulate ideas thoughtfully and purposefully*
 - e. *Use appropriately worded questions to improve interpersonal understanding*
 - f. *Attend to nonverbal behavior and evaluate its meaning in the communications context*
 - g. *Adapt communication style to accommodate diverse audiences*
 - h. *Provide constructive feedback to colleagues in oral and written formats*
- 7.4 *Exhibit the ability to collaborate effectively.*
 - a. *Work with group to complete projects within reasonable timeframes*
 - b. *Solicit and integrate diverse viewpoints*
 - c. *Manage conflicts appropriately and ethically*
 - d. *Develop relevant workplace skills: mentoring, interviewing, crisis management*

8. Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Students will be able to:

- 8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.
- 8.2 Examine the sociocultural and international contexts that influence individual differences.
- 8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
- 8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
- 8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.

Goal 9. 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.

Students will be able to:

- 9.1 Reflect on their experiences and find meaning in them.
 - a. Identify their personal and professional values
 - b. Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on Psychological principles
- 9.2 Apply psychological principles to promote personal development.
 - a. Demonstrate self-regulation in setting and achieving goals
 - b. Self-assess performance quality accurately
 - c. Incorporate feedback for improved performance
 - d. Purposefully evaluate the quality of one's thinking (metacognition)
- 9.3 Enact self-management strategies that maximize healthy outcomes.
- 9.4 Display standards of personal integrity with others.

Hardware and Software needs:

- A computer with Internet access
- A browser compatible with WebCT
- Microsoft Word, Corel WordPerfect, Wordpad or other word processing software that allows you to save your files in Rich Text Format (.rtf)
- Adobe Acrobat Reader
- Virus Protection Software - WebCT's mail, discussion, and assignment tools use file submission. Files may contain viruses. It is your responsibility to protect your own computer.

< Course Requirements >

Expectations

In order to get the most out of this class, you must play an active role. Attendance in all classes is an important factor in both understanding the topics and performing well in the course. There is also a good deal of reading to do in this class, and success requires a consistent commitment of time and effort. You are expected to have read and studied the assigned textbook materials prior to each class. (Normally, you are expected to spend two hours to prepare for each one hour class). It is also important that you always take notes during my class because I may cover some topics that are not addressed in your textbook. Finally, it is your responsibility to keep track of the contents of my lecture and assignments. If you miss any class and have questions about the materials covered in the class or assignments, use your student buddies as your resource.

Exams

There will be five mid-term exams and a final exam. Each mid-term exam will cover materials from approximately 1/5 of the course. All the exams (mid-term and final will contain 35 to 40 multiple choice problems and will worth 100 points each. Final exam is mandatory and comprehensive, though you will be well-prepared through the review session that will take place before the final exam. At the end of the

semester, score of your lowest grade exam (including the final exam) will be dropped and the scores of the remaining five exams will be counted up toward your total score. Dates of mid-term exams will be announced 1 or 2 classes prior to each exam. It is your responsibility to keep track of the dates of the exams and also which exams you took or missed!

Additional Rule about Taking Exams

If you are late for the class on the day when the exams are administered, you will automatically lose the right to take this exam and there will be no chance for making up for such exams.

Make-Up Policy

If you miss just one mid-term exam, your missed exam will be automatically considered as your lowest grade exam and the scores from the remaining five exams (four mid-term exams and one final exam) will be computed toward your final score. There will be no exception to this policy regardless of the reason you miss the particular mid-term exam. However, if you miss more than one mid-term exam and have a strong desire to take a make-up exam for one of your missed exams, bring a formal excuse in writing (e.g., military duty, athletic competition, doctor's note, etc.) and you may be given an opportunity to take a make-up exam depending on the reason. However, you should expect that the make-up exams may be more challenging than the regular exams. All the make-up exams will be administered during the same hours as the time-frame that is allowed for the final exam during the final's week. If you miss the final exam without previous notice, there will be no opportunity for make-up due to the instructor's needs of submitting grades immediately after the scheduled final exam. However, if you know that you are going to miss the final exam beforehand and would like to make up for it, you may take your final exam at an arranged time-frame during the final exam's week. Such final exam may be different from regular final exam. Historically, students found this make-up final to be more challenging than usual.

Quizzes

There will be ten quizzes administered throughout the semester. Each quiz consists of 15 objective problems and worth 15 points each. Most of the quiz problems will be based on the textbook chapters that are not covered in the regular class lectures, but are considered as important for you to know. All the quizzes are administered online. You will be notified the topics of quizzes prior to each quiz. Since there will be five midterm exams and 10 quizzes, there will be one test per week throughout the semester (either a 35-problem regular exam or a 15-problem quiz in each week). The first quiz will be administered during the first week of class.

**** Quiz Schedule***

Quiz 1) Chapter 3: Sensation and Perception

Quiz 2) Chapter 7: Cognition: Thinking, Intelligence, and Language

Quiz 3) Chapter 8: Development Across the Life Span I (from Prenatal Development through Childhood)

Quiz 4) Chapter 8: Development Across the Life Span II (Adolescence and Adulthood)

Quiz 5) Chapter 10: Sexuality and Gender

Quiz 6) Chapter 9: Motivation and Emotion (topics from "motivation")

Quiz 7) Chapter 15: Psychological Therapies

Quiz 8) Chapter 12: Social Psychology

Quiz 9) To Be Announced

Quiz 10) To Be Announced

Paper

During the first week of the class, you are required to write a 2-page paper by following the guideline below.

- 1) Go to the website of American Psychological Association (www.apa.org)
- 2) Double-click the title "About the American Psychological Association" on the upper right-hand corner
- 3) Copy the "Definition of Psychology"
- 4) Go to the webpage of the Divisions of APA (www.apa.org/about/division.html)
- 5) Imagine that you have just begun your career as a psychologist and joined the APA. Select a division that you would rather like to belong to.
- 6) Describe what the division of your selection focuses on.
- 7) Describe what type of research you want to conduct within the area that the division covers.
- 8) Describe in what way such a research helps you (with your personal development, your life in general, or your career).
- 9) Make a final statement about what you want to gain from this class by studying psychology.

Use the numbering above as you write this paper, so that you can make sure to answer to all the questions that are being asked. The paper is due on the second Friday of the class (Friday, September 3rd) and it needs to be handed to the instructor at the beginning of the class. If you miss this deadline, there will be no other opportunity to submitting this paper. This paper will worth 30 points and is an integral part of your total grade.

Experiment Participation

All the students are required to participate in psychology research for a total of 30 minutes during this semester in order to obtain a tangible sense of psychology research. By participating in psychology research for 30 minutes, students will be given 20 points, which will in turn, become an integral part of your total grade.

Opportunity for Extra Credits

You will be given opportunities to earn extra points through the following activities and the points you earn will be officially added to your final score. You are allowed to earn up to 10 extra points through these activities.

1. In-Class Participation

In this class, there will be many opportunities for you to participate in the In-Class Demonstrations. Each participation will be counted as 1 to 5 points depending of the degree of your contribution.

2. Additional Research Participation

Participation in additional psychological experiments beyond the required one-hour participation will give you extra credits (3 points for each 10-minute-long participation). There will be many experiments conducted by upper division psychology students and the details (along with the points you can earn based on the estimated length of participation) will be posted near the door of 128 Hardway Building around the middle of the semester. You are required to bring me a copy of your informed consent form for each experiment.

Attendance (from the 2004-05 Student Handbook section on Academic Regulations and Policies, page 57)

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience.

With this understanding, attendance will be taken at the beginning of every class and each attendance will count as 1 point. Maximum possible score you can earn through attendance is 45 points.

Constructive Class Participation

If you contribute to the class by constructive participation (comments, questions, information, discussion, etc.), you will receive extra points for each constructive participation. The points that is allowed for each constructive participation ranges from 1 point to 10 points based on instructor's judgment.

Consequence of the Failure of Constructive Class Participation

Following behaviors are considered as the examples of the failure to participate in the class in the constructive manner. 1) Coming into the class after the instructor finishes taking attendance, 2) Leaving the class without notifying the instructor beforehand, 3) Chatting with your neighbors, and 4) Making comments or asking questions that are not pertinent to the topic of discussion in the class, 5) Sleeping in the class, 6) Not turning off the cell phone, 7) Any other conduct that interferes with other students' learning opportunity. If any of these behaviors are observed in the class, you will receive minus points added to your grade. This point reduction is based on incremental points reduction system. The first points reduction is 5 points off from your grade. From the second inappropriate behavior, the amount of points reduction will increase by one point at a time (6 points off at the second misconduct, 7 points off at the third misconduct). Therefore, your chance of success in the class will become increasingly difficult as you continue your misconduct. You will also receive a verbal notice from the instructor if your misconduct continues for a certain period. However, if your misconduct is not corrected after a certain period of continued misconduct, you will also receive a written official notice that is carbon-copied to the Chair of the Department of Behavioral Science, Dean of the College of Liberal Arts, and the Vice President of Student Affairs or the Associate Academic Provost. If your misconduct continues after this, instructor will bring the case up to the Judicial Affairs (Committee of Student Hearing). If you cannot agree to this policy, you should drop this class now.

Use of Electronics

Use of any electronic equipment or appliance is prohibited in this class due to the fact that the lecture will be conducted by fully-utilizing the electronic equipments available in this classroom and any use of electronic devices other than the electronic facility attached to this classroom can interfere with the electronic signals of the microphone or other sound equipments. The prohibited electronic devices include, but are not limited to, cell phones, tape recorder, CD player, headphone, and laptop. The only exceptions are permitted for the use of electronic language dictionaries for students whose native language is not English.

Seating in the Classroom

All the students will be assigned seats based on the alphabetical order for two objectives: (1) to ease the process of taking attendance and (2) for the instructor to remember your names earlier in the semester.

< Course Sequence >

Chapters

1. The Science of Psychology

Exam 1

2. The Biological Perspective

4. Consciousness: Sleep, Dreams, Hypnosis, and Drugs

Exam 2

11. Stress and Health

9. Motivation and Emotion

Exam 3

5. Learning

6. Memory

Exam 4

14. Psychological Disorders

13. Theories of Personality

Exam 5

Comprehensive Review Session

Final Exam

Grading Policy

Highest points will be considered as 745 points, which is the highest possible score based on five exams (500 points), 10 quizzes (150 points), a paper (30 points), experiment participation (20 points), and attendance (45 points). Additionally, your extra-points based on the three possible activities (in-class participation, research participation, other construction class participation, or papers) will become your bonus points. If you are rated as presenting destructive class participation, however, reduction points will be added against your grade according to the criteria mentioned above. All the grading will be based on the percentage based on 745 points as the 100 % score.

Grading Criteria

<u>Percentage</u>	<u>Grade</u>
90% - 100%	A
80% - 89%	B
70% - 79%	C
55% - 69%	D
below 55%	F

Potential Change of the Syllabus

The requirements and grading standards may change at any time during the semester based on the instructor's discretion and judgment on your progress through this course.

< Policies >

Academic Integrity

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Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4986. TTY 304-367-4906.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience.

Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Copyright Notice

Material presented in this course may be protected by copyright law.

Expectations of Students:

Students are expected to be

Present and attentive in class; aware of official university communication via email;

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities;

Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship

Opportunity

Achievement

Responsibility

SOAR with Fairmont State

<Link to the Academic Affairs Web Page>

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<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

History and Systems of Psychology

Psychology 2220 – 02 / Fall 2010 (CRN: 8622)

Professor: Tad Kato, Ph.D.
Class Hours: 8:00 a.m. – 9:15 a.m.
Class Location: MMA
Office Hours: MW 9:10 a.m. – 10:00 a.m.
TR 9:30 a.m. – 10:30 a.m.
Friday: By Appointment
Office Location: 126 Hardway Building
E-Mail: Tadashi.Kato@fairmontstate.edu
Phone: (304) 367 – 4759
Required Textbook: A History of Psychology: Ideas and Context (4th Ed.)
by King, Viney, and Woody

Overview

In this course, you are expected to develop critical reasoning skill by reading and writing academic papers on a biweekly basis. The biweekly reading assignments will cover a wide range of historical writings of psychologists. The combination of these readings and my regular lecture will give you a comprehensive overview of the entire history of psychology. It is my ambition that you will not only gain knowledge about the historical development of psychology but also develop the skill to think critically about the science of mind and behavior. Whatever your goal is (whether you are becoming a research psychologist or mental health practitioner), this course should give you a strong theoretical foundation for your professional development in the field of psychology. However, it is your responsibility to keep up with these reading and writing assignments since I do not accept late submissions that is later than two weeks. This course attempts to challenge you because I have a strong faith in your potentials. Welcome to the class!

Expectations to Students

Students are expected to be:

Present and attentive in class; aware of official university communication via email;
Prepared for university life; prepared for class
Participating in class and in extra- and co-curricular activities;
Polite and respectful to everyone in our academic community.

Expectations in Detail

In order to get the most out of this class, you must play an active role. Attendance in all classes is an important factor in both understanding the topics and performing well in the course. You will also be expected to participate in class discussions on the fundamental themes of psychology. There is also a good deal of reading to do in this class, and success requires a consistent commitment of time and effort. You are expected to have read and studied the assigned textbook materials prior to each class. (*Normally, you are expected to spend two hours to prepare for each one hour class*). It is also important that you always take notes during my class because I may cover some topics that are not

addressed in your textbook. Finally, it is your responsibility to keep track of the contents of my lecture and assignments. If you miss any class and have questions about the materials covered in the class or assignments, use your student buddies as your resource.

Course Goals and Outcomes

Course Goals:

In this course, students are expected to gain the comprehensive knowledge of the history of psychology as well as developing the understanding of various systems of psychology that became the foundations of contemporary psychology. Further, students are expected to develop critical reasoning skill as it pertains to the major themes in the history and systems of psychology.

Course Outcomes: By the end of the semester, the student will have:

1. Gained the comprehensive view of the history of psychology.
2. Acquired the understanding of various systems of psychology.
3. Have developed the critical reasoning skills as it pertains to the major themes in history and systems of psychology.

These outcomes will be achieved through class lectures, discussions, reading, and additional assignments.

Exams

There will be four exams (three mid-terms and one final exam). Each exam will consist of 25 to 40 objective problems and will include 1/4 of the course materials from Chapter 2 through Epilogue. Final exam is also a partial exam and will cover just a part of the lecture (not comprehensive). Each exam will worth 100 points (based on the percentage) and you are allowed to drop one exam with the lowest score (including the final exam). However, due to the policy of the university, final exam is mandatory. After taking all the exams including the final exam, you are allowed to drop one exam. The total possible score allowed for the exams will be 300 points based on four exams.

Additional Rule about Taking Exams

If you are late for the class on the day when the exams are administered, you will automatically lose the right to take this exam and there will be no chance for making up for the exams that you failed to take for this reason.

Make-Up Policy

If you miss just one exam, your missed exam will be automatically considered as your lowest grade exam and the scores from the remaining exams will be computed toward your final score. There will be no exception to this policy regardless of the reason you miss the particular mid-term exam. However, if you miss more than one exam and have a strong desire to take a make-up exam for one of your missed exams, bring a formal excuse in writing (e.g., doctor's note) and you may be given an opportunity to take a

make-up exam depending on the reason. However, please expect that the make-up exams may be more challenging than the regular exams. All the make-up exams will be administered on the same day as the final exam (during the hour that is allowed for the final exam). If you miss the final exam without previous notice, there will be no opportunity for make-up due to the instructor's needs of submitting grades immediately after the scheduled final exam. However, if you know that you are going to miss the final exam beforehand and would like to make up for it, you are allowed to take an alternative final exam. However, you should expect that this exam will be different from the exam other students are taking and more challenging.

Letter Assignments (Short Papers)

In order to help you become familiar with the historical writings of psychologists and also find your own personal meanings in these writings, you will be given the original texts of historical authors and write papers in the format of letters to them (to the psychologist who are the authors of the articles you read) as you incorporate the answer to the key questions for each reading I provide for you. There will be four letter assignments in total throughout the semester and you can access these reading assignments through the Blackboard. All the files are formatted in PDF format and thereby you may print out the articles in this format. Each letter should be typed in 11 to 12 fonts, double spaced, stapled, and should be approximately 3 pages long. You will need to submit them by hand in the class on Tuesday during the week of the submission. If you are unable to submit the letters (papers) on due date for any reason, I will accept your letter on the Thursday of the same week with reduced maximum points (2 points off). ***Be aware that I will not accept any paper (letter) after the week when each paper was due REGARDLESS OF THE REASONS.*** If you are unable to come to the class on Tuesday when the letter (paper) is due and desires to avoid the point reduction by submitting it on Thursday, you should either make an arrangement with your classmate to have the letter submitted on the due date or submit the paper on Thursday of the week before the due date. ***I do not accept the paper (letter) submission at the door of my office for the security reason.*** The total available points for each letter (paper) will be 25 points. You should expect that most of the reading assignments are rather intermediate to high level. If you gain full scores for all the letters (papers), the total available points from these weekly writing assignments will be 100 points (25 points x 4).

Online Discussion

There will be following four topics for online discussion and students are expected to participate at least once in each discussion. You are required to write at least five sentences to post your view at each occasion and you need to have read other students' views before you post your perspectives. It is also important that you will be respectful and polite and use appropriate words for the context of college education. The scores for each posting will range from 1 to 10 points based on the critical reasoning, grammar/composition, and appropriateness of the communication style (politeness and intent for the constructive and positive feedback to others). The total of 40 points (10 points x 4 topics) is a part of the requirement for this course. Topic 1 and Topic 2 will remain available for posting before the midterm grades and Topic 3 and Topic 4 will remain available for posting during the second half of the semester. The last day of

posting will be the last day of the class.

Group Projects

There will be 4 group projects. First three will be based on the readings of three chapters from Joseph Campbell's writing, "Heroes of Thousand Faces" and the last group project is based on a more general question of your view of life as it pertains the Joseph Campbell's paradigm. Articles are downloadable from Blackboard and students are required to read each of the assigned chapters before the class date of the group discussion. Joseph Campbell is a scholar who was inspired by Carl Jung's concept of Unconsciousness and you will discover a way to re-evaluate the history of your life as a hero's journey through this reading. Group projects are designed to stimulate your brainstorming and critical reasoning on the meaning of each step of your lives in the context of group discussion. Grading will be based on 1) degree of the harmonious collaboration within the group and 2) the depth of the thinking based on the presentation of a representative from each group. Each group will receive the score based on these two criteria (5 points for each category => total of 10 points) and all the group members will be given the same point as the rest of the group. Total available scores from the group projects are 40 points in total, though individual scores will be adjusted based on the reported contribution of each individual based on the term-end peer evaluation. Peer evaluation has 5-point-likert scale. Three point is the mean and the recipient of point 3 will have no change in the total score of the Group Projects. For each point increase, 3 additional points will be added to the total score (if someone's peer evaluation score was 4, then 3 points will be added to the total group project score, if per evaluation score was 5, then 6 points will be added, if someone 's total score was 2 points, then 3 points will be subtracted, and 1 point will result in 6 points deduction).

Term Paper - Revised

As you see in the syllabus, you are required to write a paper based on your self-reflection. This paper should be written in the format of "a letter to yourself in the future." Imagine that you are writing a letter to yourself who is about to finish the college education. As a person who is about to graduate, you will have an awareness that you have gone through the struggle and have a sense of accomplishment. As a person who has gone through few years of college life and academic struggles, you have also gained certain degree of maturity and confidence as a person. As you think about yourself who is at the point of completion of college education, I would like you to write a letter to this person (who is your future self) and confide with this person about your current life struggles and ask for advice. As you write this letter, I would like you to also incorporate your self-reflection based on the readings on Joseph Campbell's "Heroes with Thousand Faces."

The letter should include the following components: 1) your current struggle as a first or second year college student, 2) asking how s/he is doing as s/he expects the graduation very soon, 3) your understanding about the important points of Joseph Campbell's view of human journey and how it corresponds to your struggles in the past and the present, and 4) asking advice to your future self regarding the rest of your college life.

You are welcome to also incorporate other articles that you read throughout the semester in this paper (e.g., Viktor Frankl, Abraham Maslow). Grading will be based on 1) Comprehension of Joseph Campbell's concepts, 2) Your ability to describe your life as of today as you make connection to Joseph Campbell's view of life, 3) honesty and sincerity in your reasoning, 4) organization, 5) effort, and 6) submission in time. The total available points for the term paper is 40 points. The paper should be typed in 12 fonts in double space, stapled, and should be 5 to 7 pages long. This paper is due on the last day of the regular classes (not during the final exam week).

Attendance

Regular attendance to the class is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. With this understanding, attendance will be taken at the beginning of every class and each attendance will count as 1 point. Maximum possible score you can earn through attendance is 30 points, though I will require 25 days of attendance and consider additional 5 days as your bonus points.

Extra Points Opportunity

Students are given the opportunities to earn extra credit by participating in any of the ongoing research within the psychology program. For each 10-minute-participation, you will be given 3 points.

Constructive Class Participation

If you contribute to the class by constructive participation (comments, questions, information, discussion, etc.), you will receive extra points for each constructive participation. The points that is allowed for each constructive participation ranges from 1 point to 10 points based on instructor's judgment.

Failure of the Constructive Class Participation

Following behaviors are considered as the examples of the failure to participate in the class in the constructive manner. 1) Coming into the class after the instructor finishes taking attendance, 2) Leaving the class without notifying the instructor beforehand, 3) Chatting with your neighbors, and 4) Making comments or asking questions that are not pertinent to the topic of discussion in the class, 5) Sleeping in the class, 6) Not turning off the cell phone, 7) Any other conduct that interferes with other students' learning opportunity. If any of these behaviors are observed in the class, you will receive minus points added to your grade. This point reduction is based on incremental points reduction system. The first points reduction is 5 points off from your grade. From the second inappropriate behavior, the amount of points reduction will increase by one point at a time (6 points off at the second misconduct, 7 points off at the third misconduct). Therefore, your chance of success in the class will become increasingly difficult as you continue your misconduct. You will also receive a verbal notice from the instructor if your misconduct continues for a certain period. However, if your misconduct is not corrected after a certain period of continued misconduct, you will also receive a written official notice that is carbon-copied to the Chair of the Department of Behavioral Science, Dean of the College of Liberal Arts, and the Vice President of Student Affairs or

the Associate Academic Provost. If your misconduct continues after this, instructor will bring the case up to the Judicial Affairs (Committee of Student Hearing). If you cannot agree to this policy, you should drop this class now.

Use of Electronics

Use of electronic equipments/appliances is prohibited in MMA since these electronic appliances may interfere with the signals coming from the electronic equipments attached to the classroom. These electronic devices includes, but are not limited to, cell phone, tape recorder, CD player, headphone, and laptop computers. The only exception applies electronic language dictionary for students whose native language is not English and for the use of laptops for the students who have written permission from the Disability Service (Andrea Pammer, apammer@fairmontstate.edu, CH307). Those who use the laptops due to disability will need to be seated at the very first row near the board. The use of laptop is limited to the note-taking only. If a student is found to be using laptop for any other purpose, I will take away the laptop for the rest of the class and the student will be prohibited to bring in the laptop for the rest of the semester. Additional point reduction will be also applied to the use of laptop for the purpose other than note-taking according to the section, "Failure of the Constructive Class Participation."

Grading Policy

Total possible score from the exam is 300 points, total possible score from letters (short papers) will be 100 points, total available score from the group projects is 40 points, total available score from online discussions is 40 points, total available score from term paper is 40 points, and the total possible score from the attendance is 30 points. However, I will compute 545 as the score of 100% (as computing including 25 points from the attendance). Therefore, any points beyond 25 points from your attendance will become your bonus points (you can possibly have 5 bonus points from your attendance).

Grading Criteria

<u>Percentage</u>	<u>Grade</u>
90% - 100%	A
80% - 89%	B
70% - 79%	C
55% - 69%	D
below 55%	F

< Course Sequence >

Chapters

Topic

Chapter 2 Philosophical Issues

Exam 1

Chapter 3 Ancient Psychological Thought

Chapter 4 The Roman Period and the Middle Ages

Chapter 5 The Renaissance

Chapter 6 Empiricism, Associationism, and Utilitarianism

Chapter 2 *Philosophical Issues*

Exam 2

Chapter 7	Rationalism
Chapter 8	Mechanization and Quantification
Chapter 9	Naturalism and Humanitarian Reform
Chapter 10	Psychophysics and the Formal Founding of Psychology
Chapter 11	Developments after the Founding
Chapter 2	<i>Philosophical Issues</i>

Exam 3

Chapter 12	Functionalism
Chapter 13	Behaviorism
Chapter 14	Other Behavioral Psychologies
Chapter 16	Psychoanalysis
Chapter 17	Humanistic Psychologies
Chapter 18	The Rise of Contemporary Psychology (Cognitive Psychology)
Chapter 2	<i>Philosophical Issues</i>

Final Exam

- *Note: Topics from Chapter 2 will be included in all the exams.*

Possibility of the Change to Syllabus

The requirements and grading standards may change at any time during the semester based on the instructor's discretion and judgment on your progress through this course.

< Policies/Procedures >

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Fairmont State's Core Values

Scholarship	Achievement
Opportunity	Responsibility

SOAR with Fairmont State

Link to the Academic Affairs Web Page

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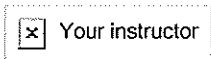
<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Syllabus: PSYC-2240 - 02

Course Description: Statistics – CRN/ 9334

A Statistics course in the social or behavioral sciences introduces the techniques that allow researchers and investigators to identify potentially meaningful changes or differences in real world events.

Section Instructor: Dr. Clarence Rohrbaugh



Ten years ago with my wife before teaching.....After ten years of teaching....

E-mail: crohrbaugh1@fairmontstate.edu

Office: 110e Hardway Bldg. Phone: 367-4669 Office Hours: MWF 10am / TTh 8am

Course Information:

Time: MWF 9am – 9:50am Location: 318 HB

Book: Essentials of Statistics for the Behavioral Sciences, 6th ed., by Gravetter and Wallnau

Hardware and Software needs:

- * An inexpensive calculator with a square root key
- * A computer with Internet access
- * A browser compatible with WebCT
- * Microsoft Word, Corel WordPerfect, Wordpad or other word processing software that allows you to save your files in Rich Text Format (.rtf)
- * Adobe Acrobat Reader
- * Virus Protection Software - Vista's mail, discussion, and assignment tools use file submission. Files may contain viruses. It is your responsibility to protect your own computer.

Attention - You should expect to spend 10-14 hours per week on work for this course. All phones and text messaging devices must be turned off during class. All courses are subject to audio and/or video recording.

Course Outcomes:

By the end of the semester, students will have the skills to:

1. Analyze a set of data
2. Construct frequency distributions and graphs from data
3. Work with probability distributions

4. Conduct one- and two-tailed t-tests on data
5. Set up and test a null hypothesis
6. Perform an analysis of variance
7. Perform simple correlation analysis
8. Perform Chi-Square tests

These outcomes will be achieved through class lectures, reading material, and both book and SPSS homework assignments. Materials will be covered in the following modules.

Basic Concepts

Scales of Measurement (nominal, ordinal, interval, & ratio scales)
Variables (discrete and concrete variables / I.V. & D.V.)
Statistics vs. Population / Random Sampling
Descriptive vs. Inferential Statistics
Notations

Displaying Data

Bar Graph & Histogram
Shapes of Distribution (symmetry, skewness)
Grouped Frequency Distribution (SPSS frequency distribution)
Frequency Polygon & Cumulative Frequency Polygon (SPSS frequency polygon)

Measures of Central Tendency (also on SPSS)

The Mode The Median The Mean

Measures of Variability (also on SPSS)

Range
The Variance (for population and for sample)
The Standard Deviation (for population and for sample)
Both conceptual and computational formulae for variance and S.D.

Your knowledge of basic concepts, data displays, central tendency, and variability will be measured in Exam one.

The Normal Distribution

The Normal Distribution
The Standard Normal Distribution
Z-score (also on SPSS)

Basic Concepts of Probability

Probability Distributions
Relationship between Z-Score and Probability

Sampling Distribution and Hypothesis Testing

Sampling Distributions of Means (Central Limit Theorem)

Hypothesis Testing (conceptually => z-test)
 Probable Limits / One- and Two-Tailed Tests
 The Null and Alternative Hypotheses
 Type I and Type II Errors
 Beta and Power

Your knowledge of distributions, probability, sampling, and hypothesis testing will be measured in Exam two.

One Sample T-test (also on SPSS)

One Sample T-test
 Factors that affect the magnitude of t and the decision about H₀
 Confidence Limits on the Mean

Two Related Samples T-test (also on SPSS)

Student's t applied to difference scores
 Related Samples T-Test

Two Independent Samples T-test (also on SPSS)

Distribution of Differences between Means
 Heterogeneity & Homogeneity of Variance
 Confidence Limits on $\mu_1 - \mu_2$

Your knowledge of single sample, related samples, and independent samples t-tests will be measured in Exam three.

One-Way Analysis of Variance (also on SPSS)

Computational ANOVA
 Violation of Assumptions

Repeated Measures Analysis of Variance (also on SPSS)

Computational ANOVA
 Violation of Assumptions

Your knowledge of one-way ANOVA and repeated measures ANOVA will be measured in Exam four.

Correlation (also on SPSS)

Classes of Correlation (positive, negative, and zero correlations)
 Correlation vs. Causation
 The Pearson Product-Moment Correlation Coefficient
 Other correlation forms
 Testing the Significance of Correlation Coefficients

Regression

The Linear Regression Line (computing its equation)
 Coefficient of Determination
 Standard Error or Estimates

Chi-Square (also on SPSS)

Goodness-of-Fit Test
 Test of Independence of Variables

Your knowledge of correlation, and chi-squares will be measured in Exam five.

SCHEDULE: All dates are approximate!

Approximately one chapter each week.

Chapter 1 & 2 Introductioni	8/25	Chapters 9 Single t-test	10/20
Chapter 3 Centrality	9/8	Chapter 11 Related samples t-test	10/27
Chapter 4 Variability	9/15	Chapter 10 Independent t-test	11/3
Exam One	9/19	Exam Three	11/7
		Chapter 13 ANOVA	11/10
Chapter 5 Z-scores	9/22	Chapter 14 Repeated ANOVA	11/17
Chapter 6 Probability	9/29	Exam Four	11/21
Chapter 7 Samples	10/6	Chapter 15 Correlation	12/1
Chapter 8 Hypothesis	10/13	Chapter 16 Chi squares	12/5
Exam Two	10/17	Final Exam Wed. Dec 17th 8am	

Course Requirements:		Grading Scale:	
Five exams - 100 points each	500	630-700 points	A
Labs	100	560-629 points	B
Homework	50	490-559 points	C
Attendance - 10pts. ea. unexcused day	50	420-489 points	D
Total	700	000-419 points	F

Course Attendance Policy:

Attendance is required for this course. Attendance will be taken regularly during class and students who are not present will have 10 points deducted from their attendance score. If you can not attend a class, you will not lose points if you inform the instructor of your expected absence before the absence occurs and provide a student signed excuse for the day of absence.

University Policies:

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- Polite and respectful to everyone in our academic community.

Visit the following site for detailed information.

<http://www.fairmontstate.edu/academicaffairs/expectations.asp>

Fairmont State's Core Values:

Scholarship

**Opportunity
Responsibility**

Achievement

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Syllabus

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Add Syllabus Item 

Printable Version

Section Information: PSYC-3300-01 Fall 2010

Course Name : PSYC-3300
Course Description : Abnormal Psychology

Course CRN and Location / Time

Crn: 8625, 304 Jaynes Hall / MWF from 8:00 a.m. - 8:15 a.m. :

How to Locate Your Professor:

Dr. Shaver's office is located in 304 Jayne's Hall (Suite B). Just down the hall from your classroom. :
Office Hours: : Dr. Shaver's formal office hours are scheduled from 9:00 a.m. - 9:50 a.m. on Monday-Wednesday and Fridays and, from 12:30 p.m. - 1:20 p.m. on Tuesday and Thursdays on days without scheduled meetings. On scheduled meeting days Dr. Shaver on Tuesdays/Thursdays...Dr. Shaver will meet with students from 4:30 p.m. - 5:20 p.m.(Tuesdays/Thursdays)
Phone and E-mail: : Dr. Shaver's phone number is (304) 367-4672. Use your Blackboard e-mail for this particular course to communicate by e-mail

Course Rationale

This course is designed to assist students in their understanding of the field of abnormal or clinical psychology. Students will be exposed to concepts and knowledge related to the clinical evaluation and treatment process. :

Course Goals and Outcomes:

As follows: : Goal One: Students will master an understanding of the basic academic content related to clinical theory, history and professional development, and basic clinical procedures and practice by demonstrating familiarity with the concepts, perspectives, and historical trends by completing (at a minimum of 60%) three to four formal examinations. Students will also become aware of basic research methods in psychology, including research design and basic methodology by interpreting various research summaries addressed in their text through in-class discussion. They will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior by sharing input through in-class participation activities. Students will recognize, understand and respect the complexity of socio-cultural and international diversity as it applies to psychopathology by addressing various issues through an in-class writing assignment. Students will develop insight into their own and other's behavior and apply effective strategies for self-improvement and management by completing a

sleep hygiene analysis.

☞ ☐ **Text Information** ☞

The text entitled "Abnormal Psychology" by David Barlow and Mark Durand ((ISBN: 0-534-63362-5 casebound or ISBN: 0-534-63428-1 looseleaf) is used for this class. It is highly recommended that you purchase and use this text to prepare for class and to study for exams. Any edition of this text is acceptable. However, if you decide to use an old edition, it is your responsibility to keep abreast of the chapter sequence differences that may apply. There is an older edition of this text on reserve at the FSU Library.

☞ ☐ **Course Requirements** ☞

Requirements : EXAMS: There will approximately four to five examinations or quizzes which are basically multiple choice, true/false and sometimes matching. These exams are constructed each semester by the professor and are based on the assigned reading from the text and from her lecture for that exam's study unit. Exams are worth a maximum of 100 points. Quizzes may be worth less. Such measurements are graded on accuracy of content only. (0% - 100% = A; 80% - 89% = B; 70% - 79% = C with 70% minimal mastery. CLASS ACTIVITIES: You will be asked to complete a number of in-class individual or small group activities (including video observations and responding). These activities MUST be completed on the day assigned and are worth no more than 10 points each. If you are in class and complete the assignment you will receive full credit on the assignment. REAL AGE AND SLEEP ASSESSMENT ASSIGNMENT: These will be worth 15 points each and will be completed out of class. These assignment details will be found under the assignment section before beginning the Sleep Section of study.

☞ ☐ **EXTRA CREDIT:** ☞

For movie lovers, you may watch up to four movies that have psychological themes which relate to pathology. You will write a reaction paper for each one including two parts: (1). Tell me what the movie was about (in your words) and, (2). Discuss the movie in relation to what you have learned from class and the text which relates to the psychopathology. Each critique is worth a maximum of five points. Must be typed with each critique no less than two pages (double spaced) and submitted by our last formal class period immediately before final's week.

☞ ☐ **Policies** ☞

Introduction : ATTENDANCE/PARTICIPATION: Come to class regularly! Class lecture directly apply to your examinations. Attendance is taken randomly at least seven times during the semester. Students who have attended at least 80% of the time (according to these measures) will receive the higher letter grade for their final grade should they be five or less points deficient. Also, students who are not in class for In-class Activities...can't make up activity points!!! WEATHER: listen to your TV or radio early in the morning if you are concerned about classes being held or check our FSU Webpage. If FSU is in session...we will have class. However, if Marion County Schools is cancelled for the entire day due to weather or flooding, there will be no exams given or assignments due on that day. You will still be responsible for getting lecture notes from a class person who attends on that day. Your exam or assignment will be given or due the very next class period.

Additional information : DISABILITY SERVICE POLICY: Services are available to any student who has been formally diagnosed as having a mental or physical disability. It is the student's responsibility to register with Ms. Andrea Pammer to activate a service plan. She can be reached in room 307 Colebank Hall or by calling (304) 367-

4686. TUTORING: Free services are available by contacting Dr. Raymond Mainenti at 367-4294 or by visiting him in 207 Jayne's Hall. Don't wait until it's too late!
 INTEGRITY POLICY: FSU values the integrity of its students and faculty. We are all responsible for maintaining the highest level possible. Cheating in any form (including plagiarism) will not be tolerated. Students who are found cheating...will receive an automatic zero for that examination. Student Photo IDs may be required before taking examinations...so have them available on exam day.

☞ ☐ **CLASSROOM CRISIS INFORMATION** ≡

We may have a number of practice evacuations this semester. In the event that we need to evacuate this classroom, do so under my direction...quietly...in an orderly manner. Should we need to practice a class "lock-down"...again...follow my directions. Should someone become ill in class, please notify me immediately. Stay calm and follow my directions. If any of you have a health concern (e.g. a recent history of seizures, significant panic/anxiety issues), inform me of your situation so I may confidentially provide any support that you might need.

☞ ☐ **MAKE-UP POLICY FOR EXAMS** ≡

All students must take the final at the designated time given. However, should a student miss an exam, he or she will simply take the next exam and use that score for the missed exam. Beware however, information accumulates throughout the semester. Students may only miss two unit exams.

☞ ☐ **Study Tips!** ≡

1. Come to class! 2. Read your text before your professor begins her class lecture (see Reading Sequence in Blackboard). 3. Take thorough notes and tape record the class lecture. 4. Form and participate in a Class Study Group. Identify a responsible class person and exchange phone and/or e-mails...contact this person for notes or guidance should you have to miss a class period. 5. Should you have an emergency or crisis which causes you to miss a number of class periods, contact your professor immediately. 6. Be on time! 7. Turn cell phones off before class. 8. PARTICIPATE BY ASKING QUESTIONS AND SHARING YOUR LIFE EXPERIENCES AND OBSERVATIONS...WE LEARN FROM EACH OTHER AND YOU HELP YOUR PROFESSOR AND THE OTHER STUDENTS STAY ENERGIZED AND AND AWAKE! 9. Don't wait until the night before the exam to read and study.

☞ ☐ **Section Instructor: Ann Shaver** ≡ (Hidden)

E-mail : Ann.Shaver@fairmontstate.edu

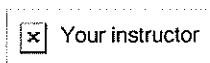
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Syllabus: PSYC - 3310-01

Course Description: Experimental Psychology – CRN 8627

Experimental psychology courses provide the knowledge and experience for students to practice and understand research procedures used in the social and behavioral sciences. Understanding the techniques employed by researchers and investigators is essential to the proper interpretation of research and investigation reports.

Section Instructor: Dr. Clarence Rohrbaugh



Ten years ago with my wife before teaching.....After ten years of teaching....

E-mail: crohrbaugh1@fairmontstate.edu

Office: 105 Hardway Bldg. Phone: 367-4669 Office Hours: M-F 10am-10:50am

Course Information:

Time: TH 11am-12:15 Location: 314 HB

Books:

Required: Introduction to Design & Analysis: A Student's Handbook, 2nd ed., by Keppel, Saufley, Tokunaga. ISBN 0-7167-2321-2

Provided: SuperLab Pro user's guide by Cedrus

Recommended: Using SPSS Analyzing and Understanding Data by Green & Salkind, 3rd. ed. ISBN 0-13-099004-3

Hardware and Software needs:

- * A computer with Internet access
- * A browser compatible with Blackboard/VISTA
- * Microsoft Word, Corel WordPerfect, Wordpad or other word processing software that allows you to save your files in Rich Text Format (.rtf)
- * Adobe Acrobat Reader
- * Virus Protection Software - Vista's mail, discussion, and assignment tools use file submission. Files may contain viruses. It is your responsibility to protect your own computer.

Attention - You should expect to spend a minimum of 10-14 hours per week on work for this course. All phones and text messaging devices must be turned off during class. All courses are subject to audio and/or video recording.

Course Outcomes:

By the end of the semester, students will have the skills to:

1. Describe major applied areas and characterize the nature of an intrapersonal and/or interpersonal science discipline by setting up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning underlying assumptions.
2. Recognize overarching themes, persistent questions, conflicts, and ethical issues within a discipline then gather or select evidence relevant to a problem or question.
3. Use discipline-relevant theories to explain and predict behavior and estimate answers or make conjectures about the problem. Make linkages or connections between diverse facts, theories, and observations then analyze evidence through conventions appropriate to the discipline.

These outcomes will be achieved through class lectures, reading material, and both book and SPSS homework assignments. Materials will be covered in the following modules.

Course Description and activities:

An Experimental Psychology class provides an introduction to: 1) the scientific method used in the social sciences; 2) the design and control of research experiments; 3) the statistical analysis of data; and 4) the communication of research results. Approximately half of the class time each day will be spent in lecture. Various approaches to conducting research in psychology will be presented including observational, relational, and experimental. Topics covered will include experimental control and alternative explanations for research results, experimental variables, measurement, and presentation of findings. This class will provide an understanding of the terminology and methodology of the Experimental Psychologist. Class attendance is essential.

Module 1: The basics

You must read chapters 1, 3, 5, and 6 in the Design & Analysis book, familiarize yourself with the terminology listed in **Bold** throughout each chapter, and be prepared to discuss the material from each chapter. Chapters 2 and 4 can be read for a review of basic statistical concepts. Read chapters 2 and 3 of the SuperLab program manual in the "Class reading" area of your Blackboard/Vista homepage. The SuperLab program will be used throughout the semester and you must become familiar with its functions and how to use it to conduct experiments. This class prepares you for the research you will conduct in Foundations class and the first step will be the required completion of Human Subjects training. The training is independent, online, and you must achieve a score of 90 or better on the final quiz and have the results sent to my email address. A general study guide will be provided for the first exam.

General Assignments

1. Read chapter 1 of the design & analysis book and complete quiz one.
2. Read chapter 3 of the design & analysis book and complete quiz two.
3. Read chapter 5 of the design & analysis book and complete quiz three.
4. Read chapter 6 of the design & analysis book and complete quiz four.
5. Read chapters 2 & 3 of the superlab user's guide .
6. Complete the superlab program in chapter 2 of the guide.
7. Recommended reading; Unit 1, lesson 1-4; Unit 2, lessons 5-10; also lessons 12 and 13 in Unit 3 of the SPSS manual.
8. Complete the online Human Subjects training at

(http://www.research.umn.edu/consent/menu_soc.html) and have the results sent to my email address.

9. Study chapters 1-6 in design & analysis and your lecture notes to prepare for Exam One (100 points).

Module 2: Understanding analysis

Read chapters 7 & 8 in the design & analysis book, familiarize yourself with the terms in bold throughout the chapters, and be prepared to discuss the material from each chapter. This book material and lecture covers the conceptual information necessary to understand the meaning of statistical analysis and the application of research methods to data collection. Read chapters 4 and 5 of the SuperLab Pro user's guide posted in the Course Materials section for this class on Vista. These final chapters on the SuperLab program will complete the information you need to make use of the program for data collection and analysis. During this module you will conduct (using SuperLab), analyze (using SPSS), and discuss (using your brain and mouth) several previously designed studies. You should prepare for the Second exam by studying the terminology and methodologies identified in chapters 7-8 of the analysis book and practice the program and analysis techniques covered in this module, and reviewing your lecture notes.

General Assignments

1. Read chapters 7-8 in the design & analysis book
2. Read chapters 4 & 5 of the superlab user's guide
3. Conduct two studies using SuperLab Pro
4. Conduct a statistical analysis of the two studies
5. Recommended reading; Unit 5, lesson 18-20; Unit 6, lessons 21-23 of the SPSS manual
6. This module will include five quizzes on lecture material.
6. Exam 2 (100 Points)

Module 3: Basic between design and analysis.

Read chapters 9 & 10 in the design & analysis book, familiarize yourself with the terminology throughout the chapter, and be prepared to discuss the material from each chapter. Most of the material for this module will come from lecture. During this module you will begin applying the material you have learned to your own research ideas. You will develop several research hypothesis, design data collection for the hypothesis, and conduct basic statistical analysis to provide evidence related to your research questions. You should prepare for the third exam by studying the terminology and methodologies identified in chapters 9 & 10 of the design book and practice the program and analysis techniques covered in this module.

General Assignments

1. Read chapter 9 & 10 in the design & analysis book
2. Conduct several studies using SuperLab Pro
3. Conduct a statistical analysis on all completed studies
4. Recommended reading; Unit 7, lesson 24-25 of the SPSS manual
5. Exam 3 (100 Points)

Module 4: Within and Mixed design and analysis

Read chapters 11-13 in the design & analysis book, familiarize yourself with the terminology throughout the chapters, and be prepared to discuss the material from each chapter. These chapters cover the intermediate techniques for developing a research design and hypothesis specific to your research question. During this module you will continue to apply the material you have learned to your own research ideas. You will use your refined research hypothesis to design data collection for the hypothesis, and conduct basic statistical analysis to provide evidence related to your research questions. You should prepare for the forth exam by studying the terminology and methodologies identified in chapters 11-13 of the design book and confirming your knowledge of the research design and statistical analysis relationship.

General Assignments

1. Read chapter 11-13 in the design & analysis book
2. Construct several programs to collect data using SuperLab Pro
3. Conduct a statistical analysis on the data collected
4. Recommended reading; Unit 7, lesson 27-29 of the SPSS manual
5. Exam 4 (100 Points)

Module 5: Reading research

You will be assigned several articles to indentify the research methodology, design, and analysis. Class time will be spent discussing current methodological and analytical techniques. You should prepare for the fifth exam by integrating all you have learned so that you feel comfortable identifying any research design you are presented with and you know what statistical analysis is most appropriate to answer the research question that goes with the given topic and design.

General Assignments

1. Read assigned articles
2. Discussion
3. Recommended reading; Unit 10, lesson 38-44 of the SPSS manual
4. Exam 5 (100 Points)

SCHEDULE: All dates are approximate!

Approximately one chapter each week. Material covered includes class lecture and may vary from the schedule based on class participation and understanding.

Chapter 1 Intro	08/23	Chapters 9 Factorial designs
Chapter 2 Data analysis		Chapter 10 Analytical Comparisons
Chapter 3 Hypothesis testing		Exam Three
Chapter 4 Calculating F		Chapter 11 Within subjects designs
Chapter 5 Evaluating F		Chapter 12 Mixed designs
Chapter 6 Analytic Comparison		Chapter 13 Two Factor designs

Exam 1		Exam Four
Chapter 7 Effect size		Reading research articles
Chapter 8 Power		Exam Five
Exam Two		Comprehensive Final Exam Tue. Dec. 14, 10am

Course Requirements:		Grading Scale:	
Five exams plus final - 100 points each quizzes may be given in addition to or in place of some exams. Total points may vary from 800 to 1000. Grades are based on a percentage.	600	900-1000 points 90%	A
SuperLab assignments	50	800-899 points 80%	B
SPSS assignments	250	700-799 points 70%	C
Attendance and other	100	600-699 points 60%	D
Total	1000	000-599 points	F

Course Attendance Policy:

Attendance is required for this course. Attendance will be taken regularly during class and students who are not present will have 10 points deducted from their attendance score. If you can not attend a class, you will not lose points if you inform the instructor of your expected absence before the absence occurs and provide a student signed excuse for the day of absence.

University Policies:

Visit the following site for current institutional policies.

<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Academic Integrity

Fairmont State University values highly the integrity of its student scholars. All students and

faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Assessments, Surveys, and Course Evaluations

Fairmont State University and Pierpont Community and Technical College value students' opinions. Your participation in special assessments, surveys and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Copyright Notice

Material presented in this course may be protected by copyright law.

Disability Services

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. Instructors are not required to allow any academic accommodations unless the student provides the instructor with a letter from the office of disability services outlining the necessary accommodations. It is the student's responsibility to discuss the logistics of each accommodation with each instructor to arrange for the most feasible service provision. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906.

Expectations of Students:

Students are expected to be

Present and attentive in class; aware of official university communication via email;

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities;

Polite and respectful to everyone in our academic community.

Fairmont State University's Core Values:

Scholarship Opportunity Achievement
Responsibility

SOAR with Fairmont State University

ADDITIONAL RESOURCES TO AID STUDENT SUCCESS**Counseling Service**

The counselors in Student Affairs offer professional assistance with personal problems, problems of social relationships and the understanding of oneself and others. Its staff consists of professionals trained in clinical practice and counseling who are experienced in dealing with issues common to college students. These services are available to all students in the belief that they often find significant benefit in counseling as a means of increasing self-awareness, maximizing potential and making the college experience more productive and meaningful. Contacts with the Counseling Services are held in strict confidence. Appointments may be made by calling 367-4792 or in person at 306 Colebank Hall.

Tutoring Program

Fairmont State University and Pierpont Community & Technical College provide an accredited tutoring program, which has been certified by the College Reading & Learning Association's International Tutor Certification program. Tutoring is provided for most basic skills courses and a variety of other courses each semester. All students are entitled to free tutoring each semester. Students registered with documented academic accommodations through Disability Services can receive additional services as needed and available. Peer tutors are available through Tutorial Services at 207 Jaynes Hall on a drop-in basis and by appointment. The office houses study

carrels and support materials for one-on-one or small group tutoring sessions. For further information, contact the Director of Tutorial Services in 207 Jaynes Hall or at 367-4294.

Developmental Psychology
Psychology 3330 - 02 (CRN: 1376)
Spring 2010

Professor: Tad Kato, Ph.D.
Class Hours: M, W, F: 11:00 a.m. – 11:50 a.m.
Class Room: MMA
Office Hours: M W: 12:10 p.m. – 1:00 p.m.
TR: 11:10 a.m. – 12:00 p.m.
F: by appointment
Office Location: 126 Hardway Building
E-Mail: Tadashi.Kato@fairmontstate.edu
Phone: (304) 367 – 4759
Textbook: Development through the Lifespan 4E – by Laura E. Berk (ISBN: 0-205-49125-1) (Pearson)

Overview

In this course, I will give you an overview of life-span development from birth to early adulthood (mid- to late- adulthood will not be covered in this class). It is my goal to give you the overview of the human development from the biopsychosocial perspectives with an additional insight into cross-cultural diversity. The course materials should help you understand how you have become who you are. If you do have children now or will have children in the future, this course should also help you with your child-rearing.

Expectations

In order to get the most out of this class, you must play an active role. Attendance in all classes is an important factor in both understanding the topics and performing well in the course. You will also be expected to participate in class discussions on the fundamental themes of psychology. There is also a good deal of reading to do in this class, and success requires a consistent commitment of time and effort. You are expected to have read and studied the assigned textbook materials prior to each class. (*Normally, you are expected to spend two hours to prepare for each one hour class*). It is also important that you always take notes during my class because I may cover some topics that are not addressed in your textbook. Finally, it is your responsibility to keep track of the contents of my lecture and assignments. If you miss any class and have questions about the materials covered in the class or assignments, use your student buddies as your resource.

Exams

There will be six exams (five mid-term exams and one final exam). All the exams are partial exam and will cover approximately 1/6 of the course materials. Each exam will have approximately 25 to 30 problems and will worth 100 points each. After taking all the exams, you will be allowed to drop one exam with the lowest score and use remaining five exams for the computation of the total score. Therefore, the highest possible score from the exams will be 500 points (from five exams).

Make-Up Policy

If you miss just one exam, your missed exam will be automatically considered as your lowest grade exam and the scores from the remaining exams will be computed toward your final score. There will be no exception to this policy regardless of the reason you miss a particular mid-term exam. However, if you miss more than one exam and have a strong desire to take a make-up exam for one of your missed exams, bring a formal excuse in writing (e.g., doctor's note) and you may be given an opportunity to take a make-up exam depending on the reason. However, please expect that the make-up exams may be more challenging than the regular exams. All the make-up exams will be administered on the same day as the final exam (during the hour that is allowed for the final exam). If you miss the final exam without previous notice, there will be no opportunity for make-up due to the instructor's needs of submitting grades immediately after the scheduled final exam. However, if you know that you are going to miss the final exam beforehand and would like to make up for it, you may take a make-up final exam beforehand. This alternative final exam is different from the final exam other students are taking and you should expect that it may be more challenging than the regular final.

In-Class Discussion

Early in the semester, you will be assigned to one of the discussion groups (expected to be approximately 6 groups in total). Each group should consist of 4 students. You will stay in the same group throughout the semester. There will be group discussions on an assigned topic eight times during the semester. After each discussion, a representing student from each group will make a brief presentation on the result of their discussion. Each group will be graded based on this presentation (based on the contents, reasoning, presentation style, and group collaboration) and the same score will be assigned to all the group members for each group for each project. Every student needs to make presentations at least once in a semester. Each group project will be worth 10 points. At the end of the semester, the highest seven discussion points will be used as the group score for each group. It means that the highest possible scores for each group at the end of the semester will be 80 points. Toward the end of the semester, you will be asked to evaluate your peers in your group on a 5-point scale and all the peer evaluations will be averaged.

If your averaged peer evaluation is above 3 points, your total score can increase with a maximum of 6 points (if your group total was 80 and your peer evaluation was 5, your total score would be 86). If your averaged peer evaluation is below 3 points, your total score can decrease with a maximum of 6 points (if your group total was 80 and your peer evaluation was 1, your score would be 74). Peer evaluation will be based on "contribution to the brain storming and discussion" and "contribution to the team work and harmony." You will get the opportunity to evaluate your own contribution to the group work as well.

Biweekly Reading/Writing Assignment

Seven times a semester (biweekly from the second week), you are required to read one or two recently published scholarly articles in the field and write a paper. All the assigned readings will be available in the format of PDF files on VISTA and you will be notified which articles to read at each week. You are required to answer to key questions that pertain to reading assignments as you write each essay. You are required to write

approximately 5 pages of paper at each assignment. You need to submit all the papers through VISTA by noon on Friday once every two weeks (the Friday of the following week after each assignment is given). I prefer that you write these papers in Microsoft Word. However, if you do not have access to Microsoft Word and have access to Works or Word Perfect, you may write in these formats. Just be aware that it may take longer for me to grade papers written in word-processors other than Microsoft Word. All the papers should be typed in 11 to 12 points, doubled-spaced. I don't accept paper submission by hand in order to avoid the loss of papers (I have over 300 students' papers to grade, 150 papers every week). Also, note that VISTA will not accept paper-submission past the deadline. Each paper will worth 30 points. The total available points from all the papers will be 210 points (7 essays throughout the semester).

Term Paper

All the students are required to write a paper, related to the topic in the section that corresponds to your current age among Part VII through Part IX. For example, if your age corresponds to the "Part VII: Early Adulthood," you should write a paper on this topic. You are required to summarize the part of the section that stimulates your interest (e.g., cognitive development, socioemotional development, etc.), do additional research to supplement the topic (cite journal articles or books), and connect the topic with your personal experiences. The paper should be seven to ten pages in double space and you will need a reference list at the end. You are expected to cite published journal articles and/or books and not the miscellaneous information from the internet. You will need to write this paper in APA style, double spaced, 12 points, and 10 to 15 pages. The total possible score allowed for the paper will be 90 points. Due date of the paper will be the last day of the class. Delay in submission will result in 10 points reduction and I will not accept paper after the final exam. The term paper will be graded based on (1) organization, (2) clarity of logic, (3) your ability to connect theories with your own personal experience, (4) style (APA), (5) amount of work you have done as demonstrated as the number of articles cited and the volume of your paper.

Attendance (from the 2004-05 Student Handbook section on Academic Regulations and Policies, page 57)

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience.

With this understanding, attendance will be taken at the beginning of every class and each attendance will count as 1 point. Maximum possible score you can earn through attendance is 45 points, though I will require 40 days as the required number of attendance and consider additional 5 days as the subject for bonus points.

Constructive Class Participation

If you contribute to the class by constructive participation (comments, questions, information, discussion, etc.), you will receive extra points for each constructive participation. The points that is allowed for each constructive participation ranges from 1 point to 10 points based on instructor's judgment.

Destructive Class Participation

Following behaviors are considered as inappropriate and/or destructive. 1) Always coming into the class more than five minutes late, 2) Leaving the class without notifying the instructor beforehand, 3) Chatting with your neighbors on issues unrelated to the topics of the class, and 4) Presenting any destructive behaviors, 5) Making comments or asking questions that are not pertinent to the topic of discussion in the class, 6) Sleeping in the class, 7) Not turning off the cell phone, 8) Any other conduct that interferes with other students' learning opportunity. If any of these behaviors are observed in the class, you will receive minus points added to your grade. This point reduction is based on incremental points reduction system. The first points reduction is 5 points off from your grade. From the second inappropriate behavior, the amount of points reduction will increase by one point at a time (6 points off at the second misconduct, 7 points off at the third misconduct). Therefore, your chance of success in the class will become increasingly difficult as you continue your misconduct. You will also receive a verbal notice from the instructor if your misconduct continues for a certain period. However, if your misconduct is not corrected after a certain period of continued misconduct, you will also receive a written official notice that is carbon-copied to the Chair of the Department of Behavioral Science, Dean of the College of Liberal Arts, and the Vice President of Student Affairs. At this point, you are most likely to be required to have a meeting with the Vice President of Student Affairs before you can come back to my class. If your misconduct continues after this, instructor will bring the case up to the Judicial Affairs (Committee of Student Hearing). If you cannot agree to this policy, you should drop this class now.

Grading Policy

The highest possible score from the exams will be 500 points (six exams), the highest possible score from the group discussion/presentation will be 80 points, highest possible score from the biweekly essay assignment will be 210 points, highest possible score from your term paper will be 90 points, and the highest possible score from the class attendance will be 45 points. However, any attendance points beyond 40 points will be considered as your bonus points. Therefore, 920 points (500 from exam, 80 from group discussion, 210 from biweekly essays, 90 from the paper, and 40 from attendance) will be regarded as 100 % score that grading will be based on.

Grading Criteria

<u>Percentage</u>	<u>Grade</u>
90% - 100%	A
80% - 89%	B
70% - 79%	C
55% - 69%	D
below 55%	F

<Course Sequence >

<u>Chapters</u>	<u>Topic</u>
Part I	Theories and Research in Human Development
	Exam 1
Part II	Foundations of Development
	Exam 2
Part III	Infancy and Toddlerhood: The First Two Years
	Exam 3
Part IV	Early Childhood: Two to Six Years
	Exam 4
Part V	Middle Childhood: Six to Eleven Years
	Exam 5
Part VI	Adolescence: The Transition to Adulthood
	Final Exam

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906. E-mail: apammer@fairmontstate.edu

Copyright Notice

Material presented in this course may be protected by copyright law.

Expectations of Students

Students are expected to be

Present and attentive in class; aware of official university communication via email;

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities;

Polite and respectful to everyone in our academic community.

Fairmont State's Core Values

Scholarship

Opportunity

Achievement

Responsibility

Let Us Begin

All college policies concerning your academic responsibilities (e.g., two hours of study expected for each hour of class, proper behavior in the class, etc.) and mine (e.g., well prepared) apply to this course. If you take these responsibilities seriously, you will succeed. Even better, you may discover topics that make you feel truly excited or the knowledge that are useful in your real life. Therefore, let us begin!!

PSYCHOLOGY 3350

(BIOPSYCHOLOGY)

INSTRUCTOR: Dr. Joseph Shaver
CRN: 1336
Rm #: 123 HB
Spring: 2011
TEXT: Biopsychology (John Pinel)

OFFICE: 127 HB (304) 367-4137
e-mail: ashaver@fairmontstate.edu
TIME: 8:00 – 8:50 a.m. (MWF)
Office Hours: MWF: 9:00-10:00
T TH: 3:30-4:30

COURSE OBJECTIVE:

This is a course designed to provide an understanding of the psychophysiological functions of the human organism as an operating entity in the environment. Areas to be covered include the basic characteristics of the nervous system and internal physiological/biochemical environment. Data will be drawn from experimental work on both human and nonhuman subjects. Both theoretical and applied aspects will be considered.

COURSE OUTCOMES: By the end of the semester, the successful student will have achieved the following outcomes:

- A) Understand the six subdivisions of Biopsychology
- B) Understand the internal structures comprising an individual cell.
- C) Understand the fundamentals of genetics and the manner in which traits and characteristics are passed from one generation to another.
- D) Understand the basic structure of the human nervous system including brain anatomy and physiology.
- E) Understand the basic anatomy of the neuron as well as the mechanisms surrounding neuronal transmission.
- F) Understand the various types of neurological examinations procedures. .
- G) Understand the various types of neuropathologies including neoplasms, CVDs, head injuries, CNS infections, neurotoxins, genetic disorders and degenerative neurological diseases.

- H) Understand the evolution of psychotropic medication and their different classifications.
- I) Understand both the anatomy and physiology of the different sensory systems including vision, hearing, touch, taste and smell.
- J) Understand the motor system with particular emphasis being placed on the anatomy of the muscle, antagonistic/synergistic pairs, reciprocal innervation and recurrent collateral inhibition.
- K) Understand the nature of the neuroendocrine system with particular emphasis on the various glands, respective hormones and behavioral ramifications of hyper and hypo conditions.
- L) Understand the nature of biological rhythms and drives.

OUTCOME ASSESSMENT

OUTCOME A: The student will be required to define Physiological Psychology, Neuropsychology, Psychopharmacology, Psychophysiology, Cognitive Neuroscience and Comparative Psychology. The student will also be required to identify examples of each when presented on an objective exam.

OUTCOME B: The student will be able to define the various structures comprising an individual cell including the nucleus, mitochondria, ribosomes and endoplasmic reticulum. The student will also be able to identify each structure on a prepared exam.

OUTCOME C: The student will be able to discuss the mechanisms behind and differences between the process of mitosis and meiosis. To do this, the student must demonstrate an understanding of chromosomes, genes, DNA and RNA as measured by objective exam questions.

OUTCOME D: The student will be required to define both the anatomy and physiology of the various structure of the central nervous system including the prosencephalon, mesencephalon and rhombencephalon as well as identify such structures on a prepared diagram. The student will also be required to define the structure and function of the peripheral nervous system including the somatic, autonomic, parasympathetic and sympathetic divisions. A combination of objective exam questions and completion items will be used to assess this objective.

OUTCOME E: The student will be required to identify the major anatomical structures of a neuron (using a diagram) including the dendrites, soma, axon, myelin sheath, Nodes of Ranvier, axon boutons and vesicles. The student will also be able to define membrane potential, hyperpolarization, hypopolarization, IPSP, EPSP, synapse, threshold, action potential, pre and post synaptic facilitation/inhibition, exocytosis and neurotransmitters. A combination of objective exam questions and completion items will be used to assess this objective.

OUTCOME F: The student will be required to define and discuss such neurological examinations procedures as the CT scan, PETT scan, MRI, DSR, EEG and AER. A combination of objective exams and completion item questions will be used to assess this objective.

OUTCOME G: The student will be able to define and discuss the difference between infiltrating and encapsulated neoplasms; cerebral ischemia and intracerebral hemorrhages; pantropic and neurotropic infections; and various neurological and neurodegenerative disorders including Parkinson's Disease Huntington's Disease, Alzheimers Disease, MS, and seizures disorders. A combination of objective exams questions and completion items will be used to assess this objective.

OUTCOME H: The student will be able to understand and discuss the different categories of psychotropic medications, uses and possible side-effects and contraindications. Included will be the Anti-Psychotics (phenothiazines, butyrophenones and SGAs); Anti-Anxiety Agents (benzodiazepines); and Anti-Depressants (tricyclics, MAOIs, SRIs). A combination of objective exam questions and completion items will be used to assess this objective.

OUTCOME I: The student will be able to identify and define the anatomical make-up, as well as physiological sequelae, of the various sensory organs including the eye (cornea, iris, lens, retina and optic nerve); ear (pinna, auditory canal, tympanic membranes, ossicles, cochlea, vestibule and semicircular canals); nose (olfactory epithelium, olfactory bulbs and olfactory tract); tongue (buds and papillae) and skin (epiderm, dermis, and subcutaneous layer). A combination of diagrams, objective exam questions and completion items will be used to assess this objective.

OUTCOME J: The student will be able to define and discuss the anatomical make-up of a muscle including the myofibrils, myofilaments, actin, myosin, and muscle spindle. A combination of objective exam questions and completion items and essay questions will be used to assess this objective.

OUTCOME K: The student will be able to understand the functions of the various glands comprising the endocrine system including their respective hormones and target organs. The following glands will be covered: anterior pituitary, posterior pituitary, thyroid, adrenal cortex and medulla, parathyroids, pancreas, pineal and thymus. A combination of objective exam questions and completion items will be used to assess this objective.

OUTCOME L: The student will be able to discuss the difference between circadian, ultradian and infradian rhythms as well as the nature of sleep and dreams. A combination of objective exam questions and completion items will be used to assess this item.

COURSE REQUIREMENTS:

A total of four exams will be given (including the final). These exams will consist predominantly of objective and completion items. THERE WILL BE NO MAKE-UP EXAMS. If you fail to take an exam at the designated time, then a "Specially Prepared Exam" will be given to you during the next regularly scheduled test. This "Specially Prepared Exam" will consist of a blend of information from the current exam and one (or ones) that you missed. The "Specially Prepared Exam" will count double (or triple) your grade depending if you missed one or two exams. YOU MAY MISS A MAXIMUM OF ONLY TWO EXAMS AND ALL STUDENTS MUST TAKE THE FINAL. FAILURE TO TAKE THE FINAL AT THE REGULARLY SCHEDULED TIME MAY RESULT IN A "ZERO" FOR THE TEST GRADE.

GRADING PROCESS:

Exam I.....	60 points
Exam II.....	60 points
Exam III.....	60 points
Exam IV.....	60 points
 Total.....	 240 points

GRADING SCALES:

Individual Exam	Total Points
A=54 & higher	A=216 & higher
B=47-53	B=188-215
C=35-46	C=140-187
D=26-34	D=104-139
F=25 & below	F=103 & below

COURSE OUTLINE:

TOPIC	CHAPTERS
A. Introduction to the Neurosciences.....	1
B. Genetics and Behavior.....	2
C. Neuroanatomy.....	3
D. Exam I.....	1-3
E. Neurotransmission.....	4
F. Neurological Examination Procedures.....	5
G. Neuropathology.....	10
H. Exam II.....	4, 5 & 10

I.	Psychopharmacology.....	15
J.	Visual System.....	6
K.	Audition and Perception.....	7
L.	Exam III.....	6, 7 & 15
M.	The Sensorimotor System.....	8
N.	The Neuroendocrine System.....	13
O.	Biological Rhythms.....	14
P.	Exam IV.....	8, 13 & 14

EMERGENCY CONTINGENCY PLAN:

In the event of a catastrophic emergency in which classes will be unable to meet, Emergency Contingency Plan Nine will be implemented. The Plan is as follows: The class will be divided into groups of five; each group with a designated group leader. I will call each group leader on a daily basis with assignments. The group leader, in turn, will call their respective members. Plan Nine will remain in effect until the emergency has passed.

INSTITUTIONAL POLICY STATEMENTS:

In order to obtain policy statements regarding academic integrity, disability services, copyright laws, student expectations and Fairmont State values, students are requested to access the following website:

<http://www.fairmontstate.edu/AcademicAffairs>

PSYCHOLOGY 3370

(THEORIES OF LEARNING)

INSTRUCTOR: Dr. Joseph Shaver
CRN #: 8635
RM #: 310 HB
FALL: 2010
PHONE: (304) 367-4137

OFFICE: 127 HB
e-mail: ashaver@fairmontstate.edu
TIME: 9:00-10:00 a.m.
Office Hours: MWF: 8:00-9:00
T Th: 4:15-5:15

TEXT: An Introduction to the Theories of Learning (Hergenhahn & Olson)

COURSE OBJECTIVES: The purpose of this course is to introduce the student to the various theories involving learning and behavior. Particular emphasis will be placed on Reinforcement, Associationistic, Cognitive and Neuropsychological approaches.

COURSE OUTCOMES: By the end of the semester, the successful will have achieved the following outcomes:

- A) Understand the characteristics of learning and the manner in which it relates to, and differs from, other types of behavior patterns.
- B) Understand the scientific methodology involved in the study of learning in particular and behavior in general.
- C) Understand the early philosophical approaches which served as a foundation for the scientific study of learning.
- D) Understand the approaches to the study of learning collectively known as the Reinforcement Theories.
- E) Understand the approaches to the study of learning collectively referred to as the Association Theories.
- F) Understand the approaches to the study of learning collectively referred to as the Cognitive Theories.
- G) Understand the approaches to the study of learning collectively referred to as the Neuropsychological Theories.

OUTCOME ASSESSMENT:

OUTCOME A: The student will be required to compare and contrast the concepts of learning, reflexes, tropisms, instincts, critical periods and salient events. This outcome will be measured by objective exams, completion items and essay questions.

OUTCOME B: The student will be required to compare and contrast the methods of naturalistic observation, lab experiment, field experiment, correlational study and case report. The student will also be able to define and discuss such concepts and experimental/control groups, independent/dependent variables, confounds, matching, Rosenthal Effect, Hawthorne Effect, repeatability and generalization. This outcome will be measured by a combination of objective exams, completion items and essay questions.

OUTCOME C: The student will be required discuss the branch of philosophy referred to as epistemology. Within that context the student will be required to compare and contrast the philosophies of Plato (rationalism, nativism, idealism and utopia), Aristotle (empiricism, associationism and realism), Decartes, Hobbs, Locks, Berkley, Hume and Kant and how they served as a foundation for the later study of psychology in general and learning in particular. This outcome will be measured by objective exams, completion items and essay questions.

OUTCOME D: The student will be required to compare and contrast the theories of E.L. Thorndike (Connectionism), B.F. Skinner (Operant Conditioning) and Clark Hull (Hypothetical Deductive). The student will be required to define the Laws of Readiness, Exercise and Effect; positive/negative reinforcement, extinction and punishment; and reaction/inhibitory potential, habit strength, conditioned/reactive inhibition and net reaction potential. This outcome will be measured by objective exams, completion items and essay questions.

OUTCOME E: The student will be required to compare and contrast the learning approaches of Ivan Pavlov (Classical Conditioning), Edwin Guthrie (Contingent Conditioning) and William Estes (Stimulus Sampling Theory). The student will be required to define conditioned/unconditioned stimulus; conditioned/unconditioned response, extinction, spontaneous recovery; generalization, discrimination and higher order conditioning; Laws if Frequency, Recency and Vividness; and threshold, fatigue and incompatible response. This objective will be measured by objective exams, completion items and essay questions.

OUTCOME F: The student will be required to compare and contrast the learning theories of Max Wertheimer (Gestalt Psychology), Jean Piaget (Developmental Theory) and Albert Bandura (Social Learning Theory). The student will be required to discuss such concepts as the Phi Phenomena, Field Theory, Law of Pragnanz, Perceptual Constancy and Zeigarnik Effect; adaptation, assimilation, accommodation, scheme, structure and equilibration; and modeling, response facilitation, inhibition/disinhibition and reciprocal determinism. This objective will be measured by objective exams, completion items and essay questions.

OUTCOME G: The student will be required to discuss the works of Karl Lashley (engram, equipotentiality and mass action); Donald Hebb (cell assemblies, phase sequences and sensory deprivation); Roger Sperry (cerebral laterality, feature detectors); and Olds & Milner (reinforcement centers). This objective will be measured by objective exams, completion items essay questions.

COURSE REQUIREMENTS:

- A) Completion of all course readings and assignments as listed on the course outline.

- B) There will be a total of four exams during the semester (including the final). These exams will consist predominantly of objective and completion items. **THERE WILL BE NO MAKE-UP EXAMS.** If you fail to take an exam at the designated time, then a "Specially Prepared Exam" will be given to you during the next regularly scheduled test. This "Specially Prepared Exam" will consist of a blend of information from the current exam and the one (or ones) that you missed. The "Specially Prepared Exam" will count double (or triple) your grade depending if you missed one or two exams. **YOU MAY MISS A MAXIMUM OF ONLY TWO EXAMS AND ALL STUDENTS MUST TAKE THE FINAL. FAILURE TO TAKE THE FINAL AT THE REGULARLY SCHEDULED TIME MAY RESULT IN A "ZERO" FOR THE TEST GRADE.**

GRADING PROCESS:

Exam I.....	50 points
Exam II.....	50 points
Exam III.....	50 points
Exam IV.....	60 points
Total.....	210 points

GRADING SCALES:

Exams I-III	Final Exam	Final Grade
A=45 & higher	A=54 & higher	A=189 & higher
B=40-44	B=47-53	B=167-187
C=30-39	C=35-46	C=125-166
D=23-29	D=26-34	D=95-124
F=22 & below	F=25 & below	F=94 & below

COURSE OUTLINE:

- I. General Introduction
 - A. What is Learning?.....Chapter 1
 - B. Approaches to the Study of Learning.....Chapter 2
 - C. Early Notions about Learning.....Chapter 3
 - D. Exam I.....Chapters 1-3

II.	Reinforcement Theorists	
	A. E.L. Thorndike (Connectionism).....	Chapter 4
	B. B.F. Skinner (Operant Conditioning).....	Chapter 5
	C. Clark Hull (Hypothetical Deductive).....	Chapter 6
	D. Exam II.....	Chapters 4-6
III.	Association Theories	
	A. Ivan Pavlov (Classical Conditioning).....	Chapter 7
	B. Edwin Guthrie (Contingent Conditioning).....	Chapter 8
	C. William Estes (Stimulus Sampling).....	Chapter 9
	D. Exam III.....	Chapters 7-9
IV.	Cognitive Theories	
	A. Gestalt Psychology.....	Chapter 10
	B. Jean Piaget (Developmental).....	Chapter 11
	C. Albert Bandura (Social Learning).....	Chapter 13
V.	Neuropsychological Theories	
	A. Donald O. Hebb.....	Chapter 15
	B. Exam IV (Final).....	Chapters 10, 11, 13. & 15

EMERGENCY CONTINGENCY PLAN:

In the event of a catastrophic emergency in which classes will be unable to meet, Emergency Contingency Plan Nine will be implemented. The Plan is as follows: The class will be divided into groups of five; each group with a designated group leader. I will call each group leader on a daily basis with assignments. The group leader, in turn, will call their respective members. Plan Nine will remain in effect until the emergency has passed.

INSTITUTIONAL POLICY STATEMENTS:

In order to obtain statements regarding academic integrity, disability services, copyright laws, student expectations, and Fairmont State values, students are requested to access the following website:

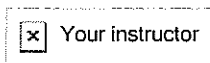
<http://www.fairmontstate.edu/AcademicAffairs>

Syllabus: PSYC - 3390-01

Course Description: Foundation of Psychology – CRN 8809/9979

Foundations of Psychology is a capstone type course that makes use of all you have learned in previous courses like statistics and experimental. You will apply your knowledge toward the development of a research project in which you will design a study, collect data, conduct and analysis, and write a complete research report.

Section Instructor: Dr. Clarence Rohrbaugh



Ten years ago with my wife before teaching.....After ten years of teaching....

E-mail: crohrbaugh1@fairmontstate.edu

Office: 105 Hardway Bldg. **Phone:** 367-4669 **Office Hours:** MWF 10am

Course Information:

Time: MWF 11am-11:50 **Location:** 314 HB

Books:

Required: Publication Manual of the American Psychological Association, 5th or 6th edition, 1-55798-791-2

Hardware and Software needs:

- * A computer with Internet access
- * A browser compatible with VISTA
- * Microsoft Word, Corel WordPerfect, Wordpad or other word processing software that allows you to save your files in Rich Text Format (.rtf)
- * Adobe Acrobat Reader
- * Virus Protection Software - Vista's mail, discussion, and assignment tools use file submission. Files may contain viruses. It is your responsibility to protect your own computer.

Attention - You should expect to spend a minimum of 20 hours per week on work for this course. All phones and text messaging devices must be turned off during class. All courses are subject to audio and/or video recording.

Course Outcomes:

By the end of the semester, students will have the skills to:

1. Conduct basic experimental or quasi-experimental research including the design, data collection, analysis, and interpretation of results.
2. Write an American Psychological Association (APA) style report on the hypothesis and background support of their research projects as well as their design, data collection, analysis, and interpretation of results.
These outcomes will be achieved through the facilitated process of designing and conducting unique individual research and writing a report on that research.

Course Description and activities:

The Foundations of Psychology class provides the historic and current premise behind: 1) the scientific method used in the social sciences; 2) the design and control of research experiments; 3) the statistical analysis of data; and 4) the communication of research results through formal writing and presentation techniques. Approximately half of the class time each day will be spent in lecture. Various approaches to conducting research in psychology will be presented including observational, relational, and experimental. Topics covered will include experimental control and alternative explanations for research results, experimental variables, measurement, and presentation of findings. This class will provide an understanding of the terminology, methodology, and communication techniques of the Psychologist. Class attendance is essential.

Module 1: The basics

You should review the Behavioral Research book, familiarize yourself with the terminology and concepts in each chapter, and complete the online human subjects training. You will receive information in class on conducting research with human participants and the required Institutional Review Board (IRB) approval necessary for such research. You will be provided with the necessary forms and given instruction in the completion of the IRB forms. Read chapters 1 to 3 in the APA Publication Manual. These chapters should give you a sufficient understanding of written research and the literature review process to begin collecting information from the professional literature on your selected research topic. You will be required to select a research topic, do a brief initial literature search, and type a hypothesis and literature reference section. During the early weeks of class you will receive one or more research articles to read, prepare for discussion, and complete a written a review. All references to written work should be understood to mean APA style writing that is double-spaced, one inch margins, times new roman or Ariel font, etc... All written work will be turned in to the instructor, reviewed, and returned with feedback.

General Assignments :

1. Review Behavioral Research
2. Select research topic
3. Complete the online Human Subjects training at (http://www.research.umn.edu/consent/menu_soc.html) and have the results sent to my email address.
4. Complete the IRB applications
5. Read chapter 1-3 in the APA publication manual
6. Read assigned articles and write reviews
7. Conduct an initial library search on your selected topic.
During this process, you must satisfy each of the following concept goals.
 - A. Knowledge - Students must recognize relevant literature.

- B. Comprehension - Students must classify the literature according to designs and methodological approach.
 - C. Application - students must choose literature most relevant to the topic of interest.
 - D. Analysis - Students must compare and contrast the various designs and approaches used in the selected literature.
 - E. Synthesis - Students must propose an original hypothesis after organizing and reviewing the literature.
 - F. Evaluation - Students must make inferences and assessments based on the literature to support their hypothetical position.
8. Produce a formal hypothesis approximately one paragraph long and an APA style reference section containing no less than five references based on your library topic search (you will receive detailed feedback on both items.)

Module 2: The research process

Read chapters 4 and 5; in the APA Publication manual. The student must complete a thorough literature review and write an APA style Introduction section. Students must also describe detailed research procedures and prepare to conduct their research.

General Assignments

1. Read chapters 4-5 in the APA publication manual.
2. Select a research design and methodology.
3. Conduct a complete library search on your selected topic. Pay close attention to the goals listed in Module 1 item 7.
4. Write an APA style Introduction section for your research topic.
The following describes models of the research literature review that are good, fair, and poor. This first draft is worth 100 points and will be returned to you with detailed feedback.

A good model :

- The literature review should reference 15 or more research articles related to and describing the specific topic of interest. The review should begin with an introductory paragraph containing a statement regarding the purpose or need for the research, a general hypothesis, and an expected use for the research results or a goal. In following paragraphs, the referenced material from selected articles should be organized in chronological order or an order based on methodological approaches or based on specific variables of interest. Each paragraph should describe the relevance of the selected article to the topic of interest and clearly describe the hypothesis, methodological approach, and inferences. Each paragraph should also contain a clear connection between itself, the preceding paragraph, and the following paragraph. The closing paragraph should state the connection between the referenced material in the preceding paragraphs and the selected methods and design of the current research. The final statement should be a detailed research hypothesis. A good review is about 20 pages long.

A minimally acceptable model :

- The literature review references between 9 and 14 research articles related to and describing the specific topic of interest. An acceptable paper will contain the essential elements of the introductory paragraphs but they will not be well organized or supported. In following paragraphs, the referenced APA style material from selected articles should be organized in chronological order or an order based on methodological approaches or based on specific variables of interest. This organization will be tenuous in a less than perfect paper. Each paragraph should

describe the relevance of the selected article to the topic of interest and clearly describe the hypothesis, methodological approach, and inferences. Some of these components will be missing. Each paragraph should also contain a clear connection between itself, the preceding paragraph, and the following paragraph. The closing paragraph should state the connection between the referenced material in the preceding paragraphs and the selected methods and design of the current research. The final statement should be a detailed research hypothesis. A fair review is often 12 to 15 pages long.

A flawed model :

- The literature review references 8 or less research articles (poorly) related to and describing the (not clearly identified) topic of interest. The review should begin with an introductory paragraph containing a statement regarding the purpose or need (this may not be well justified) for the research. The hypothesis and expected use may be missing or unclear. In following paragraphs, the referenced material may not be in APA style citations and may be missing or incorrect. The selected articles may not have a clear relationship with the research topic. A poor paper will not have any identifiable organization. Each paragraph should describe the relevance of the selected article to the topic of interest and clearly describe the hypothesis, methodological approach, and inferences. Any or all of this integration would be missing in a poor article. Each paragraph should also contain a clear connection between itself, the preceding paragraph, and the following paragraph. The closing paragraph will not clearly state the connection between the referenced material in the preceding paragraphs and the selected methods and design of the current research. The final statement should be a detailed research hypothesis. This is often missing from a poor paper. A poor review is 10 or fewer pages long.

5. Complete a detailed description of your research procedures. This should be at least 2 pages long.

Module 3: Data Collection and analysis.

This component of the course requires in class instruction and student questions regarding the completion of all preparatory work for your research project and the required steps to begin your data collection. An in class review of statistical procedures should prepare you for data collection and analysis. You must complete the Methods sections of your research paper. Students who have complete all previous work can now begin to collect their data.

General Assignments

1. Prepare participant sign-up lists, informed consent forms, and research instruments.
2. Acquire permission for use of university space for data collection.
3. Practice data collection procedures
4. Write the APA style Methods section (30 points)
5. Begin solicitation of participants and data collection procedures.

Module 4: Project completion and presentation

After a hard semester of work its time to put it all together. You will conduct a statistical analysis of your data, write the results and discussion sections of your paper, and prepare a poster for your final presentation.

General Assignments

1. Initial APA style Results section (20 points)
 2. Complete APA style research paper (100 points; should be approximately 30 pages)
 3. Completion and presentation of a research poster for your final (50 points)
- Policies/procedures

SCHEDULE: All dates are approximate!

Approximately one chapter each week.

Review Behavioral Research book	Finish literature review
Chapter 1-3 APA manual	Finish IRB application
Human Subjects training	Methods section
Assigned reading	Data Collection begins immediately after mid-term
IRB application	Data analysis
Library search	Discussion section
Chapter 4-5 APA manual	Presentations typically last the final two weeks of classes
Reference section	Presentations
Chapter 6 APA manual	
	Final Presentations Mon. Dec 13th 10am

Course Requirements:		Grading Scale:	
Introduction section	100	540-600 points	A
Reference section	10	480-539 points	B
Methods section	30	420-479 points	C
Results section	10	360-419 points	D
Article reviews and other assignments	150	000-359 points	F
Completed research paper	100		
Presentation	100		
Exam	100		
Total	600		

Course Attendance Policy:

Attendance is required for this course. Attendance will be taken regularly during class and students who are not present will have 10 points deducted from their attendance score. If you can not attend a class, you will not lose points if you inform the instructor of your expected absence before the absence occurs and provide a student signed excuse for the day of absence.

University Policies:

Visit the following site for current institutional policies.

<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Academic Integrity

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Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

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<http://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience.

Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Copyright Notice - Material presented in this course may be protected by copyright law.

Expectations of Students:

Students are expected to be

Present and attentive in class; aware of official university communication via email;

Prepared for university life; prepared for class
Participating in class and in extra- and co-curricular activities;
Polite and respectful to everyone in our academic community.

Visit the following site for detailed information.

<http://www.fairmontstate.edu/academicaffairs/expectations.asp>

Fairmont State's Core Values:

Scholarship

**Opportunity
Responsibility**

Achievement

SOAR with Fairmont State

PSYCHOLOGY 4400
(PSYCHOMETRICS)

INSTRUCTOR: Dr. Joseph Shaver
CRN: 1973
TIME: 4:30-5:45 p.m.
Office Hours: MWF: 9:00-10:00
T TH: 3:30-4:30

Office: 127 HB (304) 367-4137
RM #: 109 HB
Spring: 2011
e-mail: ashaver@fairmontstate.edu

TEXT: Psychological Testing: An Introduction to Tests and Measurement
(Cohen, et.al.)

COURSE OBJECTIVE: A general overview of the various aspects of psychological measurement including test theory and development as well as intellectual, personality, neuropsychological and educational assessment.

COURSE OUTCOMES: By the end of the semester, the successful student will have achieved the following outcomes:

- A) Understand the various historical milestones comprising psychological assessment from ancient times to the modern era.
- B) Understand the fundamentals of test theory and construction.
- C) Understand the principles and methods of intellectual assessment for both children and adults.
- D) Understand the principles and methods of personality assessment for both children and adults.
- E) Understand the principles of neuropsychological assessment in the measurement of brain impairment as it relates to intelligence, perception and coordination.
- F) Understand the principles of achievement testing especially as it pertains to the educational setting.

OUTCOME ASSESSMENT

OUTCOME A: The student will be required to discuss the major milestones of behavioral assessment from ancient China, the Middle Ages, Renaissance Period to the modern era. The student will be required to discuss landmark legislation pertaining to assessment such as *Brown v The Board of Education*; *Hobson v Hansen*; *Diana v State of California*; *PARC v Commonwealth of Pennsylvania*; *The Grigg's Decision*; *The Case of Larry P*; and PL 94-142. This outcome will be measured by objective exams and completion items. .

OUTCOME B: The student will be required to define and discuss the standard error of measurement, standard error of difference, standard scores, confidence intervals, correlations and regression analysis as well as the three types of reliability and validity. This outcome will be measured by a combination of objective exams and completion items.

OUTCOME C: The student will be required to compare and contrast the theories of intelligence and intellectual assessment established by Galton, Piaget, Binet, Guilford, Dugdale, Thustone, Horn, Cattelle and Goddard. The student will be required to describe and discuss the various individually and group administered intelligence tests, developmental assessment techniques, non-verbal methods and cultural free/fair instruments. This outcome will be measured by a combination of objective exams and completion items.

OUTCOME D: The student will be required to compare and contrast objective and projective personality measures, clinical interviews, structured observations, vocational assessment and informal techniques. This outcome will be measured by a combination of objective exams and completion items.

OUTCOME E: The student will be required to compare and contrast the four pillars of neuropsychological assessment including presence, laterality, location and process as well as describe the major neuropsychological test batteries. This outcome will be measured by a combination of objective exams and completion items.

OUTCOME F: The student will be required to compare and contrast the process of achievement and aptitude testing, general and specific achievement instruments and educational diagnostic assessment. This outcome will be measured by a combination of objective exams and completion items.

COURSE REQUIREMENTS:

- A) Completion of all class readings and assignments as listed on the course outline.

- B) Completion of a total of four exams during the semester (including a mid-term and final). Each exam will be worth a total of 60 points and will consist predominantly of objective and completion items. THERE WILL BE NO MAKE-UP EXAMS. If you fail to take an exam at the designated time, then a “Specially Prepared Exam” will be given to you during the next regularly scheduled test. This “Specially Prepared Exam” will consist of a blend of information from the current exam and the one (or ones) that you missed. The “Specially Prepared Exam” will count double (or triple) your grade depending if you missed one or two exams. YOU MAY MISS A MAXIMUM OF ONLY TWO EXAMS AND ALL STUDENTS MUST TAKE THE FINAL. FAILURE TO TAKE THE FINAL AT THE REGULARLY SCHEDULED TIME MAY RESULT IN A “ZERO” FOR THE TEST GRADE.

GRADING PROCESS:

Exam I.....	60 points
Exam II.....	60 points
Exam III.....	60 points
Exam IV.....	60 points
Total.....	<hr/> 240points

GRADING SCALES:

Individual Exam	Total Points
A=54 & higher	A=216 & higher
B=47-53	B=188-215
C=35-46	C=140-187
D=26-34	D=104-139
F=25 & below	F=103 & below

COURSE OUTLINE:

- A. General Introduction.....Chapter 1
- B. Historical Perspectives.....Chapter 2
- C. Statistics Review.....Chapters 3 & 4
- D. Reliability.....Chapter 5
- E. Validity.....Chapter 6
- F. Exam I.....Chapters 1 – 6
- G. Test Development.....Chapter 7
- H. Intellectual Assessment.....Chapters 8 – 10
- I. Exam II.....Chapters 7 – 10
- J. Personality Assessment.....Chapters 11-12
- K. Clinical Interviews.....Chapter 13
- L. Exam III.....Chapters 11-13
- M. Neuropsychological Assessment.....Chapter 14
- N. Educational Assessment.....Chapter 15
- O. Exam IV (Final).....Chapters 14-15

EMERGENCY CONTINGENCY PLAN:

In the event of a catastrophic emergency in which classes will be unable to meet, Emergency Contingency Plan Nine will be implemented. The Plan is as follows: The class will be divided into groups of five; each group with a designated group leader. I will call each group member in a daily basis with assignments. The group leader, in turn, will call their respective members. Plan Nine will remain in effect until the emergency has passed.

INSTITUTIONAL POLICY STATEMENTS:

In order to obtain policy statements regarding academic integrity, disability services, copyright laws, student expectations and Fairmont State values, students are requested to access the following website:

<http://www.fairmontstate.eduAcademicAffairs>

Course Syllabus

Course: Psychology 4410: Theories of Personality

CRN: 2812

Class Location / Time: 8:00-9:15 a.m.

Be on time!

322 Educ. Building

Semester: Spring / 2009

Professor: Dr. Ann V. Shaver

Office: 308 Suite B in Jayne's Hall

Phone: (304) 367-4672

E-mail: Use Blackboard mail section for class communication.

Course Rationale: This course is designed for students to explore the various psychological theories that have, and continue to contribute toward the development of psychological understanding and treatment. Students who make the effort and are successful in learning the content for this course will have a better understanding of themselves (in relation to their behavior), their relationships, and the behavior demonstrated by those around them. Research demonstrates that human service professionals who understand psychological theory have greater self-efficacy and are viewed by their supervisors as professionally competent. In order to pass future clinical licensing exams...students should have a thorough understanding of the course content provided through this class experience.

Course Goals & Outcomes:

1. Students will master an understanding of basic theoretical content as it relates to Freudian, Jungian, Adlerian, humanistic, existential & spiritual, behavioral and cognitive-behavioral and trait theory. Outcomes: Students must succeed at the following tasks at a minimum of 60%: formal written examination, theoretical project completion and presentation, and in-class formal essay examination.
2. Students will be aware of basic research methods in psychology. Outcomes: Students must succeed at a minimum of 60% in their completion of the following: appropriate journal article selection, journal reviewing, and analysis (journal critiques).
3. Students will respect and use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to analyze various behavioral issues related to course topics. Outcomes: Students must succeed at a minimum of 60% in this area in completion of at least one journal article critique.

Course Materials:

Theory & Practice of Counseling & Psychotherapy by Corey, 8th. Edition. (Old editions may be Used).

Grading Procedure:

Students will accumulate points for each examination, quiz, activity and assignment. Points will be accumulated with the following grading scale in effect:

A=90%-100%

B=80%-89%

C=70%-79%

D=60%-68%

F=below 60%

All examinations and quizzes will be reviewed and scores distributed the very next class period after taking the assessment. If you miss one of these class periods, see me before or after class or during my office hours to obtain your assessment score. Do not request your scores through e-mail.

Course Criteria:

Formal Examinations: There will be three to four formal examinations given during the semester. You may follow the Course Agenda (found at the end of the syllabus and on Blackboard) which describes the sequence of study. Keep in mind that this Course Agenda is subject to modification. Any changes to your Agenda will be announced at least a week in advance in class and will be placed on Blackboard (see Announcements). As we begin a unit of study, you will be given an Exam Study Guide which may be found in Blackboard (under Exam Study Guides). This is a general conceptual study guide, concepts found on the Guide may very likely be found on your examination. To make the most optimal grade possible for you...read the text chapters for the exam in a timely manner, take good notes, and very importantly...**COME TO CLASS**. Much (but not all) of my exam content is taken from my lectures. My lectures cover material in the text and additional supplemental material that you can only get from my lectures. Exams may be multiple choice, true/false, short answer essay and/or fill in the blanks. Cue sheets are not given. You do not "make-up" the missed exam. However, you must take the comprehensive component which will be added into your next formal examination. Exams are worth 100% points.

Quizzes: Quizzes are not typically given in this course. However, if I find that a grading period is coming quickly to an end, I may announce a quiz (at least a week in advance). Your quizzes are simply brief versions of my formal examinations. You will be able to use your Exam Study Guide for that section which will be subject to modification in order for me to remove some conceptual information. Quizzes are worth between 35-75 points

In-class Participation Assignments: From time to time, you will be asked to complete an in-class group exercise or personal written reaction . These activities serve to reinforce students who come to class. You must be in class to receive these points. In-class Participation Assignments = 5-10 points each.

Journal Critique: Toward the second ½ of the semester, you may be asked to select a data-based journal article to read and critique in writing. An Article Critique Outline will be provided on Blackboard to assist you with this task. The topic for investigation will be "Spirituality and Psychological Growth". You will be asked to informally present your findings and reactions in class during our Spirituality Forum. Article Critique = 30 pts/ Presentation=15 points

In-class Writing Day & Assignment: At least once a semester, you will be given at least one week's notice to prepare to come to class and write an essay paper responding to a particular issue or question related to our study. You will **not** be able to use notes while writing your essay paper. Only one of these assignments can be made-up. In-class Writing Assignment=30 point (maximum)

In-class Videos: From time to time, videos will be used in class. You will be given one week's notice to these dates. Students will watch the video and then submit a reaction paper to me (assignment to be given at those times). If you miss the video, you may be able to locate it at the FSU library. However, reaction papers will be due within one week of the in-class video experience. Late papers are subject to a 30% late penalty (no exceptions). Video/paper: = 25 points (maximum).

Theoretical Project and Presentation: Students will be able to choose one of the following:

Behavior Management Plan/Presentation: Once we have studied Behavior Theory, students may target a personal behavior to modify using behavioral strategies learned in class and readings. Students must follow the Behavior Management Plan Outline (on Blackboard). Students will informally present their Plans to the class toward the end of the semester. Written Plan = 40 points/ Informal Presentation = 10 points (maximum).

The Persona Project/Presentation: Once we have studied Jungian Theory, some students may decide to construct a "Persona". Students may use any medium (e.g. clay, collage, poetry, music, video, cloth, oils/acrylics) to develop this project in which they will demonstrate various aspects of their personality using the following Jungian concepts: the persona, the shadow, anima or animus. Students will type a reaction paper explaining their project (See Persona Assignment in Blackboard) . Students will present their personal experience to the class in an informal five minute presentation. Project = 40 points / Informal Presentation = 10 points (maximum).

Understanding the " Personality " of Animals/Animal Demonstration: In past semester, there has been sufficient interest in gaining a deeper understanding to how psychology and behavior management applies to animal training. This project includes the following: (1). Reading the book: The Dog Whisperer by Cesar Milan and writing a critique of his methodology in relation to the behavioral principles that you will learn in class and, (2) utilizing his methods to train your dog to do a new behavior (or possibly curtail an old one. Your presentation requires you to have your dog demonstrate this "new found" behavior (on video or in small group. *If you select this project you must be willing to come to a special group session which will meet for one Tuesday or Thursday from 12:30-1:00 p.m. Other good behaviorists have written books in the last few years that you might want to read instead of Milan's book. I've read them all, so see me and we can decide if an appropriate substitution can be made for you. Do I have any avid horse lovers??? If so, I might be able to adapt this project for you. Project=30 points (maximum) / Class Demonstration and Reaction to Book = 20

IMPORTANT! *These projects will be due toward the latter part of the semester (date to be determined). These projects MUST be submitted on time. Late projects are subject to a 30% late penalty. No exceptions.

Class Policies:

Weather: Listen to your TV or radio to see if FSU is in session. You may always check the home page for this information. If we have school, I will be having class. However, if a project is due, a quiz or examination is to be given, or a paper is to be submitted on a day that Marion County Schools is not in session (Due to Weather/Flooding) for the entire day, we will postpone such formal activities until the very next class period when Marion County has school. Two hour delays don't count here. This is my specific policy, not FSU's.

Attendance / Participation: Students who regularly come to class get higher grades and tend to "get their money's worth" in terms of an education. Faculty members are aware of who demonstrates commitment through attendance. Random attendance checks are taken. If you have attended 85% of the time you will be given (+) for attendance. Students who complete in-class participation assignments and/or ask relevant questions and make relevant comments while in class will receive a (+) for participation at the end of the semester if they have reached 75% of the highest total number of participation points reached by a given student. If at the end of the semester, you are five points from the next highest grade, your grade will be increased to the next letter should you have acquired a plus for attendance and participation.

Make-up Policy (READ CAREFULLY): Students will not be able to make up formal written examinations or quizzes. However, a comprehensive component will be added to the next examination or quiz. Students will simply take the next examination (with the additional comprehensive assessment component). The grade that you receive on this exam will count for the missed test and the current one. **IMPORTANT:** Students will not be individually reminded that they must take this additional assessment component at that time. Should you forget to take it...your missed test grade becomes a zero.

Extra Credit: We will have a number of speakers come to campus for an assortment of Psych-related topics. I will announce when these opportunities come your way. You can receive 10 extra points for attending or you may receive 10 extra credit points for assisting in three different student research studies for Dr. Rohrbaugh's research courses. You must have formal verification for each of these. Extra-credit is submitted at the end of the semester.

Participation: Research indicates that teachers and students enjoy high participation courses. I promise to try my best to keep you awake...if you promise to do the same for me. Remember, teachers can become bored too! Read ahead, share your experiences and thoughts. We learn from each other!!! Read the section marked Attendance/Participation for further insight. Find a seat that you are comfortable with during that first week of class. I will develop a seating chart by the second week so I

can become familiar with your face and “essence”. I will give participation points for those who interject relevant comments and observations.

Academic Integrity: FSU values the integrity of its students and faculty members. I personally value integrity above most other personal attributes. Cheating in any form is not to be tolerated. Cheating also includes plagiarism. At this point in your professional development, if cheating is an issue, I would strongly recommend a change in your major (not that any major area of academia would be particularly excited to have you). Psychology trains you to clinically assist others in becoming personally accountable, genuine, and responsible individuals...see the irony here? Cheating on any assignment constitutes a minimum consequence of a zero for that assignment.

Disability Services: If you have been formally identified as having an emotional or physical disability you may have special needs that should be met within the classroom environment (e.g. extra testing time, individual testing, etc.) FSU will assist you in developing a plan of assistance. If you would like further information ...contact Andrea Pammer, Coordinator of Disability Services who is located in Colebank (office 307). Her phone number is 367-4686. However, if you believe that you have any special concern or needs related to your ability to learn in this class, please contact me immediately so I may confidentially assist you.

Study Group Option: Do you want to organize a study group? This group would meet at least once (the week before each examination). Study Groups give you the chance to process and reflect on the course information, make friends and share experiences and support each other here at FSU. I will meet with your group during the pre-assessment meeting if invited. In the past students have met for this around noon at the cafeteria (sunny days...definitely outside!).

Tips On Succeeding in this Class!: Come to class. Turn off cell phones! Don't be repeatedly late!!! Don't make excuses for absences, late assignments or poor work!!! (We all make mistakes and disappoint ourselves from time to time. Accept the consequences and learn from them) Take good notes. Take the leap and participate. Identify one person in class who will be your class contact should you have to miss class and take the time to really get to know this person. Read ahead and write down questions or comments that you want to bring up in class. Identify with the course material...I do! Take the concepts and apply them to your own life! If you are formally enrolled in Psych 4410...then commit to it. By the way, once commitments are met...make sure to take the time to celebrate your success, relax and have some fun!

Course Study Sequence: (This sequence is subject to modification.) Check Blackboard for modifications.

1. Personality Theory Introduction to Personality

Important...you will **not** be required to read Part One of the text for this section! I will provide all of the material that you need to study for this section through my lecture notes.) A supplemental reference book for better understanding introductory concepts will be provided at the library's front desk

2. Behavior Theory Read and study the book and your notes for this section.

3. Cognitive Behavioral Theory Read and study the book and your notes for this section.

4. EXAM ONE

5. Psychoanalytic Theory and Neo-freudians Read and study the book and your notes for this section.

6. Jungian Theory This section is **not** addressed in your text. My lecture notes will provide all of your study information for this section.

7. Adlerian Theory Read and study the book and your notes for this section.

8. EXAM TWO

9. Existential Theory and Humanism Read and study the book and your notes for this section.

10. Person-centered Theory Read and study the book and your notes for this section.

11. Gestalt Therapy Read and study the book and your notes for this section.

12. EXAM THREE

13. Spirituality and Psychological Growth This section is not addressed in your text. My lecture notes will provide all of your study information for this section

14. Reality Therapy Read and study the book and your notes for this section.

15. FINAL EXAMINATION


Your location: **Syllabus**

Syllabus

Select Syllabus Type

- Use built-in syllabus (Create Syllabus using online tool)
- Use File (Upload a file from your computer or select one from File Manager)

Select

Add Syllabus Item 

Printable Version

Section Information: PSYC-4460-01 Spring 2010

Course Name : PSYC-4460
Course Description : Seminar

HOW TO LOCATE YOUR PROFESSOR:

Dr. Shaver's office is located in 308 Suite B of Jayne's Hall. Her phone number is (304) 367-4672. You may also contact her by using MAIL in Blackboard for this course. Dr. Shaver checks her e-mail for this course once daily (in the a.m.) and will respond back to you unless your concern or question is one that is shared by a number of students...should this be the case she will save time by making an announcements. Make it a habit to check for announcements daily!

TEXT INFORMATION

REQUIRED READING: Theory & Practice of Counseling & Psychotherapy by Corey (any edition is fine) Current ISBN= 978-049-510-2683 SUPPLEMENTAL READINGS: Students will be encouraged to read additional related information from the On-going Reading List which is provided on Blackboard. Additional readings may also be provided through attachments or placed on reserve in the FSU Library.

COURSE GRADING:

All of your assignments (written and class participation/oral) are worth points. You will accumulate these points throughout the semester. Since this is a high participation course, attendance is very important. You will accumulate points for each class to which you attend and are on time. At the end of the semester, your total points will be accumulated and the following scale will take effect: A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; F=below 60%. Irregular attendance WILL negatively impact your success in this class.

COURSE RATIONAL AND OBJECTIVES:

This undergraduate course is designed for any prospective professional who anticipates therapeutically assisting children and/or adults through life transitions and difficulties. This course will specifically survey the various components that comprise the counseling process. Personality theories will be reviewed as the professor presents the most effective strategies and interventions that therapeutic helpers use when addressing psychological and behavioral disorders and conditions. This course is intended to be "a practical and professional course that students take right before entering the professional world of psychology, as a graduate student or career professional." This course is a highly interactive and participatory course where students and the professor will not only discuss effective counseling interventions but also discuss such topics as professional ethics, counselor values and professional

goals, counseling styles, Etc. Students will be able to weigh evidence, tolerate ambiguity, act aethically and reflect other values that are the underpinnings of psychology as a science.

☞ □ **COURSE CRITERIA:** ≡

STUDENT PORTFOLIO: You are asked to keep all of your graded work in a folder. This folder will be inspected at the end of the semester during the last week of formal classes. Students can receive a maximum of 20 points for maintaining an organized and comprehensive folder.

PROFESSIONAL ROLE PLAYS AND MICRO-SKILLS LECTURE: During one of your instructional units, the class will focus on learning nonverbal and verbal strategies for assisting children and adults who are in crisis or are having emotional concerns. Students who participate in the two to three Formal Role Play Simulations will earn 20 points for each day attended.

ARTICLE CRITIQUES AND PRESENTATION: On four to six occasions, students will be asked to select, read and critique data-based academic articles. They will be asked to follow the Article Critique Outline which will be placed in Blackboard. Each article critique is worth a maximum of 30 points. Typically on the day when the Article Critiques is due, students will be asked to informally share their findings with the class. They may or may not be called upon to share at that point (will depend on our time allotment). However, students MUST be present and prepared to discuss your findings at that time. Presentation points are worth 10 points. These article critiques assignments are designed to challenge students in their ability to weigh scientific evidence and interpretaion, to assess the information in relation to professional and clinical ethics and to interpret their own reactions to the researcher's conclusions.

FORMAL WRITING DAY ASSIGNMENT: On one to two occasions, students will be asked to complete an in-class writing assignment. Students will be given at least one week's notice regarding this activity and may mentally prepare for the assignment. However, students will come to class to write your assignment using no notes. A dictionary will be provided. Formal writing assignments are worth a maximum of 40 points each. Students may only miss and make-up one of these assignments. This assignment is designed to challenge students in their ability to analyze and synthesize professional and/or ethic information that they have learned and become better aware of their own values, interpretations and beliefs.

THERAPEUTIC INVENTORIES: Student swill be given an opportunity to complete a number of surveys and inventories related to the topics within your text. They will be asked to complete them and submit them to me on time. Each inventory is worth between 15-30 points (depending on the assigned inventory). These inventories are designed to allow students to evaluate and clarify their own professional and ethical values and beliefs related to the various psychological therapeutic intervention models.

CLASS ACTIVITIES/ATTENDANCE: You will be given a number of opportunities to acquire activity points during class by participating in small group and individual activities. Due to the high participatory nature of this course, points will typically be given each day . However, you must be in class on that day to obtain participation points. **IMPORTANT!:** Please understand that irregular attendance will most likely affect your success in this class.

QUIZZES: Dr. Shaver reserves the right to interject a quiz format on lecture and text

material should attendance and participation fall below what she considers an acceptable level. You will be notified in class and on Blackboard should this occur. Quizzes will be worth between 25-75 points.

☞ ☐ **FSU POLICIES:** ☹

ATTENDANCE: IMPORTANT!!! You ARE the class. When you do not attend, the dynamics change and so does the learning process. If you cannot come to this class regularly, please take another section of Psych 4460. This course is offered by other instructors every semester. This professor understands that there are times when we must be late for class. However, should this become a regular occurrence (> four late days)...25 points will be taken away from your total number of accumulated points at the end of the semester.

PARTICIPATION: A seating chart will be constructed during the second week of classes. You actually get plus (+) marks for each time you contribute in a relevant manner during class discussion. Students who are able to accumulate at least 80% of the total number of plus marks by the end of the semester will be bumped up to a higher letter grade, should their final point accumulation be 4-5 points below the highest grade. This policy usually helps 5-6 people a semester!!!

WEATHER: Listen to your TV or radio for announcements regarding school cancellations. If FSU is in session, Dr. Shaver will have class. However, to ease concerns some, SHOULD MARION COUNTY SCHOOLS BE CANCELLED DUE TO WEATHER - "ALL DAY CANCELLATION...NOT A DELAY", you are not required to submit assignments or participate in any scheduled class activity for that day. However, our schedule will resume the very next class period when Marion County Schools is again in session.

DISABILITY SERVICES: Learning disabilities can impact a student's ability to succeed in college. Support services are available to any student, full or part-time, who has been formally diagnosed as having a disability. If you have a formal disability and believe that your condition may impact your learning in my class, please contact me ASAP. The matter will be handled with the utmost confidentiality. Should you have any questions regarding disability services, contact Ms Andrea Pammer at 367-4686.

ACADEMIC INTEGRITY: Fairmont State University values the integrity of its students and faculty members. As prospective therapeutic helpers, your integrity will become one of your most valued attributes. Cheating in any manner will not be tolerated. Should a student's integrity be called into question, the minimum consequence will be a zero on that particular assignment.

☞ ☐ **Section Instructor: Ann Shaver** ☹ (Hidden)

E-mail : Ann.Shaver@fairmontstate.edu

☞ ☐ **CLASSROOM CRISIS INFORMATION** ☹

We will most likely have a number of practice evacuations during the course of the semester. In the event that we need to evacuate this classroom, do so under my

direction, quietly, and in an orderly manner. Should we need to practice a classroom "lock down", again, follow my directions as I lock the classroom doors. Cell phone use will be restricted during this time. Should someone become seriously ill during class...please inform me of the situation ASAP. If any student has a health concern (e.g. a current history of seizures, panic/anxiety concerns), please inform me of your circumstances ASAP so that I may assist you.

ME

COURSE SYLLABI

Section Information: PSYC: 4480 Directed Studies
Semester: Fall Semester, 2010
Professor: Dr. Ann Shaver, Professor of Psychology
Dept. of Behavioral Science

Course Description:

This course is intended to be an independent psychological learning experience. It is designed to provide you an opportunity to scientifically explore a particular area of psychological interest through research exploration in order to promote the development of research goals that may be further developed in Psych. 4490 Directed Research.

You will not meet together as a class during a regular class time. However, you will be graded on your effectiveness in meeting assignments timelines and following directions given to you through our consultation times that we mutually arrange together. You are expected to meet with me at least twice before midterm and at least twice after midterm to discuss your progress in completing your topic exploration and final paper or presentation.

Course Goals and Objectives:

- 1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology as reflected in their successful construction of an workable scientific question and in their ability to write a comprehensive and in-depth analysis of current research findings related to their topic.**
- 2. Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation by selecting appropriate research studies to be assimilated into their research reviews.**
- 3. 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. They will demonstrate proficiency in this area by completing their analysis and synthesis component of their research review.**

Locating Your Professor:

Office Location: 308 Suite B in Jayne's Hall / **Phone:** (304) 367-4672
Office Hours: M-W-F...9:00 a.m. -9:50 a.m. / 11:00 a.m.-11:50 a.m.
T-Thurs...12:30 a.m. – 1:20 a.m.

Course Criteria:

Students will complete the following:

1. **Consultation Meetings:** Students are required to meet with their professor on at least two occasions before mid-term and at least two occasions after midterm to discuss the progress of their projects. 50 pts each (200 pts total)

Superior Performance: Students must initiate contact with their professor, be fully prepared for their meeting (e.g. having clear goals and questions prepared, an on-going typed reference list of explored studies (using A.P.A. style/ no more than two mistakes), an updated draft of work completed, completed recommendations made by professor), and be on-time for their scheduled meetings in order to receive superior performance for each meeting...50 points.

Average Performance: Students must initiate contact with their professor, have reasonably clear goals, and questions (demonstrating some preparedness), have constructed an ongoing reference list (for each meeting), have successfully addressed most recommendations made by the professor, and must be on time for the scheduled meeting in order to receive 35 points.

Below Average Performance (below 35 points): Students have failed to contact their professor to schedule meetings and to request consultation on all occasions. Students have missed scheduled appointments and have failed to reschedule in a timely manner (24 hour notice to professor). Students have not constructed a reference list of explored material.

2. **Final Paper Outline:** Students must submit an outline to me by midterm week. The outline must include the following completed components: 1. The formal title of your paper. 2. A paragraph describing your introduction section. 3. The subtitle and a paragraph describing your first subcomponent. 4. The subtitle and a paragraph describing your second subcomponent. 5. The subtitle and a paragraph describing your third subcomponent. 6. The subtitle and a paragraph describing your fourth subcomponent. (You may also include additional subcomponents here.) 7. A paragraph describing what you intend to include in the summary section. 8. Your Reference List (to date). Maximum points: 50

3. **Final Paper First Draft:** Students must submit their first draft of their Final Paper to me by the first Wednesday that we return to school after Thanksgiving Break. Maximum points: 100 Your final draft will be graded according to the following criteria:

Superior Performance = 88 – 100 points...no more than two spelling/grammar/structural issues / submitted on time / typed in accordance to APA guidelines (no more than two mistakes) / completed reference list according to APA guidelines (no more than two mistakes) / fully developed in accordance to consultation recommendations and goals.

Average Performance = 75-87 points...no more than five spelling/grammar/structural issues / submitted within a week of deadline / typed with no more than nine APA mistakes / a constructed reference list of at least 15 valid / data-based references, and reasonably (more than not) developed in accordance to consultation recommendations and goals.

Below Average Performance / Failure = Below 75 points. Students have failed to submit draft within one week of deadline, failed to submit a reference list (with more than 10 mistakes using APA style), generally failed to follow consultation recommendation made by the professor. Any student who demonstrates plagiarism will receive a Zero but may attempt to complete the paper after modifications are made.

4. **Completed Project:** Due by Wednesday of Final Week! Includes the following:
- a. **Your typed final paper.** Follow APA Style! This paper should be approximately 25 pages long (not including your reference pages).
 - b. **Your research article portfolio.** You must submit your full text articles that were used as cites within your paper. Keep them organized in one or more folders. I would suggest a folder for each component of your paper.

- **Students may choose to formally present their papers or develop a presentation portfolio (in lieu of a formal paper). All Psi Chi members are highly encouraged to complete the paper and present their findings at one of a number of professional conferences or on campus for a designated professional audience. Your professor will work with you throughout this process. Students who present and complete the paper (at a 70% criteria level) will receive 20 points of extra credit.**

Policies:

Cheating /Plagiarism: This instructor follows FSU policies on cheating and plagiarism. I will address how to avoid plagiarism at our first consultation meeting. Don't do it. Should plagiarism occur, the student can accept a zero for the course or an incomplete and redo the entire experience by completing a different final project.

Disability Services: Please see your instructor should you have a formal disability diagnosis that you believe may impede your success on this project. If questions, see Andrea Pammer in room 307 CH or call 367-4686.

Helpful Suggestions!

1. **Don't Procrastinate! Begin your journey immediately. Set a weekly schedule locking in time to work on your project and follow it.**
2. **Come see me for assistance! Don't be embarrassed...this is probably a very new experience for you. Confusion is expected.**
3. **See this experience as a process of learning how to do and hopefully enjoy doing research. Get actively into the process.**
4. **Join a research team or group. See your professor for assistance.**

PSYCHOLOGY 4485
(ADVANCED PSYCHOMETRICS)

INSTRUCTOR: Dr. Joseph Shaver
CRN: 2244 (Spring, 2011)
TIME: 10:00-10:50, MWF
OFFICE HOURS: MWF: 9:00-10:00
TTH: 3:30-4:30

OFFICE: 127 HB (304) 367-4137
ROOM #: 310 HB
e-mail: ashaver@fairmontstate.edu

TEXT: Psychological Testing: An Introduction to Tests and Measurement (Cohen, et.al.)

COURSE OBJECTIVE: This course is designed to be a "hands-on" or applied continuation of Psych 4400 (Psychometrics) in that the student will be required to administer, score and interpret various psychological and educational tests. The first part of the semester will be devoted to reviewing certain important concepts of psychological assessment that were introduced in Psych 4400 (e.g., reliability, validity, test development, etc.). In addition, the Ethical Principles for the Practice of Professional Psychology will be discussed. The second part of the course will be devoted to specifically learning how to administer, score and interpret the various psychological and educational instruments included in the Course Outcomes.

COURSE OUTCOMES: By the end of the semester, the successful student will have achieved the following outcomes.

- A) Review the fundamentals of test theory and construction including normalization, standardization, reliability and validity.
- B) Understand the American Psychological Association (APA) Ethical Principles and Standards of Psychological Practice as they pertain to the clinical, academic and research settings.
- C) Learn and/or administer, score and interpret various intellectual/educational assessment instruments.
- D) Learn and/or administer, score and interpret various personality assessment instruments.
- E) Learn and/or administer, score and interpret various vocational assessment instruments.
- F) Conduct structured Mental Status Exams (MSE) and include the results in an integrated report.

- G) Write integrated psychological reports from data accumulated from via evaluations and/or provided by instructor.

OUTCOME ASSESSMENT:

OUTCOME A: The student will be required to discuss the various fundamentals of test construction including normalization, standardization, reliability and validity. This outcome will be measured via class participation by the instructor.

OUTCOME B: The student will be required to know the eight APA Ethical Principles and how they pertain to psychological practice. This outcome will be measured via an specially prepared objective exam.

OUTCOME C: The student will be required to administer and score following intellectual/educational assessment instruments: Bracken Basic Concept Scale (BBCS), Beta Examination Procedure (Beta II), Peabody Picture Vocabulary Test (PPVT), Matrix Analogies Test (MAT) and Otis-Lennon Mental Ability Test. This outcome component will be measured by requiring that the student turn-in two completed test protocols for each instrument. In addition, the student will be required to write four integrated reports from data provided by the instructor on the Wechsler Scales of Intelligence. This outcome component will be measured via completion of the integrated reports.

OUTCOME D: The student will be required to administer, score and interpret the following personality assessment instruments: California Psychological Inventory (CPI), Sixteen Personality Factor (16PF), Human Figures Drawings (HFD) and Mental Status Exam (MSE). This outcome component will be measured via completion of integrated reports discussing the results of evaluations from two different subjects. In addition, the student will be required to write four integrated reports from data provided by the instructor on the Minnesota Multiphasic Personality Inventory (MMPI). This outcome will be measured via completion of the integrated reports as well as a formal class presentation of one of the test protocols.

OUTCOME E: The student will be required to administer, score and interpret the following vocational assessment instruments: Strong Vocational Interest Inventory (SVII), Guilford-Zimmerman Interest Inventory (GZII) and Guilford-Zimmerman Aptitude Survey (GZAS). This outcome will be measured via self-administration of the instruments and a formal integrated report discussing the results of such.

OUTCOME F: Completion and measurement of the MSE is incorporated in OUTCOME D (see above).

OUTCOME G: Completion and subsequent measurement of this outcome (writing integrated reports of psychological assessment data) is incorporated in both OUTCOME C and OUTCOME D.

COURSE REQUIREMENTS:

- A) Completion of a 25 point objective exam on Psychological Ethics.
- B) The student will conduct two administrations and scorings on each of the following intellectual/educational assessment instruments: BACS, PPVT, BETA and MAT. Each administration will be worth 10 points each for a total of 80 points on this component.
- C) The student will conduct and write reports on two complete personality assessments using the following procedures: MSE, CPI, 16PF. Each assessment will be worth 15 points for a total of 30 points on this component.
- D) The student will interpret and write reports on three cognitive profiles (intellectual and achievement data) from cases provided by the instructor. Each profile will be worth 10 points each for a total of 30 points on this component.
- E) The student will interpret and write reports on three MMPI profiles from cases provided by the instructor. (One of these cases will be presented in class.) Each profile will be worth 10 points (plus 10 points for the presentation) for a total of 40 points for this component.
- F) The student will conduct a Human Figure Drawings profile (HTP and Kinetic Family Drawing) on both a child and an adult. The results of both profiles will be presented in class and be worth 10 points each (a total of 20 points for this component).
- G) The student will be required to complete a final class exercise, worth 100 points, which will consist of a combination of essay questions, interpretations of test protocols and an integrated report from test data that the student has accumulated on themselves.

GRADING PROCESS:

A) Objective Exam (Ethics).....	25 points
B) Intellectual/Educational Assessment Instruments.....	80 points
C) Personality Assessments (MSE, CPI, 16PF).....	30 points
D) Cognitive Profiles.....	30 points
E) MMPI Profiles.....	40 points
F) Human Figure Drawings.....	20 points
G) Final Class Exercise.....	100 points
 TOTAL.....	 325 POINTS

GRADING SCALE:

- A=290 & higher
- B=260-289
- C=225-259
- D=195-224
- F=223 & below

COURSE OUTLINE:

A. Test Development Review	(Chapters 5,6 & 7)
B. Psychological Ethics	(Handout: Ethical Principles)
C. Psychological Report Writing	(Class Presentation)
D. Intelligence/Educational Testing	(Chapters 8, 9,10 & 15)
E. Personality Assessment	(Chapters 11 & 12)
F. Vocational Assessment	(Chapters 16)

EMERGENCY CONTINGENCY PLAN:

In the event of a catastrophic emergency in which classes will be unable to meet, Emergency Contingency Plan Nine will be implemented. THE PLAN is as follows: The class will be divided into groups of five; each group with a designated group leader. I will call each group leader on a daily basis with assignments. The group leader, in turn, will call their respective members. THE PLAN will remain in effect until the emergency has passed.

INSTITUTIONAL POLICY STATEMENTS:

In order to obtain policy statements regarding academic integrity, disability services, copyright laws, student expectations and Fairmont Values, students are requested to access the following website:

<http://www.fairmontstate.eduAcademicAffairs>

ATTENDANCE POLICY:

Because this is a high participation course, attendance is mandatory. The student will be allowed only two absences during the semester. After that, a five point penalty for each absence will be subtracted from their total course points.

Course Syllabi

Section Information: 4490: Directed Research
Semester: Fall Semester, 2010
Professor: Dr. Ann Shaver, Professor of Psychology
Dept. of Behavioral Science

Course Description: This course provides an opportunity for work on individual library or experimental projects. Requirements, including a thesis (literature review), and credit must be decided before registration through instructor-student consultation. PR: Instructor Approval Required (six hour limit).

Course Goals and Objectives:

- 1. Knowledge Base of psychology:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and /or historical trends in psychology as reflected in their successful construction of a workable scientific question and in their ability to write a comprehensive and in-depth analysis of current research findings related to their topic (the literature review).
- 2. Research Methods in Psychology:** Students will understand and apply basic research methods in psychology, including research design, APA structure, data analysis, and interpretation by selecting and following through with an appropriate method of research design and or investigative strategy.
- 3. Critical Thinking Skills in Psychology:** Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to behavior and mental processes. They will demonstrate proficiency in this area by completing the related components of the literature review and by presenting this information through the written end product and/or through formal presentation.

Locating Your Professor:

Office: 308 Jaynes Hall Suite B

Office Hours: M-W-F from 9:00-10:00 a.m. and after 11:00 a.m. – noon
T-Thurs from 12:30 – 1:30 p.m. and from 4:15- 5:00 p.m.
Phone: (304) 367-4672
E-mail: Use Blackboard for all course communication.

Course Criteria:

Research Product: Your end product for this course will be decided upon at the beginning of the course as you develop your course contract with your professor. Students will have the choice of completing an extensive literature review or a research design (in the event that a lit. review has already been completed in Psych 4480). Students will also be asked to make a decision on how they

would like to demonstrate their end product through an oral presentation or a poster presentation (to an identified audience) or research paper. Students who are able to present their work at a professional conference will receive 50 extra course points. All students will be encouraged to submit their research and will be assisted through this process.

Consultation Meetings: Students are required to initiate scheduling and participate in a minimum of four meetings during the semester. These meetings will be scheduled according to my office hour schedule and extra research times (included in my office hours). Should other times be necessary....special appointment times may be arranged. Each consultation meetings will be worth 50 points each.

Superior Performance (50 points) = Students who initiate scheduling for all meetings and are on time for appointments. Students are allowed to reschedule one meeting times if they give their professor at least 24 hours notice and are within deadlines for all research submissions. Students follow directives from their professor and submit materials and appropriate modifications on time.

Average Performance (35 points) = Students who initiate scheduling for a minimum of three meetings without reminders from their professor. Students follow directives from their professor with no more than three inaccuracies in following directives and submit material on time.

Below Average Performance (10 points) = Students who fail to initiate scheduling for a minimum of two consultation meetings and are late (or no shows) for at least one of these meetings. Students may demonstrate between three to six researches submission inaccuracies (e.g. not following APA style, failing to complete research components requested by the professor). Students performing at this level are failing to meet criteria.

Student Contract- Each student will develop an individualized course contract with their professor. This contract must be completed and agreed upon by both during the first formal consultation meeting. See Student Contract draft on Blackboard. Students must select their topic of focus, identify their hypothesis or question of study, their end product (e.g. literature review , research design), and research process (which will be designed individually by your professor). Each student will keep a copy of this contract, as will your professor. The student's progression through the research process (as indicated on the contract) will be evaluated at the end of each consultation meeting. 25 points will be given to each student once the contract has been sanctioned fully by both the student and the professor. Receiving points will be based on the following: 1. Have all components been identified fully? ; 2. Is the research process clearly indicated to both parties?

Research Outline: See Outline Draft on Blackboard. Students will submit their research draft by outline by midterm. Students will receive feedback from their instructor and an opportunity to make modifications in order to receive a higher point value. Maximum value = 100 points.

Criteria will be based on:

88-100 points (superior performance) = followed Outline draft directives successfully with no more than one spelling/grammatical mistake; each component of the outline demonstrated sufficient depth (at least four sub-components for each heading). Submitted on time.

70-87 points (acceptable/standard performance) = followed Outline draft with no more than three problems related to following directives. Outline included Introduction , summary and at least three subtopic components . Outline submitted no more than one week after submission deadline.

Below 70 points (failure to meet criteria) = Student failed to follow Outline directives with four or more directive issues. Outline submitted later than one week after deadline.

Policies:

Cheating / Plagiarism: This instructor follows FSU policies on cheating and plagiarism. I will address how to avoid such concerns during our first consultation meeting. Don't do it! Should plagiarism occur, the student will receive a zero for this course or an incomplete and redo the entire experience by completing an entirely different project.

Disability Services: Please see your instructor should you have a formal disability diagnosis that may impede your success on this project. This instructor will work closely with you to minimize such concerns. See Andrea Pammer (Coordinator of Disability Services) in Room 307 CH or call 367-4686.

Helpful Suggestions!

1. **Don't Procrastinate!!!!** Formalize a set weekly work schedule for this course and don't stray from this schedule.
2. **Join a research team.** Your professor will assist you with this opportunity.
3. **Visualize this experience as a process....of learning how to do and hopefully enjoy doing research.** Get actively involved in the process.

COURSE SYLLABUS

Course Name: Psychology 4491: Psychopathology of Childhood & Adolescence

CRN: 9078

Course Location: Room 304 Jayne's Hall

Course Meeting Time: Tuesdays and Thursdays from 1:30 p.m. – 2:45 p.m.

How to Locate Your Professor:

- Professors are scheduled to be in their offices during Formal Office Hours. These hours are as follows:
Mondays, Wednesdays and Fridays from 9:00 a.m. – 9:50 a.m.
Tuesday and Thursdays from 12:30 p.m. – 1:20 p.m. (on non-meeting days) or from 4:30 p.m. – 5:30 p.m. on days otherwise. (Check your Blackboard for changes in T-Thursday office hour schedule. An announcement will be given in advance to such changes.
- Your Professor's Office is located in Room 308 Jayne's Hall (suite B in this area)
- Use your Blackboard e-mail for this course to contact your Professor when e-mailing.
- When contacting by phone...speak clearly and slowly when leaving a voicemail and leave a number for a return call. (304) 367-4672 Should you not receive a return call, try again...remember cell phone reception may have been a problem.

Course Description:

This course will provide students with current research based information regarding the etiology, diagnosis and treatment of maladjustment issues related to children & teens. Students will analyze and discuss such problems as substance abuse and addiction, juvenile delinquency, etc.

Course Outcomes:

In order to reflect the American Psychological Association Educational Standards/Goals, the following course outcomes have been established.

Outcome One: Students will be able to identify the basic components that comprise the biopsychosocial model of child/teen clinical assistance and / or explain the importance of the usage of such a model.

Outcome Two: Students will be able to identify and/ or articulate the differences between what is meant by a clinical and nonclinical diagnosis of mental disorder as to identify and discuss the various components that comprise the diagnostic process.

Outcome Three: Students will be able to identify and /or articulate the distinction between mental disorder and general medical condition.

Outcome Four: Students will be able to articulate and / or identify relevant information related to one or more of the following: etiology, diagnostic features, degrees of severity, associated features, features related to culture, age, and gender, familial patterns, course, and differential diagnosis of the disorders usually first diagnosed in infancy, childhood, or adolescence as address in the DSM-IV (TR) Classification System.

Outcome Five: Students will develop research skills in locating relevant data-based studies and processing through analysis and synthesis.

Outcome Six: Students will be able to identify and/or explain current effective treatments strategies or models related to specific childhood/teen maladjustments or behavioral issues.

Course Criteria: All of the following assignments and measure will address one or more of your Course Outcomes (as listed above).

- **Course Examinations:** Students will be given 2-4 exams during the course of the semester. Each exam is teacher- made and relates directly to the content that is covered in your required text readings and in the lecture material. Test items will be multiple choice, fill-in-the-blank, true/false, and or short answer completion. A study guide will be placed on Blackboard at least one week before the exam is scheduled. This guide is subject to modification through the last class period before your examination. Each examination is worth a maximum of 100 percentage points.
- **Course Quizzes:** Quizzes may or may not be utilized during the semester. Quizzes are used only if your Professor feels a need to break up a study section to assist in your learning or when she finds that there is insufficient student attendance and participation. Quiz material will be addressed through your study guides (on Blackboard) and you will be given at least one week's notice. Quizzes will be worth 50-75 points each.
- **Informal Research Sharing:** During the course of the semester, students will be asked to independently explore three to five relevant topic areas related to specific childhood disorders and/or related treatments. For each Informal Sharing Experience, students will be expected to locate a minimum of five articles. Students will then be asked to read, analyze, and synthesize, through a well developed content summary the information that they find. An outline of the specific nature of this assignment will be located on Blackboard a minimum of three weeks before the assignment is due. Students will share their findings by informally presenting their information to the class. Each student will also be effectively address various questions raised by students during this time. Students will submit on the day of their scheduled presentation a copy of their research references using APA style.

Students will receive 30 presentation points by meeting the following criteria (rubric): 1. **The information is current (within last 10 years) and data-based** – Superior Level / all research meets this criteria (10 points) ; Average Level / the majority of research meets this criteria (5 points); Below Average Level (failed mastery)/if the majority of synthesized research fails to

meet criteria (0 points). 2. Students present their findings in a clear, organized and prepared manner - Superior Level / student does not read presentation but only refers periodically to notes. (10 points); Average Level / student relies more than 70% of the time on his or her notes. 3. Students will provide a Reference Listing of a minimum of five data-based references using APA Style. Superior Level / a minimum of two mistakes (10 points); Average Level / four to five mistakes (5 points); Below Average Level (failed mastery) / more than five mistakes regarding APA Style (0 points). Important! Five data-based articles must be used for each presentation to get assignment credit. See your instructor for assistance if needed in locating such articles!!! STUDENTS WHO ASK QUESTIONS DURING STUDENT PRESENTATIONS GAIN PARTICIPATION CREDIT.

Professional Interview: In small groups and partially on an individual basis students will construct a professional interview questionnaire and then interview a child or teen clinician or teacher who works full-time as a child treatment specialist. Students will select a professional within the community and interview this individual by completing their interview questionnaire. The completed questionnaire will be worth a total of 40 points and will be graded using the following grading rubric: Superior Level (40 points)= 90% of questions constructed to actively solicit professional sharing / students develop a thoughtful response/reaction statement to at least 90% of questions and there are no more than three spelling and/or grammatical mistakes. Average or Adequate Level (30 points) = 70% of questions are constructed to actively solicit professional sharing / students develop a thoughtful response/reaction statement to at least 70% of questions and there are no more than six spelling/grammatical mistakes. Below Master Level (0 points) = Less than 70% of questions are constructed to actively solicit professional sharing / students fail to develop a thoughtful response/reaction statement to the majority of questions and there are more than six spelling / grammatical mistakes. Students have an opportunity to improve their grade on this assignment by meeting with the instructor to review feedback and make improvements.

Extra Credit: Students have an opportunity of acquiring 10 extra credit points at the end of this course by providing 10 hours of service to an approved service agency or activity (e.g. United Way Service Agencies, etc). Students are encouraged to provide services to an agency or organization that provides direct services to children and/or teens. Students must provide formal verification of type of service provided and hours of service completed to receive credit.

In-Class Activities: Occasionally during the semester, students may be asked to participate in a small group exercise or special activity. Each of these in-class activities are worth no more than 10 points. All students who are present and participate on these days will receive full point credit.

Grading: The midterm and final grades are based on point accumulation. You will acquire points for each assignment and examination and at the end of each grading period these points will be added together. The following percentage system is used:

A = 90%-100%

B= 80%-89%

C= 70%-79%

D= 60%-69% (below acceptable mastery)

F= <60%

- If it comes to this professor's attention that students are consistently attending and actively participating by asking and answering questions in class, a modification in the percentage system will be made allowing for an 88% -100% as an A; 78% -87% as a B...and so on. However, < 70% stands for below mastery level.

APPENDIX II

STUDENT/GRADUATE QUESTIONNAIRE

Student/Graduate Questionnaire
(Circle Appropriate Response)

KEY: Strongly Agree=5
Agree=4
Neutral=3
Disagree=2
Strongly Disagree=1

Check One: General Psychology ____
Forensic Psychology ____

1. The Psychology courses were taught by faculty who were knowledgeable in their field.
5 4 3 2 1
2. The Psychology courses that I needed were conveniently scheduled.
5 4 3 2 1
3. The Psychology courses that I needed were frequently offered.
5 4 3 2 1
4. The Psychology faculty have the best interests of the students in mind when preparing the schedule of courses. 5 4 3 2 1
5. I would have preferred a greater number of late afternoon and evening Psychology courses offered in the class schedule. 5 4 3 2 1
6. I would have preferred a greater number of weekend Psychology courses offered in the class schedule. 5 4 3 2 1
7. I would have liked a greater number of courses taught by distance learning.
5 4 3 2 1
8. My advisor in Psychology appeared to be very concerned about my academic success.
5 4 3 2 1
9. My advisor in Psychology was very beneficial and helpful when it came to assisting me in developing my course schedule. 5 4 3 2 1
10. The Psychology curricula was very beneficial when it came to preparing me for my current graduate program. 5 4 3 2 1
11. The Psychology faculty were very beneficial when it came to providing guidance regarding possible post-graduate endeavors such as graduate school or employment.
5 4 3 2 1
12. The Psychology curricula was very beneficial when it came to preparing me for future

APPENDIX III

***GRADUATES ENTERRING POST-BACCALAUREATE
EDUCATIONAL PROGRAMS***

***TYPES OF JOBS OBTAINED BY PROGRAM
GRADUATES***

APPENDIX III

Psychology Graduates: Post-Baccalaureate Educational Programs (Sample of Graduates from 2005-2010)

PROGRAM	NUMBER
A. Clinical Psychology	8
B. School Psychology	4
C. Industrial Psychology	1
D. Experimental Psychology	1
E. Mental Health Counseling	8
F. Rehabilitation Counseling	9
G. Social Work	8
H. Law	1
I. Industrial Relations	1
J. Nursing	1
K. Special Education	2
L. Music Therapy	1

APPENDIX III

Psychology Graduates: Types of Jobs Obtained

(Sample of Graduates from 2005-2010)

JOB TITLE	NUMBER
A. Case Worker	6
B. Psychometrist	3
C. Youth Counselor	2
D. Case Manager	4
E. Case Supervisor	4
F. Case Examiner	2
G. Intake Coordinator/Supervisor	4
H. Social Worker	2
I. Technical Writer	1
J. Volunteer Coordinator	1
K. Intake Specialist	1
L. Advising Counselor	1
M. Human Resource Trainer	1
N. Service Coordinator	3
O. Personnel Manager	1

APPENDIX IV

EMPLOYER/GRADUATE SCHOOL QUESTIONNAIRE

Fairmont State University
Employer / Graduate School Questionnaire
Evaluation of Psychology Program: Program Review

This survey is conducted to find out how will our graduates transition and perform into the graduate school and workplace environment. Please complete the following questions.

- 1. What is the name of your academic institution and graduate program or if a workplace setting, the name of your agency or business?**
- 2. What is your academic institution or workplace address, phone number and e-mail address?**
- 3. How many Fairmont State University graduates are currently graduate students in your program or employees of your agency or business?**
- 4. If workplace related, identify the title and describe the nature of the positions that these employees have.**

5. Identify any particular strengths that you have observed from these students or employees. Please elaborate.

6. Identify any particular weaknesses that you have observed from these students or employees. Please elaborate.

7. Regarding performance, how would you compare these FSU graduates to your other graduate students or employees? Please elaborate.

8. Using the following scale, indicate the likelihood of your hiring additional FSU graduates in the future.

0 1 2 3 4 5 6 7 8 9 10

Never

Not Likely

Very Likely

Absolutely

9. Please indicate any suggestions that you might give to the FSU Psychology Program to better serve the community in the training of their professionals.

APPENDIX V

FACULTY DATA SHEETS

Faculty Data

Name : Tadashi Kato, Ph.D. Rank: Associate Professor
 Check One: Full-time # _____ Part-time _____ Adjunct _____ Graduate Asst. _____
 Highest Degree Earned Ph.D. Date Degree Received August, 2000
 Conferred by Ohio University
 Area of Specialization Clinical Psychology
 Professional registration/licensure N/A
 Yrs. of employment at present institution 7 yrs 3 months
 Years of employment in higher education 10 years 6 months

Yrs. of related experience outside higher education 26 years (1984-1990: Instructor for Japanese K-12 students / 1990 – 1993: Research Institution Staff / 1993-1999: Research & Teaching Assistant / 1999-2000: University Counseling Center Intern / 2000-2003: University Counseling Center Senior Counselor & Adjunct Professor /)

Non-teaching experience 1) Physiological Research Institution Staff (Kitasato Research Institute, Motoyama Research Institute), 2) Clinical Psychology Practice (Southeast Psychiatric Hospital Psychology Trainee, Ohio University Counseling Center Trainee, Ohio University Health Psychology Clinic Practicum Trainee, University of North Carolina at Charlotte Counseling Center Intern, State University of New York at Binghamton Counseling Center Senior Counselor), 3) Management Consultant (Scandinavian Institute of Association Research Staff)

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2009	HSMS-6610-01: Ethics of Human Service Administration	5
Spring 2009	Psyc 1101-05: Introduction to Psychology	63
Spring 2009	Psyc 2220-01: History and Systems of Psychology	35
Spring 2009	Psyc 3330-02: Developmental Psychology	15
Spring 2009	Psyc 4998-02: Research	3
Spring 2009	Psyc 4998-03: Research – Honors	1
Summer 2009	Psyc 2220-01: History and Systems of Psychology – Online	25
Summer 2009	Psyc 2260-01: Industrial and Personnel Psychology – Online	15
Fall 2009	Psyc 1101-02: Introduction to Psychology	83
Fall 2009	Psyc 1101—06: Introduction to Psychology	85
Fall 2009	Psyc 2220-02: History and Systems of Psychology	45
Fall 2009	Psyc 4460-03: Seminar	14
Fall 2009	Psyc 4998-01: Research	1
Fall 2009	Psyc 4998-02: Research – Honors	1
Spring 2010	HSMS 6610-01: Ethics of Human Service Administration	6
Spring 2010	Psyc 1101-05: Introduction to Psychology	75
Spring 2010	Psyc 2220-01: History and Systems of Psychology	40
Spring 2010	Psyc 3330-02: Developmental Psychology	12
Spring 2010	Psyc 4998-02: Research	2
Summer 2010	Psyc 2220-01: History and Systems of Psychology – Online	28
Summer 2010	Psyc 2260-01: Industrial and Personnel Psychology – Online	18
Fall 2010	Psyc 1101- 02: Introduction to Psychology	89
Fall 2010	Psyc 2220-02: History and Systems of Psychology	35
Fall 2010	Psyc 4460-03: Seminar	6
Fall 2010	Psyc 4490-03: Directed Research	2

- (b) If degree is not in area of current assignment, explain. Degree is in area of current assignment

- (c) Identify your professional development activities during the past five years.

1. July 2010: State University of New York at Brockport College Dance and Movement Therapy Two-Week-Long Workshop (120 hours)
2. July 2009: State University of New York at Oneonta College Dance and Movement Therapy Week-Long Workshop (60 hours)
3. Spring 2009: Six Week Faculty Development - Six Week Online Class Feb. 9 - March 27 (30 hours)
4. July 2008: State University of New York at Oneonta College Dance and Movement Therapy Week-Long Workshop (60 hours)
5. July 2007: State University of New York at Oneonta College Dance and Movement Therapy Week-Long Workshop (60 hours)

6. July 2006: Ohio State University Kristina Isabelle Dance Therapy Workshop (30 Hours)

7. June 2006: Austin Waldorf School Movement Therapy Workshop (30 Hours)

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition in last five years.

Research Grant Acquisition Record

- 1) Kato, T. & Rice, T. (March 2006). Spring 2006 Undergraduate Research Grant. "Advanced EMS training in EKG monitoring and spectral analysis of heart rate variability in working with Fairmont State athletes." (\$1250.00)
- 2) Kato, T., Flood, M., & Reneau, P. (December 2006). WV EPSCoR Innovation Grant "Bridging Mind and Body: The Interdisciplinary Study of Human Response in Psychology, Exercise Science, and Biology." (\$60,000.000)
- 3) Kato, T. & Sestito, T. (February 2010). Spring 2010 Undergraduate Research Grant. "Fractal Dimension of Electroencephalogram during the Exposure to Music with Varying Degrees of Fractal Dimension" (\$2000.00)

Online Course Development Grant

- 1) Fall 2007: Development of the Online Course for Psyc 2220 (History and Systems of Psychology)
- 2) Fall 2008: Development of the Online Course for Psyc 2260 (Industrial and Personnel Psychology)

Professional Presentation as a Guest Lecturer at Out-of-State Institutions

Kato, T. (June, 2010). Environmental Protection and Psychology, Cincinnati Academy of Art.

Kato, T. (June, 2009). Social Justice and Psychology, Cincinnati Academy of Art.

Kato, T. (February 2008). Psychological Effects of Art – Healing with Movement and Color. University of Dayton.

Kato, T. (March, 2006). "Psychological Effects of Art – How Art Can Help the World." State University of New York at Binghamton

- (e) Indicate any other activities which have contributed to effective teaching.

Professional Presentation at Academic Conferences

Kato, T., Rice, T., & Sestito, T. (March 2010). Psychophysiological effects of coping imagery and its implication. Annual Meeting of Southeastern Psychological Association, Chattanooga, TN.

Kato, T. (September 2007). The effectiveness of Qigong as a movement therapy from psychophysiological and philosophical perspectives. 42nd Annual Meeting for American Dance Therapy Association, Brooklyn, NY.

- (f) List professional books/papers published during the last five years.

Publication in Peer-Reviewed Journals

Kato, T. (2007). The effectiveness of Qigong as a movement therapy from psychophysiological and philosophical perspectives. *American Journal of Dance Therapy*, 30, 42.

Kato, T. (2006). Aesthetics in 10th Century Japanese Literature. *Bibliophilos*, Fall 2006.

- (g) List externally funded research (grants and contracts) during last five years.

Grant-Based Research

Fall 2006 - Spring 2010: Utilized the Biopac MP150 System (multichannel psychophysiological signal processor) in research and undergraduate mentoring. Biopac MP150 System was originally acquired through WV EPSCoR National Science Foundation Grant in 2006 (\$60,000.00).

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Joseph A. Larry Rank Associate Professor

Check One:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MSW Date Degree Received 1971

Conferred by West Virginia University

Area of Specialization _____

Professional registration/licensure YES Yrs. of employment at present institution 32

Years of employment in higher education _____ Yrs. of related experience outside higher education 3

Non-teaching experience _____

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course No. & Title</u>	<u>Enrollment</u>
Fall 2010	2230 Social Psych.	31
	2230 Social Psych.	32
	1110 Intro to Soc.	78
	2250 Comm. Psych.	54
Spring 2010	2230 Social Psych.	29
	2230 Social Psych.	43
	4495 Psych. Of Del.	55
	1110 Intro. To Soc.	78
Fall 2009	2230 Social Psych.	27
	1110 Intro. To Soc.	82
	2230 Social Psych.	27
	2250 Comm. Psych.	50
Spring 2009	2230 Social Psych.	28
	2230 Social Psych.	41
	2250 Comm Psych.	12
	1110 Intro. To Soc.	79

- (b) If degree is not in area of current assignment, explain.

My degree is in Social Work. I have taught in the accredited Social Work Program, the Sociology Program and now the Psychology Program.

JOE LARRY

2-3

- (c) Identify your professional development activities during the past five years.

Reading professional literature in workshops and seminars.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

NONE

- (e) Indicate any other activities which have contributed to effective teaching.

32 Years Experience.

Past member of the Hospital Ethics Committee.

Present member of Stepping Stone for delinquent kids

Working Home Health Hospice

- (f) List professional books/papers published during the last five years.

NONE

- (g) List externally funded research (grants and contracts) during last five years.

NONE

Faculty Data

Name Clarence Rohrbaugh Rank Associate Professor

Check One: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned Ph.D. Date Degree Received May, 2000

Conferred by Kansas State University

Area of Specialization Experimental Psychology – Human Judgment and Decision Making

Professional registration/licensure NA Yrs. of employment at present institution 9

Years of employment in higher education 12 Yrs. of related experience outside higher education 10

Non-teaching experience 15

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2010 Fall	6640 HSMS Data Analysis	04
2010 Fall	2240 Statistics	62
2010 Fall	3310 Experimental Psychology	24
2010 Fall	3390 Foundations of Psychology	16
2010 Spring	1101 Introduction to Psychology	84
2010 Spring	2240 Statistics	64
2010 Spring	3390 Foundations of Psychology	27
2010 Spring	3310 Experimental Psychology	19
2009 Fall	6640 HSMS Data Analysis	04
2009 Fall	2240 Statistics	53
2009 Fall	3310 Experimental Psychology	19
2009 Fall	3390 Foundations of Psychology	16
2009 Spring	1101 Introduction to Psychology	21
2009 Spring	2240 Statistics	56
2009 Spring	3310 Experimental Psychology	23
2009 Spring	3390 Foundations of Psychology	22

(b) If degree is not in area of current assignment, explain. **Degree is in area of current assignment**

(c) Identify your professional development activities during the past five years.

Faculty development week. As part of the opening week activities each semester, I attended Keynote addresses and seminars covering topics such as “Integrated course design, application of components”, “Course-based assessment to the scholarship of teaching”, and many others.

Assessment Institute at IUPUI The Indiana University Perdue University Indianapolis sponsored conference on assessment provided several days of training, research presentation,

and speakers on topics ranging from use of assessment results for program reviews to designing effective assessment.

Assessment as a Core Strategy Outcome assessment was the central topic of three days of training and workshops sponsored by the North Central Higher Learning commission in Chicago IL.

Resistance to change workshop. Fairmont State sponsored a three day workshop presented by Guy Gage and Toothman Rice, PLLC. The workshop was designed to help administrators make positive change and deal with resistance to a university move toward outcomes assessment.

Camtasia training. In 2007 I completed Vista/Blackboard specialty training in the use of camtasia which promotes online interaction.

StudyMate/Flash. I completed training in the use of studymate in an effort to increase Vista/Blackboard learning for students.

Accessibility. I attended accessibility training for the purpose of improving online course design that increases handicapped accessibility to online courses.

- (d) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

Received the Excellence in Academic Advising award.

Promoted to associated professor.

Recognized for contributions to the general studies outcomes-based curriculum.

- (e) Indicate any other activities which have contributed to effective teaching. None
(f) List professional books/papers published during the last five years. None
(g) List externally funded research (grants and contracts) during last five years. None

APPENDIX II

Faculty Data

Name: Ann V. Shaver, Ed. D. LPC Rank: Professor of Psychology / Full-time

Highest Degree Earned: Ed.D Date Degree Received: 1996

Conferred by: West Virginia University

Area of Specialization: Educational Psychology

Professional registration / licensure: yes

Yrs. of employment in higher education: 10

Yrs. of employment at present institution: 11

Non-teaching experience in higher education: 1

Yrs. of related experience outside higher education: 20

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: For each course include year and semester taught, course number, course title and enrollment.

<u>Year / Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009-2010	Psych. 3300: Abnormal Psychology	30
Fall 2009-2010	Psych. 3300: Abnormal Psychology-Honors	2
Fall 2009-2010	Psych. 4410: Theories of Personality	31
Fall 2009-2010	Psych. 4410: Theories of Personality	32
Fall 2009-2010	Psych. 4491: Psychopathology of Child/Adolescent	25
Spring 2009-2010	Psych. 3300: Abnormal Psychology	38
Spring 2009-2010	Psych. 4410: Theories of Personality	35
Spring 2009-2010	Psych. 4410: Theories of Personality	28
Spring 2009-2010	Psych. 4410: Theories of Personality-Honors	3
Spring 2009-2010	Psych. 4460: Psychological Seminar	41
Spring 2009-2010	Psych. 4490: Directed Research	3
Fall 2010-2011	Psych. 3300: Abnormal Psychology	35
Fall 2010-2011	Psych. 4410: Theories of Personality	26
Fall 2010-2011	Psych. 4410: Theories of Personality	30
Fall 2010-2011	Psych. 4490: Directed Research	3
Fall 2010-2011	Psych. 4491: Psychopathology of Child/Adolescent	25

Spring 2010-2011	Psych. 3300: Abnormal Psychology	41
Spring 2010-2011	Psychology 4410: Theories of Personality	35
Spring 2010-2011	Psychology 4410: Theories of Personality	24
Spring 2010-2011	Psychology 4460: Psychological Seminar	36
Spring 2010-2011	Psych. 4480: Directed Studies	2

b. Professional Development Activities:

1. Regularly attend both State and National psychology, school psychology and counseling conferences
Provide on-going consultative and training services to private and public school systems within the region and state.
2. Completing certification in Ericksonian Hypnotherapy
3. Provide on-going behavioral health workshops to Fairmont community through health network activities.
4. On-going training and acquisition of CEU credentials in the areas of psychopathology (e.g. diagnosis, eating disorders, addiction process).

c. Awards and Honors:

1. Nominated in 2008 and 2009 for the Boram Outstanding Teaching Award.
2. Nominated in 2007 for the Harold and Roselyn Williamson Straight Award for Creative Teaching
3. Received the WVPA Student Recruitment Award for Colleges and Universities for 2008 and 2009

d. Other activities which have contributed to effective teaching:

1. Renewal of both Counseling and School Psychology State Licenses
2. Renewal of National School Psychology Certification

FACULTY DATA SHEET

NAME: Joseph Shaver, Ed.D.

RANK: Professor of Psychology

STATUS: Full Time, Tenured

HIGHEST DEGREE EARNED: Ed.D.

DATE DEGREE EARNED: May, 1987

DEGREE CONFERRED BY: West Virginia University

AREA OF SPECIALIZATION: Educational Psychology

PROFESSIONAL CERTIFICATION/LICENSURE: Yes YEARS OF EMPLOYMENT AT FSU: 22

YEARS OF EMPLOYMENT IN HIGHER EDUCATION: 26

YEARS OF RELATED EXPERIENCE OUTSIDE OF HIGHER EDUCATION: 35

YEARS OF NON-TEACHING EXPERIENCE: 35

(a) List courses taught this year and those taught last year.

Year/Semester	Course Number & Title	Enrollment
2009-2010 (Fall)	Psych 3350 (Biopsychology)	43
2009-2010 (Fall)	Psych 3370 (Theories of Learning)	51
2009-2010 (Fall)	Psych 4400 (Psychometrics)	31
2009-2010 (Fall)	Psych 4487 (Practicum I)	7
2009-2010 (Fall)	Psych 4489 (Practicum II)	1
2009-2010 (Spring)	Psych 3350 (Biopsychology)	41
2009-2010 (Spring)	Psych 4400 (Psychometrics)	24
2009-2010 (Spring)	Psych 4485 (Advanced Psychometrics)	8
2009-2010 (Spring)	Psych 4487 (Practicum I)	9
2009-2010 (Spring)	Psych 4489 (Practicum II)	4
2009-2010 (Spring)	HSMS 6685 (Test & Measurement)	2
2010-2011 (Fall)	Psych 3350 (Biopsychology)	40
2010-2011 (Fall)	Psych 3370 (Theories of Learning)	51
2010-2011 (Fall)	Psych 4400 (Psychometrics)	34
2010-2011 (Fall)	Psych 4487 (Practicum I)	9

2010-2011 (Spring)	Psych 3350 (Biopsychology)	31
2010-2011 (Spring)	Psych 4400 (Psychometrics)	24
2010-2011 (Spring)	Psych 4485 (Advanced Psychometrics)	6
2010-2011 (Spring)	Psych 4487 (Practicum I)	6
2010-2011 (Spring)	HSMS (Tests & Measurement)	4

(b) Professional Development Activities:

- (1) Regularly attend both State and National psychology conferences (usually twice yearly).
- (2) Take part in on-going consultation projects with projects with both county school systems and state/county social service and mental health agencies.
- (3) Completed training as an Ethics Investigator for the WV State Board of Examiners of Psychologists.

(c) Awards/Honors, special recognition and speaking invitations in last five years:

- (1) Nominated twice (2007 and 2008) for the Boram Outstanding Teaching Award.
- (2) Regularly conduct in-service training sessions for both Taylor and Marion County School Systems on such topic as Crisis Intervention, Early Intervention, ADHD, Autism and Identifying Intellectually Gifted Students.
- (3) Consultation/training workshops for WV Department of Rehabilitation Disability Determination Service (DDS) on the interpretation of psychological data.

(d) Other activities which have contributed to effective teaching:

- (1) Completed self-study program from Academic Review in various areas of psychology including Clinical, Research Design, Assessment and Industrial Psychology.
- (2) Renewal of both Clinical and School Psychology State Licenses.
- (3) Renewal of National School Psychology Certification.

Faculty Data

(No more than TWO pages per faculty member)

Name : Nancy Taylor

Rank: Temporary Assistant Professor

Check One: Full-time X Part-time Adjunct Graduate Asst.

Highest Degree Earned Ph.D. Date Degree Received May 2009

Conferred by West Virginia University

Area of Specialization Counseling Psychology and Foundations of Learning

Professional registration/licensure Yes-Supervised Psychologist, RN, ALPS, NBCC,

Yrs. of employment at present institution 2002

Years of employment in higher education 2000

Yrs. of related experience outside higher education 26 Years

Non-teaching experience

Professional Counselor

Clinical Manager

Psychiatric Intensive Care Charge Nurse

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
<u>2010/Fall</u>	<u>1101 Introduction to Psychology</u>	<u>~100</u>
	<u>3330 Developmental Psychology</u>	<u>~ 60</u>
	<u>3300 Abnormal Psychology</u>	<u>~50</u>
<u>2010/Spring</u>	<u>1101 Introduction to Psychology</u>	<u>~100</u>
	<u>3330 Developmental Psychology</u>	<u>~ 40</u>
	<u>3300 Abnormal Psychology</u>	<u>~ 60</u>
	<u>HSMS Group and Organizational Dynamics</u>	<u>~ 4</u>
<u>2009/Fall</u>	<u>1101 Introduction to Psychology</u>	<u>~100</u>
	<u>3330 Developmental Psychology</u>	<u>~ 60</u>
	<u>3300 Abnormal Psychology</u>	<u>~50</u>
<u>2009/Spring</u>	<u>1101 Introduction to Psychology</u>	<u>~100</u>
	<u>3330 Developmental Psychology</u>	<u>~ 40</u>
	<u>3300 Abnormal Psychology</u>	<u>~ 60</u>
	<u>HSMS Group and Organizational Dynamics</u>	<u>~ 4</u>

(b) If degree is not in area of current assignment, explain. **Degree is in area of current assignment**

(c) Identify your professional development activities during the past five years.

Completed Doctoral Degree

In process-Supervised Psychologist-West Virginia

Maintained Continuing Education Credits for Yearly License Renewal for:

West Virginia Registered Nurse License #54342

National Board of Certified Counselors – Certificate #76269

Approved Licensed Professional Counseling Supervisor (ALPS) – West Virginia License #1807

Certified Gambling Addiction Therapist

Parent Educator - West Virginia Supreme Court Approved

Certified SMART Recovery Addiction Therapist

Advanced Practitioner-EFT

Clinical Case Reviewer – West Virginia Department of Health and Human Resources

Attended all FSU Faculty Development Opportunities

(d) List awards/honors (including invitations to speak in your area of expertise) or special recognition
In last five years.

Invited by American Psychological Association, Division 36 President to serve on nationally recognized ECP
Committee

Presenter – 2010 American Psychological Association Annual Conference

Presenter – 2010 Monongalia General Hospital "Making a Difference: Mandate to Report, Responsibility to Prevent
Child Abuse & Neglect" Workshop

Presenter- 2009 Pastoral Counseling Association Annual Conference

(e) Indicate any other activities which have contributed to effective teaching.

Field Supervisor, West Virginia University Graduate Schools of Social Work and Counseling Departments

Supervisor, of licensure track Professional Counselors

Continuing Education in the teaching areas

(f) List professional books/papers published during the last five years. **None**

(g) List externally funded research (grants and contracts) during last five years.

2005 Grant awarded to develop Counseling Center in Marion County

2010 Grant Awarded to develop Community/Campus Collaboration

APPENDIX VI

***TASKSTREAM PROGRAM
OUTCOMES / ASSESSMENT***



Psychology

Outcome 1

PSYC 1101 – No changes planned.

PSYC 2220 – No changes planned. Continued effort to improve course.

PSYC 2230 – New measures will be developed by incoming instructor.

PSYC 3300 – No changes planned.

Outcome 2

PSYC 2240 – *Change prerequisite*

PSYC 3310 –

PSYC 3390 –

PSYC 4400 – No changes planned.

Outcome 3

PSYC 3310 – Difficulty of course content may be the reason many students do not comprehend the material. Development of an intermediate class is recommended. Consider the use of a “mastery approach” prior to exams.

PSYC 3390 – Measure does not accurately reflect outcome. Measure will be changed to score on final project that more clearly reflects critical thinking.

PSYC 4400 – No changes planned.

PSYC 4460 – No changes planned.

Outcome 4

PSYC 2230 – New measures will be developed by incoming instructor.

PSYC 3300 - No changes planned.

PSYC 3330 - No changes planned.

Outcome 5

PSYC 3390 - No changes planned.

PSYC 4460 - No changes planned.

Outcome 6

PSYC 3350 – No changes planned.

PSYC 3370 – No changes planned.

PSYC 4410 – No changes planned.

PSYC 4460 – No changes planned.

Fairmont State University and Pierpont C&TC AMS » 4. Fairmont State University (Academic) » College of Liberal Arts » Department of Behavioral Science



Psychology

Standing Requirements

Program Outcomes

BS Psychology Program Outcomes

B.S. Psychology Program Outcomes

The following outcomes are supported by the American Psychological Associations' agreed upon outcomes and adopted by the program faculty at FSU.

Outcome	Mapping
<p>B.S. Psychology Program Outcome 1 </p> <p>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</p>	<p>PSYC 1101 Introduction to Psychology: PSYC 1101 General Outcome 1, PSYC 2220 History and Systems of Psychology: PSYC 2220 General Outcome 1, PSYC 2220 General Outcome 2, PSYC 2220 General Outcome 3, PSYC 2230 Social Psychology: PSYC 2230 General Outcome 8, PSYC 3300 Abnormal Psychology: PSYC 3300 General Outcome 2</p>
<p>B.S. Psychology Program Outcome 2 </p> <p>Students will have knowledge of basic research methods in psychology, including research design, data analysis, and interpretation.</p>	<p>PSYC 2240 Statistics: PSYC 2240 General Outcome 1, PSYC 2240 General Outcome 2, PSYC 2240 General Outcome 3, PSYC 2240 General Outcome 4, PSYC 2240 General Outcome 5, PSYC 2240 General Outcome 6, PSYC 2240 General Outcome 7, PSYC 2240 General Outcome 8, PSYC 2240 General Outcome 9, PSYC 3310 Experimental Psychology: PSYC 3310 General Outcome 1, PSYC 3310 General Outcome 2, PSYC 3310 General Outcome 3, PSYC 3310 General Outcome 4, PSYC 3310 General Outcome 5, PSYC 3310 General Outcome 6, PSYC 3310 General Outcome 7, PSYC 3310 General Outcome 8, PSYC 3390 Foundations of Psychology: PSYC 3390 General Outcome 1, PSYC 3390 General Outcome 2, PSYC 4400 Psychometrics: PSYC 4400 Psychometrics Genera...</p>
<p>B.S. Psychology Program Outcome 3 </p> <p>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.</p>	<p>PSYC 3310 Experimental Psychology: PSYC 3310 General Outcome 2, PSYC 3390 Foundations of Psychology: PSYC 3390 General Outcome 1, PSYC 3390 General Outcome 2, PSYC 4400 Psychometrics: PSYC 4400 Psychometrics Genera..., PSYC 4400 Psychometrics Genera...</p>
<p>B.S. Psychology Program Outcome 4 </p> <p>Students will recognize and apply psychological principles to personal, social, and organizational issues.</p>	<p>PSYC 2230 Social Psychology: PSYC 2230 General Outcome 1, PSYC 2230 General Outcome 4, PSYC 2230 General Outcome 5, PSYC 2230 General Outcome 2, PSYC 2230 General Outcome 3, PSYC 2230 General Outcome 4, PSYC 3300 Abnormal Psychology: PSYC 3300 General Outcome 1, PSYC 3300 General Outcome 2, PSYC 3300 General Outcome 3, PSYC 3300 General Outcome 4, PSYC 3300 General Outcome 5, PSYC 3330 Developmental Psychology: PSYC 3330 General Outcome 1, PSYC 3330 General Outcome 2, PSYC 3330 General Outcome 3, PSYC 3330 General Outcome 4</p>
<p>B.S. Psychology Program Outcome 5 </p>	<p>PSYC 3390 Foundations of Psychology: PSYC 3390</p>

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.


B.S. Psychology Program Outcome 6 

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

General Outcome 1, PSYC 3390 General Outcome 2, **PSYC 4460 Seminar:** PSYC 4460 Seminar General Outc...

PSYC 3350 Biopsychology: PSYC 3350 General Outcome 13, PSYC 3350 General Outcome 6, PSYC 3350 General Outcome 7, PSYC 3350 General Outcome 8, **PSYC 3370 Theories of Learning:** PSYC 3370 Theories of Learning..., PSYC 3370 Theories of Learning..., **PSYC 4410 Theories of Personality:** PSYC 4410 Theories of Personal..., PSYC 4410 Theories of Personal..., PSYC 4410 Theories of Personal...

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Fairmont State University and Pierpont C&TC AMS » 4. Fairmont State University (Academic) » College of Liberal Arts » Department of Behavioral Science
Psychology



2009-2010 Assessment Cycle

Program Assessment Results

Finding per Measure

▽ BS Psychology Program Outcomes

B.S. Psychology Program Outcomes

B.S. Psychology Program Outcome 1

- ▼ **Measure:** General field knowledge in Psychology
 Program level; Direct - Other

Details/Description: Bloom's knowledge level assessments in PSYC 1101.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for General field knowledge in Psychology

Summary of Findings: Seventy-percent of completing students earned a final grade of C or better meeting the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : Continue current activities

Reflections/Notes :

Substantiating Evidence:

- 📎 [PSYC 1101 08 Spring 2010.csv](#) (Comma-separated file)
- 📎 [PSYC 1101-06 Spring 2010.csv](#) (Comma-separated file)
- 📎 [PSYC 1101-19 Fall 2009.csv](#) (Comma-separated file)

- ▼ **Measure:** Major concepts in Psychology
 Program level; Direct - Other

Details/Description: Exams and discussions in PSYC 2230.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Major concepts in Psychology

Summary of Findings: Final grades indicate that 68% of students earned a C or better.


Results: Satisfactory Performance Standard Achievement: Not Met; Ideal

Performance Standard Achievement : Approaching

Recommendations : Current instructor is on retirement phase-out. No recommendations until results are reviewed for new hire.

Reflections/Notes :

Substantiating Evidence:

 **2230 final grades spring 2010** (Excel Workbook (Open XML))

▼ **Measure:** Psychology history

Program level; Direct - Other

Details/Description: Assessments in PSYC 2220.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Psychology history


Summary of Findings: In Spring 2010, 75% of the students who completed the course earned C or above.

Results: Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

Recommendations : No recommendation.

Reflections/Notes : Continued effort will be made to further improve the course.

Substantiating Evidence:

 **Pscy 2200 Spring 2010 Class Grades Summary.xlsx** (Excel Workbook (Open XML))

▼ **Measure:** Theoretical perspectives in Psychology

Program level; Direct - Other

Details/Description: Class discussions in PSYC 3300

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Theoretical perspectives in Psychology


Summary of Findings: Eighty-seven-percent of completing students earned a final grade of C or better exceeding the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Exceeded

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3300-02, 02, 05 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

**B.S. Psychology
Program Outcome 2**

▼ **Measure:** Interpretation
Program level; Direct - Other

Details/Description: Exams and essays in PSYC 4400

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Interpretation

Summary of Findings: Performance expectations exceeded.

Results: Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

Recommendations : no changes

Reflections/Notes :

Substantiating Evidence:

 **PSYC4400 outcome scores** (Adobe Acrobat Document)

▼ **Measure:** Research exploration and application
Program level; Direct - Student Artifact

Details/Description: Major research project in PSYC 3390

Satisfactory Performance Standard: 70% of students reaching or exceeding 70% on measurement instrument

Ideal Performance Standard: 100% of students reaching or exceeding 70% on measurement instrument

Implementation Plan (timeline): current

Key/Responsible Personnel: Clarence Rohrbaugh

Findings for Research exploration and application

Summary of Findings: Eighty-percent of students earned major research project grades of C or better exceeding the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Exceeded

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3390 01 Fall 2009.csv** (Comma-separated file)

 **PSYC 3390 01 Spring 2010.csv** (Comma-separated file)

- ▼ **Measure:** Research, data, and interpretation
Program level; Direct - Exam

Details/Description: Projects and exams in PSYC 3310

Satisfactory Performance Standard: 80% of students reaching or exceeding 70% on measurement instruments

Ideal Performance Standard: 100% of students reaching or exceeding 70% on measurement instruments on measurement instruments

Implementation Plan (timeline): current

Key/Responsible Personnel: Clarence Rohrbaugh

Findings for Research, data, and interpretation

Summary of Findings: Sixty-eight-percent of completing students earned a final grade of C or better failing to meet the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3310 01 Fall 2009.csv** (Comma-separated file)

 **PSYC 3310 01 Spring 2010.csv** (Comma-separated file)

- ▼ **Measure:** Statistics to research
Program level; Direct - Exam

Details/Description: Data analysis exams in PSYC 2240

Satisfactory Performance Standard: 70% of students reaching or exceeding 70% on measurement instrument

Ideal Performance Standard: 100% of students reaching or exceeding 70% on measurement instrument

Implementation Plan (timeline): current

Key/Responsible Personnel: Clarence Rohrbaugh

Findings for Statistics to research


Summary of Findings: Sixty-six-percent of students earned average exam grades of C or better failing to meet the satisfactory performance level.


Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 01 Spring 2010.csv** (Comma-separated file)

 **PSYC 2240 02 Fall 2009.csv** (Comma-separated file)

**B.S. Psychology
Program Outcome 3**

- ▼ **Measure:** Behavior and mental processes
Program level; Direct - Other

Details/Description: Exams and essays in PSYC 4400.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Behavior and mental processes

Summary of Findings: Performance expectations exceeded.

Results: Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

Recommendations : no changes

Reflections/Notes :

Substantiating Evidence:

 [PSYC4400 outcome scores](#) (Adobe Acrobat Document)

▼ **Measure:** Creative thinking

Program level; Direct - Other

Details/Description: Class discussions and group work in PSYC 4460.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Creative thinking

Summary of Findings: Seventy-eight-percent of completing students earned a final grade of C or better meeting the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 [PSYC 4460-01 Spring 2010.xlsx](#) (Excel Workbook (Open XML))

▼ **Measure:** Critical thinking

Program level; Direct - Other

Details/Description: Assessments in PSYC 3390.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Critical thinking


Summary of Findings: Sixty-one-percent of students earned an average exam grade of C or better failing to meet the satisfactory performance level.


Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3390 01 Fall 2009.csv** (Comma-separated file)

 **PSYC 3390 01 Spring 2010.csv** (Comma-separated file)

▼ **Measure:** Skeptical inquiry

Program level; Direct - Other

Details/Description: Projects and exams in PSYC 3310.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Skeptical inquiry

Summary of Findings: Sixty-eight-percent of completing students earned a final grade of C or better almost meeting the satisfactory performance level.


Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3310 01 Fall 2009.csv** (Comma-separated file)

 **PSYC 3310 01 Spring 2010.csv** (Comma-separated file)

**B.S. Psychology
Program Outcome 4**

▼ **Measure:** Personal issues

Program level; Direct - Other

Details/Description: Class discussions in PSYC 3300.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Personal issues


Summary of Findings: Eighty-seven-percent of completing students earned a final grade of C or better exceeding the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Exceeded

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 [PSYC 3300-02, 02, 05 Fall 2009 & Spring 2010.xlsx](#) (Excel Workbook (Open XML))

▼ **Measure:** Psychological principles

Program level; Direct - Other

Details/Description: Exams and activities in PSYC 3330.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Psychological principles

Summary of Findings: Ninety-six-percent of completing students earned a final grade of C or better exceeding the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Exceeded

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 [PSYC 3330-01 Fall 2009 & Spring 2010.xlsx](#) (Excel Workbook (Open XML))

▼ **Measure:** Social issues

Program level; Direct - Other

Details/Description: Exams and discussions in PSYC 2230.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Social issues


Summary of Findings: A grade of C or better was earned by 68% of students. Slightly below the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Not Met; Ideal Performance Standard Achievement : Approaching

Recommendations : The current instructor is on retirement phase. No changes currently recommended.

Reflections/Notes :

Substantiating Evidence:

 **Grades for 2230 Spring 2010** (Excel Workbook (Open XML))

**B.S. Psychology
Program Outcome 5**

▼ **Measure:** Reflect other values
Program level; Direct - Other

Details/Description: Projects and exams in PSYC 4460.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Reflect other values


Summary of Findings: Seventy-eight-percent of completing students earned a final grade of C or better meeting the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 4460-01 Spring 2010.xlsx** (Excel Workbook (Open XML))

▼ **Measure:** Weigh evidence
Program level; Direct - Other

Details/Description: Research project in PSYC 3390.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Weigh evidence

Summary of Findings: Eighty-seven-percent of students earned average final project grades of C or better meeting the satisfactory performance level.


Results: Satisfactory Performance Standard Achievement: Met

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3390 01 Fall 2009.csv** (Comma-separated file)

 **PSYC 3390 01 Spring 2010.csv** (Comma-separated file)

**B.S. Psychology
Program Outcome 6**

- ▼ **Measure:** Behaviors
Program level; Direct - Other

Details/Description: Exams and discussions in PSYC 3370.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Behaviors

Summary of Findings: Performance expectations exceeded.

Results: Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

Recommendations : no changes

Reflections/Notes :

Substantiating Evidence:

 **PSYC3370 outcome scores** (Adobe Acrobat Document)

- ▼ **Measure:** Develop insight
Program level; Direct - Other

Details/Description: Class discussions and group work in PSYC 4460.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Develop insight

Summary of Findings: Seventy-eight-percent of completing students earned a final grade of C or better meeting the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 4460-01 Spring 2010.xlsx** (Excel Workbook (Open XML))

- ▼ **Measure:** Effective strategies
Program level; Direct - Other

Details/Description: Exams and discussions in PSYC 3350

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Effective strategies


Summary of Findings: Performance expectations exceeded.

Results: Satisfactory Performance Standard Achievement: Exceeded; Ideal Performance Standard Achievement : Approaching

Recommendations : no changes

Reflections/Notes :

Substantiating Evidence:

 **PSYC3350 outcome scores** (Adobe Acrobat Document)

▼ **Measure:** Mental processes

Program level; Direct - Other

Details/Description: Projects and exams in PSYC 4410.

Satisfactory Performance Standard: 70% of students will receive a grade of C or better in relevant courses and on relevant material.

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Mental processes


Summary of Findings: Seventy-five-percent of completing students earned a final grade of C or better meeting the satisfactory performance level.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 4410-01,02,03 Spring 2010.xlsx** (Excel Workbook (Open XML))

Overall Recommendations

See specific courses that fulfill each outcome for specific recommendations.

Outcome 1

PSYC 1101 – No changes planned.

PSYC 2220 – No changes planned. Continued effort to improve course.

PSYC 2230 – New measures will be developed by incoming instructor.

PSYC 3300 – No changes planned.

Outcome 2

PSYC 2240 –

PSYC 3310 –

PSYC 3390 –

PSYC 4400 – No changes planned.

Outcome 3

PSYC 3310 – Difficulty of course content may be the reason many students do not comprehend the

material. Development of an intermediate class is recommended. Consider the use of a "mastery approach" prior to exams.

PSYC 3390 - Measure does not accurately reflect outcome. Measure will be changed to score on final project that more clearly reflects critical thinking.

PSYC 4400 - No changes planned.

PSYC 4460 - No changes planned.

Outcome 4

PSYC 2230 - New measures will be developed by incoming instructor.

PSYC 3300 - No changes planned.

PSYC 3330 - No changes planned.

Outcome 5

PSYC 3390 - No changes planned.

PSYC 4460 - No changes planned.

Outcome 6

PSYC 3350 - No changes planned.

PSYC 3370 - No changes planned.

PSYC 4410 - No changes planned.

PSYC 4460 - No changes planned.

Overall Reflection

No text specified

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PSYC 1101 Introduction to Psychology I



Standing Requirements

Course Outcomes

PSYC 1101 Introduction to Psychology I Outcome Set

Outcomes

Outcome	Mapping
<p>Outcome 1 </p> <p>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology by describing major applied areas of the social and behavioral sciences disciplines and identifying overarching themes, persistent questions, enduring conflicts or ethical issues within each discipline. 7c2, 7c5</p>	<p>General Studies Outcomes - Attribute 7.C: Outcome VII.C.2, Outcome VII.C.5</p>
<p>Outcome 2 </p> <p>Students will acquire basic research methods in psychology, including research design, data analysis, and interpretation.</p>	No Mapping
<p>Outcome 3 </p> <p>Students will acquire skills in critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</p>	No Mapping
<p>Outcome 4 </p> <p>Students will characterize the nature of an intrapersonal and/or interpersonal science discipline as they recognize and apply psychological principles to personal, social, and organizational issues. 7c1</p>	<p>General Studies Outcomes - Attribute 7.C: Outcome VII.C.1</p>
<p>Outcome 5 </p> <p>Students will be able to identify issues implicit in personal behavior and in the operation of political, social, and economic institutions. They will weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science and make linkages or connections between diverse facts, theories, and observations. 7c4</p>	<p>General Studies Outcomes - Attribute 7.C: Outcome VII.C.4</p>
<p>Outcome 6 </p> <p>Students will demonstrate information competence and the ability to use computers and other technology for many purposes.</p>	No Mapping
<p>Outcome 7 </p> <p>Students will be able to communicate effectively in a variety of formats</p>	No Mapping
<p>Outcome 8 </p> <p>Students will recognize and comprehend the complexity of sociocultural and international diversity.</p>	No Mapping
<p>Outcome 9 </p> <p>Students will use discipline-relevant theories to explain and predict behavior then recognize and comprehend the complexity of sociocultural and international diversity. 7c3</p>	<p>General Studies Outcomes - Attribute 7.C: Outcome VII.C.3</p>

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PSYC 1101 Introduction to Psychology I



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▼ PSYC 1101 Introduction to Psychology I Outcome Set

Outcomes

Outcome 1

- ▼ **Measure:** outcome 1
 Direct - Exam

Details/Description: Writing assignment one and components of all exams measure this outcome.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on rubrics and exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 [outcome 1 measure with rubric](#) (Microsoft Word)

Findings for outcome 1


Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 [PSYC 1101 Fall 2009 & Spring 2010.xlsx](#) (Excel Workbook (Open XML))

Outcome 2

- ▼ **Measure:** Outcome 2
 Direct - Exam

Details/Description: Multiple choice exam questions from chapters throughout the course materials specific to each field i.e. measurement of disorders and measurement of intelligence etc.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Outcome measure 2 with grade scale** (Adobe Acrobat Document)

Findings for Outcome 2


Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 1101 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 3

▼ Measure: Outcome 3

Details/Description: Writing assignment two and components of all exams measure this outcome.


Satisfactory Performance Standard: Students must score at least 70% of all possible points based on rubrics and exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Outcome 3 measure** (Word Document (Open XML))

Findings for Outcome 3

Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 1101 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 4

▼ Measure: Outcome 4

Direct - Student Artifact

Details/Description: Understanding is assessed in class discussion, writing assignment two and components of all exams.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on rubrics and exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Outcome measure 4 with grading rubric** (Adobe Acrobat Document)

Findings for Outcome 4

Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 1101 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 5

▼ **Measure:** Outcome 5
Direct - Exam

Details/Description: This is assessed in both writing assignments and all exams.


Satisfactory Performance Standard: Students must score at least 70% of all possible points based on rubrics and exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **outcome5 measure** (Word Document (Open XML))
 % Grade Scale
 A= 90-100
 B= 80-89
 C= 70-79
 D= 60-69
 F= < 60

Findings for Outcome 5


Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 1101 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 6

- ▼ **Measure:** Outcome 6
Direct - Exam

Details/Description: Multiple choice exam questions from chapters throughout the course materials specific to each field i.e. conditioning and learning.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 6

Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 [PSYC 1101 Fall 2009 & Spring 2010.xlsx](#) (Excel Workbook (Open XML))

Outcome 7

- ▼ **Measure:** Outcome 7
Direct - Portfolio

Details/Description: Assessed by writing assignments and online quizzes.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on rubrics and exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 [Outcome 7 measure](#) (Microsoft Word)

Findings for Outcome 7


Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 [PSYC 1101 Fall 2009 & Spring 2010.xlsx](#) (Excel Workbook (Open XML))

Outcome 8

- ▼ **Measure:** Outcome 8
Direct - Student Artifact

Details/Description: Assessed by writing assignments.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on rubrics.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 8

Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 1101 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 9

- ▼ **Measure:** Outcome 9
Direct - Exam

Details/Description: Multiple choice exam questions from chapters throughout the course materials specific to each field i.e. social psychology


Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Outcome 9 measure** (Word Document (Open XML))

% Grade Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= < 60

Findings for Outcome 9


Summary of Findings: Completing students earned eighty-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

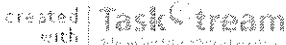
Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 1101 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

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PSYC 2220 History of Psychology






Standing Requirements

Course Outcomes

PSYC 2220 History of Psychology Outcome Set

Outcomes

Outcome	Mapping
Outcome 1  Have comprehensive view of the history of psychology.	No Mapping
Outcome 2  Understand the various systems of psychology.	No Mapping
Outcome 3  Have developed the critical reasoning skills that pertain to the major themes in history and systems of psychology.	No Mapping

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PSYC 2220 History of Psychology



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▼ PSYC 2220 History of Psychology Outcome Set

Outcomes

Outcome 1

▼ **Measure:** outcome 1
 Direct - Exam

Details/Description: Material relevant assignments.

Satisfactory Performance Standard: 55% as the mean score of all the course exams.

A: 90% and above
 B: 80% and above
 C: 70% and above
 D: 55% and above
 F: Less than 55%

Ideal Target: 70% as the mean score of all the course exams.

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, PH.D.

Supporting Attachments:

- History of Psychology Grading Criteria** (Microsoft Word)
- Sample of Exam 1** (Adobe Acrobat Document)
- Sample of Exam 2** (Adobe Acrobat Document)
- Sample of Exam 3** (Adobe Acrobat Document)
- Sample of Final Exam** (Adobe Acrobat Document)

Findings for outcome 1

Summary of Findings: In Fall 2009, the mean score of the entire exams of the class was 60.34 out of 100, adjusted by the number of exam-takers at each exam. In Spring 2010, the mean score of the entire exams of the class was 66.86, adjusted by the number of exam takers at each exam.

Results: Performance Standard Achievement: Met; Ideal Target Achievement : Approaching

Recommendations (Used to generate Action Plan): Although there was an improvement in mean score from Fall 2009 to Spring 2010, there is still some room for improvement. From Fall 2010, review sessions will be added prior to each exam in an attempt to improve students' performance.

Reflections/Notes : See above.

Substantiating Evidence:

- Psych 2220 All Exam Scores** (Microsoft Word)

Outcome 2

▼ **Measure:** Outcome 2

Direct - Exam

Details/Description: Material relevant assignments.

Satisfactory Performance Standard: 55% as the mean score of Exam 1

A: 90% and above

B: 80% and above

C: 70% and above

D: 55% and above

F: Less than 55%


Ideal Target: 70% as the mean score of Exam 1.

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **History of Psychology Grading Criteria** (Microsoft Word)

 **Sample of Exam 1** (Adobe Acrobat Document)

Findings for Outcome 2


Summary of Findings: In Fall 2009, students' mean score of Exam 1 that focused on Systems of Psychology was 68.6 out of 100 (s.d. = 14.24 / n = 31). In Spring 2010, students' mean score of Exam 1 was 75.5 out of 100 (s.d. = 17.32 / n = 35) and there was an improvement.

Results: Performance Standard Achievement: Met; Ideal Target Achievement : Approaching

Recommendations (Used to generate Action Plan): Improvement has been made between Fall 2009 and Spring 2010.

Reflections/Notes : Review sessions that is planned to be added from Fall 2010 is expected to further improve students' performance.

Substantiating Evidence:

 **Psych 2220 Exam 1 Scores** (Microsoft Word)

Outcome 3

▼ **Measure:** Outcome 3

Direct - Student Artifact

Details/Description: Material relevant assignments.

Satisfactory Performance Standard: 55% as the mean score of all the papers.

Ideal Target: 70% as the mean score of all papers.

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Example of an Article for Review** (Adobe Acrobat Document)

 **History of Psychology Biweekly Paper Grading Rubric** (Microsoft Word)

 **List of Artciles for Papers** (Adobe Acrobat Document)

 **Syllabus Statement of Paper Assignments** (Adobe Acrobat Document)

Findings for Outcome 3

Summary of Findings: In Fall 2009, mean score of the papers throughout the


semester was 21.74 out of 25 and it was 86.96% of the total available score. In Spring 2010, mean score of the papers throughout the semester was 20.38 out of 25 and it was 81.52% of the total available score.

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Mean scores of the papers in both semester exceeded the expectation.

Reflections/Notes : See above.

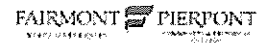
Substantiating Evidence:

 **Psych 2220 Paper Scores** (Microsoft Word)

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PSYC 2230 Social Psychology



Standing Requirements

Course Outcomes

PSYC 2230 Social Psychology Outcome Set

Outcomes

Outcome	Mapping
Outcome 1 Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions. 4a1	No Mapping
Outcome 2 Recognize prejudices, deception, or manipulation.	No Mapping
Outcome 3 Recognize the cultural, physical, or additional context within which the information was created and determine the impact of context on interpreting the information.	No Mapping
Outcome 4 Characterize the nature of an intrapersonal and/or interpersonal science discipline. 7c1	No Mapping
Outcome 5 Recognize overarching themes, persistent questions, enduring conflicts or ethical issues within a discipline. 7c2	No Mapping
Outcome 6 Use discipline-relevant theories to explain and predict behavior. 7c3	No Mapping
Outcome 7 Make linkages or connections between diverse facts, theories, and observations. 7c4	No Mapping
Outcome 8 Describe major applied areas of the social sciences disciplines. 7c5	No Mapping

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2009-2010 Assessment Cycle

Assessment Findings**Finding per Measure**
 **PSYC 2230 Social Psychology Outcome Set**
Outcomes**Outcome 1**

- ▼ **Measure:** Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Class discussion and topic relevant exam questions.**Satisfactory Performance Standard:** Students must score at least 70% of all possible points based on exam scores.**Ideal Target:** Optional**Implementation Plan (timeline):****Key/Responsible Personnel:****Findings** for Outcome 1 Measure 1*No Findings Added***Outcome 2**

- ▼ **Measure:** Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: Class work and homework assignments.**Satisfactory Performance Standard:** Student must complete all assignments.**Ideal Target:** Optional**Implementation Plan (timeline):****Key/Responsible Personnel:****Findings** for Outcome 2 Measure 1*No Findings Added***Outcome 3**

- ▼ **Measure:** Outcome 3 Measure 1
Direct - Student Artifact

Details/Description: Class work and homework assignments.**Satisfactory Performance Standard:** Student must complete all assignments.**Ideal Target:** Optional**Implementation Plan (timeline):****Key/Responsible Personnel:****Findings** for Outcome 3 Measure 1*No Findings Added*

Outcome 4

▼ **Measure:** Outcome 4 Measure 1
Direct - Student Artifact

Details/Description: Class discussion and topic relevant exam questions.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target: Optional

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 4 Measure 1

No Findings Added

Outcome 5

▼ **Measure:** Outcome 5 Measure 1
Direct - Other

Details/Description: Class discussion

Satisfactory Performance Standard: Student must participate in class discussion

Ideal Target: Optional

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 5 Measure 1

No Findings Added

Outcome 6

▼ **Measure:** Outcome 6 Measure 1
Direct - Student Artifact

Details/Description: Class discussion and topic relevant exam questions.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target: Optional

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 6 Measure 1

No Findings Added

Outcome 7










No measures specified

Outcome 8

No measures specified

Standing Requirements

Course Outcomes**PSYC 2240 Statistics Outcome Set****Outcomes**

Outcome	Mapping
Outcome 1  Analyze a set of data using appropriate symbolic manipulation. 1B2 Lvl 1&2	No Mapping
Outcome 2  Construct frequency distributions and graphs from data.	No Mapping
Outcome 3  Work with probability distributions.	No Mapping
Outcome 4  Conduct one- and two-tailed t-tests of data and describe their relationship by using the language of mathematics to describe the relationships and patterns with precise terminology. 1B3 Lvl 1&2	No Mapping
Outcome 5  Use relationships and formulas to set up and test a null hypothesis. Synthesize mathematical knowledge to reason logically to a conclusion and explain the legitimacy of that conclusion. 1B4 Lvl 1&2	No Mapping
Outcome 6  Perform an analysis of variance.	No Mapping
Outcome 7  Perform simple correlation analysis.	No Mapping
Outcome 8  Perform Chi-Square tests.	No Mapping
Outcome 9  Use problem solving methods to investigate, model, and solve real-world problems at an appropriate mathematical level. 1B1 Lvl 1&2	No Mapping

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2009-2010 Assessment Cycle

Assessment Findings**Finding per Measure**▽ **PSYC 2240 Statistics Outcome Set****Outcomes****Outcome 1**

▼ **Measure:** outcome 1
Direct - Exam

Details/Description: Exams requiring analysis using each test statistic and homework assignments.




Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

-  **Formulas** (Adobe Acrobat Document)
-  **Statistics Assignment** (Microsoft Word)
-  **Work Book** (Adobe Acrobat Document)

Findings for outcome 1


Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

-  **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 2

▼ **Measure:** outcome 2
Direct - Student Artifact

Details/Description: Class work and homework assignments.


Satisfactory Performance Standard: Students must complete all homework assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Homework** (Adobe Acrobat Document)

Findings for outcome 2


Summary of Findings: Completing students earned ninety-nine-percent of all possible homework points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Met

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 Homework Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 3

▼ **Measure:** outcome 3

Direct - Student Artifact

Details/Description: Class work and homework assignments.

Satisfactory Performance Standard: Students must complete all homework assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **frequency distributions** (Microsoft Excel)

Findings for outcome 3

Summary of Findings: Completing students earned ninety-nine-percent of all possible homework points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Met

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 Homework Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 4


▼ **Measure:** outcome 4


Direct - Exam

Details/Description: Exams requiring use of each test statistic, class work, and homework assignments.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

 **Mathematical manipulations and terminology** (Microsoft Excel)

 **Stat Lab 3** (Adobe Acrobat Document)

 **Terminology** (Microsoft Word)

Findings for outcome 4

Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :**Substantiating Evidence:**

 **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))


Outcome 5▼ **Measure:** outcome 5

Direct - Exam

Details/Description: Exams requiring use of all test statistics, class work, and homework assignments.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

 **Lab 4** (Adobe Acrobat Document)

 **Testing the null** (Microsoft Word)

Findings for outcome 5

Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :**Substantiating Evidence:**

 **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 6

- ▼ **Measure:** outcome 6
Direct - Exam

Details/Description: Exams requiring use of all test statistics, class work, and homework assignments.


Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Lab 4** (Adobe Acrobat Document)

Findings for outcome 6


Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 7

- ▼ **Measure:** outcome 7
Direct - Exam

Details/Description: Exams requiring use of the test statistic, class work, and homework assignments.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Lab 5** (Adobe Acrobat Document)

Findings for outcome 7


Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 8

▼ **Measure:** outcome 8
Direct - Exam

Details/Description: Exams requiring use of the test statistic, class work, and homework assignments.


Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Lab 5** (Adobe Acrobat Document)

Findings for outcome 8


Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 9

▼ **Measure:** outcome 9
Direct - Exam

Details/Description: Exams requiring use of all test statistics, class work, and homework assignments.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Lab 4** (Adobe Acrobat Document)

 **Sample exam** (Rich Text)

Findings for outcome 9


Summary of Findings: Completing students earned seventy-nine-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 2240 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

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PSYC 2250 Community Psychology









Standing Requirements


Course Outcomes

PSYC 2250 Community Psychology Outcome Set

Outcomes

Outcome	Mapping
Outcome 1  Demonstrate personal integrity and the characteristics of a productive team member. 1D1 Lvl 1&2, 1D3 Lvl 1&2	No Mapping
Outcome 2  Acquire knowledge of the rudimentary principles and value of teamwork as it relates to academic performance. 1D2 Lvl 1&2	No Mapping
Outcome 3  Resolve conflicts within a team. 1D4 Lvl 1&2	No Mapping
Outcome 4  Identify the cultural, physical, or additional context within which the information was created and recognize the impact of context on interpreting the information.	No Mapping
Outcome 5  Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions. 4A1	No Mapping
Outcome 6  Recognize the relationships among societal factors and personal health and the ways in which behaviors impact one's physical and mental health.	No Mapping

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Assessment Findings

Finding per Measure

▼ **PSYC 2250 Community Psychology Outcome Set**

Outcomes

Outcome 1

▼ **Measure:** outcome 1
 Direct - Other

Details/Description: Class group work.

Satisfactory Performance Standard: Students must complete team assignments.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for outcome 1

No Findings Added

Outcome 2

▼ **Measure:** outcome 2
 Direct - Other

Details/Description: Class discussion and group work.

Satisfactory Performance Standard: Students must interact in group discussions and work.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for outcome 2

No Findings Added

Outcome 3

▼ **Measure:** Outcome 3
 Direct - Other

Details/Description: Class discussion and group work.

Satisfactory Performance Standard: Students must interact in group discussions and work.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 3

No Findings Added

Outcome 4

- ▼ **Measure:** outcome 4
Direct - Exam

Details/Description: Class discussion and topic relevant exam questions.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for outcome 4

No Findings Added

Outcome 5

- ▼ **Measure:** outcome 5
Direct - Other

Details/Description: Class discussion.

Satisfactory Performance Standard: Student must participate in class discussion.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for outcome 5

No Findings Added

Outcome 6

- ▼ **Measure:** outcome 6
Direct - Exam

Details/Description: Class discussion and topic relevant exam questions.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for outcome 6

No Findings Added

Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 2260 Industrial/Personnel Psych








Standing Requirements

Course Outcomes

PSYC 2260 Industrial/Personnel Psych Outcome Set

Outcomes

Outcome	Mapping
Outcome 1  Understand research methods in industrial and organizational (I/O) psychology.	No Mapping
Outcome 2  Understand how psychological theories apply to business and industry.	No Mapping
Outcome 3  Identify personnel selection, placement, and training techniques.	No Mapping
Outcome 4  Identify job analysis and performance appraisal techniques.	No Mapping
Outcome 5  Demonstrate leadership and organizational decision making.	No Mapping

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PSYC 2260 Industrial/Personnel Psych



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▼ PSYC 2260 Industrial/Personnel Psych Outcome Set

Outcomes

Outcome 1

- ▼ **Measure:** outcome 1
 Direct - Exam

Details/Description: An exam that covers the research method (Exam 1).

Satisfactory Performance Standard: 70% of possible points on the exam.

Ideal Target: 80% of possible points on the exam.

Implementation Plan (timeline): 2009 - 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Psyc 2260 Exam 1 Sample** (Adobe Acrobat Document)

Findings for outcome 1

Summary of Findings: Mean score of Exam 1 that covers the research methods was 36.7 out of 50 points (73.4%) with standard deviation = 5.84 (n=12).

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Approaching

Recommendations (Used to generate Action Plan): Students' performance met the expectation.

Reflections/Notes : No major change appears necessary.

Outcome 2

- ▼ **Measure:** outcome 2
 Direct - Exam

Details/Description: Relevant exam questions.

Satisfactory Performance Standard: 70% of possible points on relevant items.

Ideal Target: 80% of the possible points on relevant items.

Implementation Plan (timeline): 2009 - 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Psyc 2260 Exam 5 Sample** (Adobe Acrobat Document)

Findings for outcome 2

Summary of Findings: Mean score of the Exam 5 that covered the application of psychological theories to business and industry was 40.7 out of 50 points (81.4%) with standard deviation = 3.71 (n=10).

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Students' performance exceeded the ideal level of expectation.

Reflections/Notes : No major change appears necessary.

Outcome 3

▼ **Measure:** Outcome 3
Direct - Exam

Details/Description: Relevant exam questions.

Satisfactory Performance Standard: 70% of possible points on relevant exam.

Ideal Target: 80% of the possible points on relevant exam.

Implementation Plan (timeline): 2009 - 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Psych 2260 Exam 2 Sample** (Adobe Acrobat Document)

Findings for Outcome 3

Summary of Findings: Mean score of Exam 2 that covers the personnel selection, placement, and training techniques was 37.6 out of 50 points (75.2%) with standard deviation = 6.04 (n=11).

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Approaching

Recommendations (Used to generate Action Plan): Students' performance exceeded the expectation.

Reflections/Notes : No major change appears necessary.

Outcome 4

▼ **Measure:** Outcome 4
Direct - Exam

Details/Description: Relevant exam questions.

Satisfactory Performance Standard: 70% of possible points on relevant exam.

Ideal Target: 80% of the possible points on relevant exam.

Implementation Plan (timeline): 2009 - 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Psych 2260 Exam 3 Sample** (Adobe Acrobat Document)

Findings for Outcome 4

Summary of Findings: Mean score of Exam 3 that covers the job analysis and performance appraisal techniques was 37.2 out of 50 (74.4%) with standard deviation = 10.41 (n=11).

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Approaching

Recommendations (Used to generate Action Plan): Students' performance

exceeded the expectation.

Reflections/Notes : No major change appears necessary.

Outcome 5

▼ **Measure:** Outcome 5

Direct - Exam

Details/Description: Relevant Exam.

Satisfactory Performance Standard: 70% of possible points on relevant exam.

Ideal Target: 80% of the possible points on the relevant exam.

Implementation Plan (timeline): 2009 - 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D

Supporting Attachments:

 **Psych 2260 Exam 4 Sample** (Adobe Acrobat Document)

Findings for Outcome 5

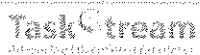
Summary of Findings: Mean score of Exam 4 that covers the leadership and organizational decision making as 43.5 out of 50 (87%) with standard deviation = 3.69 (n=10).

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Students' performance exceeded the ideal level.

Reflections/Notes : No major change appears necessary.

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PSYC 3300 Abnormal Psychology



Standing Requirements

Course Outcomes

PSYC 3300 Abnormal Psychology Outcome Set

Outcomes

Outcome	Mapping
Outcome 1 Apply the skills necessary to develop and maintain physical, mental, and emotional wellness. 5A1	General Studies Outcomes - Attribute 5: Outcome V.A.1
Outcome 2 Recognize the relationships among societal factors and personal health and the ways in which decisions and behaviors impact one's physical and mental health. 5A2	General Studies Outcomes - Attribute 5: Outcome VA 2
Outcome 3 Explain the socio-cultural and international contexts that influence the various manifestations of abnormal behavior across cultures.	No Mapping
Outcome 4 Evaluate the appropriateness of conclusions derived from research regarding abnormality.	No Mapping
Outcome 5 Recognize the common myths and stereotypes regarding psychopathology and defend against these common fallacies in thinking.	No Mapping

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2009-2010 Assessment Cycle


Assessment Findings**Finding per Measure**▼ **PSYC 3300 Abnormal Psychology Outcome Set****Outcomes****Outcome 1**▼ **Measure: Outcome 1**
Direct - Other**Details/Description:** Class group work/written papers.**Satisfactory Performance Standard:** Students must participate submitting written work on time (see syllabus regarding late penalties).

The following scoring components are included for all written work: (1.) Critical Thinking (worth a max. 35% of total points); above average to superior level / fully developed with reasoned arguments = 80-100% of total points for this component; average level = 65%-79% of total points for this component; substandard level = < 65% reasoning tends to be weak or fallacious for this particular component. (2). Relevance (worth a maximum of 35%); above average to superior = student gives at least one meaningful example (related to content (or personal if requested by the particular written assignment) for each issue or argument = 80-100% of maximum points for this section; sufficient relevance where students includes two to three points of relevance in paper= 65%-79% of total points for this component; insufficient relevance= student fails to demonstrate relevance = < 65% of total points for this particular component; (3). Spelling / Grammar (worth a maximum of 10%); Perfect or nearly perfect presentation = 80%-100% of points for this component; minor formatting concerns= 65-79% for this component; muddled or incorrect format or 3-4 serious errors = < 65% of total points for this particular component; (4). Organization (worth 10%); good to superior organization with progression between points = 80%-100% of total points for this component; average organization and transitions = 65%-79% of total points for this component; weak or little transition = <65% for this component.

Students must be present on the day that each of these assignments are to be informally presented. If present and ready to present (if called upon on that day), full participation points will be given.

Ideal Target:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**
 **outcome 1 reaction paper** (Word Document (Open XML))

 **sleep assessment** (Microsoft Word)

 **stress portfolio** (Word Document (Open XML))
Findings for Outcome 1**Summary of Findings:** Completing students earned eighty-two-percent of all possible attendance points meeting the satisfactory performance level.**Results:** Performance Standard Achievement: Met**Recommendations (Used to generate Action Plan):** continue current activities

Reflections/Notes :**Substantiating Evidence:**

 **PSYC 3300 Attendance Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 2

▼ **Measure:** Outcome 2

Direct - Exam

Details/Description: Class discussion, group work, and topic relevant exam questions.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.


Written assignments are scored based the following four components: critical thinking; evidence/relevance; organization; and spelling /grammar. The same specific criteria applies for all written assignments applying to each outcome. See Outcome 1 for specific criteria. Students obtain class participation points for presentation of these assignments if present and ready to be called upon on the scheduled date for informal presentation.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **body image** (Microsoft Word)

 **test_items** (Word Document (Open XML))

Findings for Outcome 2

Summary of Findings: Completing students earned eighty-five-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3300 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 3

▼ **Measure:** Outcome 3

Direct - Exam

Details/Description: Class discussion and group work and topic relevant exam questions.

Satisfactory Performance Standard: Students must interact in group discussions and work. Students must score at least 70% of all possible points based on exam scores. Any written assignment which is individually submitted is graded on the following four components: critical thinking; evidence/relevance; organization or structure; and spelling/grammar. See Outcome 1 for specific scoring criteria. Students may receive full participation points for these written


assignments if present and ready to be called upon on the scheduled date for informal class discussion/presentation.


Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **eating behaviors** (Word Document (Open XML))

 **test items** (Word Document (Open XML))

Findings for Outcome 3


Summary of Findings: Completing students earned eighty-five-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3300 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 4

▼ **Measure:** Outcome 4
Direct - Exam

Details/Description: Class discussion and topic relevant exam questions.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores. All written assignments which are individual submitted are graded using the following scoring components: critical thinking; evidence or relevance; organization; and spelling/grammar. See Outcome 1 for specific regarding scoring criteria. In order to receive participation points for written assignments that are to be presented in class, students must be present and ready to present on the date assigned for informal discussion or presentation.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **eccentricity writing assignment** (Microsoft Word)

 **poverty writing assignment** (Word Document (Open XML))

Findings for Outcome 4


Summary of Findings: Completing students earned eighty-five-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **PSYC 3300 Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

Outcome 5

▼ **Measure:** Outcome 5
Direct - Other

Details/Description: Small group activity and debate.




Satisfactory Performance Standard: Student must participate in class activities. Students receive full participatory points for these assignments if they are present to participate and are ready to present if called upon. All written assignments which are individually submitted are graded on the following four components: critical thinking; evidence/relevance; organization/structure; and grammar/spelling. See Outcome 1 for specific scoring information for all individually submitted written assignments. In order to receive participation points for written assignments, students must be present and ready to present on the date scheduled for informal assignment discussion or presentation.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

-  **eccentricity assignment** (Microsoft Word)
-  **myths about madness** (Word Document (Open XML))
-  **test items** (Word Document (Open XML))

Findings for Outcome 5


Summary of Findings: Completing students earned eighty-two-percent of all possible attendance points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Met

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:









-  **PSYC 3300 Attendance Fall 2009 & Spring 2010.xlsx** (Excel Workbook (Open XML))

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Standing Requirements
Course Outcomes

PSYC 3310 Experimental Outcome Set**Outcomes**

Outcome	Mapping
<p>Outcome 1 </p> <p>Describe major applied areas and characterize the nature of an intrapersonal and/or interpersonal science discipline by setting up the investigation of a problem or question by re-stating the problem, the unknowns, and parameters or questioning underlying assumptions then defining the problem and stating the question. 1A1 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome 1.A.1 - Application, Outcome 1.A.1 - Reinforcement, Outcome I.A.1 - Introductory</p>
<p>Outcome 2 </p> <p>Recognize overarching themes, persistent questions and conflicts, Identify the ethical issues implicit in personal behavior and in the operation of political, social, and economic institutions within a discipline then gather or select evidence relevant to a problem or question. 1A2 Lvl 1&2, 4A1</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.2 - Introductory, Outcome I.A.2 - Reinforcement, General Studies Outcomes - Attribute 4: Outcome IV.A.1</p>
<p>Outcome 3 </p> <p>Use discipline-relevant theories to explain and predict behavior and estimate answers or make conjectures about the problem. 1A3 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.3 - Introductory, Outcome I.A.3 - Reinforcement</p>
<p>Outcome 4 </p> <p>Make linkages or connections between diverse facts, theories, and observations then analyze evidence through conventions appropriate to the discipline. 1A4 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.4 - Introductory, Outcome I.A.4 - Reinforcement</p>
<p>Outcome 5 </p> <p>Devise appropriate solutions to the problem or conceive alternatives. 1A5 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.5 - Introductory, Outcome I.A.5 - Reinforcement</p>
<p>Outcome 6 </p> <p>Apply a variety of tools for effective problem solving. 1A6 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.6 - Introductory, Outcome I.A.6 - Reinforcement</p>
<p>Outcome 7 </p> <p>Recognize the role of counter-examples, counter-evidence or outliers. 1A7 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.7 - Introductory, Outcome I.A.7 - Reinforcement</p>
<p>Outcome 8 </p> <p>Evaluate the solution(s) and draw conclusions. 1A8 Lvl 1&2</p>	<p>General Studies Outcomes - Attribute 1.A: Outcome I.A.8 - Introductory, Outcome I.A.8 - Reinforcement</p>

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2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▽ PSYC 3310 Experimental Outcome Set

Outcomes

Outcome 1

▼ Measure: Outcome 1

Direct - Exam

Details/Description: Exam questions in essay and other formats measuring acquired knowledge of problems within applied areas and assumptions related to those problems.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Hypothesis with scoring note** (Microsoft Word)

 **Sample exam with grade scale and rubric** (Microsoft Word)

 **Study Guide** (Microsoft Word)

Findings for Outcome 1

Summary of Findings: Completing students earned an average of sixty-three-percent of possible points for the final exam failing to meet the satisfactory performance level. However, seventy-one percent of students completed the hypothesis portion of the course, which means that seventy-one percent of students passed the course.

Results: Performance Standard Achievement: Not Met

Recommendations (Used to generate Action Plan):

Reflections/Notes :

Substantiating Evidence:

 **Outcome 1 Findings PSYC 3310.xlsx** (Excel Workbook (Open XML))

Outcome 2







▼ Measure: Outcome 2

Direct - Exam

Details/Description: A discipline relevant ethics training (IRB), the Cohen article requirement, and exam 1 & 2.

Satisfactory Performance Standard: IRB training to be completed at a 95% completion rate administered as the Cornell UCHS tutorial on human subjects research, completion of the Cohen article requirement, and students average at least 70% of all possible points on exams 1 & 2.

Ideal Target:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

-  **Code of Conduct** (File)
-  **Ethics Requirement & Student Evaluation.docx** (Word Document (Open XML))
-  **Informed Consent** (HTML)
-  **Sample article evaluation** (Word Document (Open XML))
-  **Sample exam 1** (Microsoft Word)
-  **Scoring Rubric for essays** (Word Document (Open XML))



Findings for Outcome 2

Summary of Findings: Eighty-six-percent of students completed the IRB (ethics training requirement) and the Cohen sample article requirement. Additionally, completing students earned an average of eighty-three-percent of possible points for exam 1 & 2.

Results: Performance Standard Achievement: Met

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :**Substantiating Evidence:**

-  **IRB Training Ethics Example Document.PDF** (Adobe Acrobat Document)
-  **Outcome 2 Findings PSYC 3310.xlsx** (Excel Workbook (Open XML))

Outcome 3

▼ **Measure:** Outcome 3
Direct - Student Artifact

Details/Description: Project assignments requiring development of hypotheses

Satisfactory Performance Standard: Students must complete all homework assignments.

Ideal Target:**Implementation Plan (timeline):****Key/Responsible Personnel:****Supporting Attachments:**

-  **Explain & predict assignment sample** (Microsoft Excel)
-  **Relevant exam and scoring** (Microsoft Word)

Findings for Outcome 3


Summary of Findings: Students completed 94% of the SL1 homework failing to meet the satisfactory performance level.

Results: Performance Standard Achievement: Not Met

Recommendations (Used to generate Action Plan):

Reflections/Notes :

Substantiating Evidence:

 **Outcome 3 Findings PSYC 3310.xlsx** (Excel Workbook (Open XML))

Outcome 4

▼ **Measure:** Outcome 4
Direct - Other

Details/Description: Project assignments requiring development of hypotheses and collection of data for analysis.

Satisfactory Performance Standard: Students must complete at least 90% of all projects.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Critique instructions and scoring** (Word Document (Open XML))

 **Critique of evidence** (Adobe Acrobat Document)

 **Research Topics** (Rich Text)

Findings for Outcome 4

Summary of Findings: Students completed the SPSS project with an average grade of ninety-three percent meeting the standard performance level.

Results: Performance Standard Achievement: Met

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **Outcome 4 Findings PSYC 3310.xlsx** (Excel Workbook (Open XML))

Outcome 5

▼ **Measure:** Outcome 5
Direct - Exam

Details/Description: Interpretation of data analysis and discussion of results.


Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores and project work.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Devise solutions exam** (Microsoft Word)

Findings for Outcome 5


Summary of Findings: Completing students earned eighty-five-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 [Outcome 5 Findings PSYC 3310.xlsx](#) (Excel Workbook (Open XML))

Outcome 6

▼ **Measure:** Outcome 6

Direct - Exam

Details/Description: Examination and application of alternative data analysis techniques.

Satisfactory Performance Standard: Students must score at least 70% of all possible points based on exam scores.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 [Application assignment](#) (Microsoft Excel)

 [Application exam](#) (Microsoft Word)

 [Scoring rubric for essays and application](#) (Word Document (Open XML))

Findings for Outcome 6

Summary of Findings: Completing students earned seventy-five-percent of all possible points exceeding the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 [Outcome 6 Findings PSYC 3310.xlsx](#) (Excel Workbook (Open XML))

Outcome 7

▼ **Measure:** Outcome 7

Direct - Student Artifact

Details/Description: Discussion on causes of weaknesses in design and analysis techniques.


Satisfactory Performance Standard: Students must describe several design and analysis weaknesses.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Article critique** (Adobe Acrobat Document)

 **Instructions and scoring for article** (Word Document (Open XML))

Findings for Outcome 7

Summary of Findings: Students completed the Cohen requirement with a ninety-four-percent completion rate meeting the standard performance level.

Results: Performance Standard Achievement: Met

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **Outcome 7 Findings PSYC 3310.xlsx** (Excel Workbook (Open XML))

Outcome 8

▼ **Measure:** Outcome 8
Direct - Student Artifact

Details/Description: Project solution analysis.

Satisfactory Performance Standard: Students must complete at least 90% of all projects and analysis.


Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Evaluation guidelines** (Adobe Acrobat Document)

 **Evaluation instructions** (Word Document (Open XML))

Findings for Outcome 8

Summary of Findings: Students completed the SPSS & SL1 projects with an average grade of ninety-four percent meeting the standard performance level.

Results: Performance Standard Achievement: Met


Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **Outcome 8 Findings PSYC 3310.xlsx** (Excel Workbook (Open XML))

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PSYC 3330 Developmental Psychology







Standing Requirements


Course Outcomes

PSYC 3330 Developmental Psychology Outcome Set

Outcomes

Outcome	Mapping
Outcome 1  Have gained the comprehensive knowledge of the human development from biological, cognitive, and socio-emotional perspectives.	No Mapping
Outcome 2  Have obtained the critical reasoning skill as it pertains to various topics within the field of developmental psychology.	No Mapping
Outcome 3  Have become able to make linkages or connections between diverse facts, theories, and observations in the field of developmental psychology.	No Mapping
Outcome 4  Have identified the impact of the knowledge in human development on their lives and others.	No Mapping

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PSYC 3330 Developmental Psychology



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▽ PSYC 3330 Developmental Psychology Outcome Set

Outcomes

Outcome 1

▼ Measure: Outcome 1

Direct - Exam

Details/Description: Exams requiring the objective knowledge of the human development from biological, cognitive, and socio-emotional perspectives.

Satisfactory Performance Standard: Students must score at least 55% of all possible points based on exam scores (mean score of all exams).

A: 90% and above

B: 80% and above

C: 70% and above

D: 55% and above








F: Less than 55%

Ideal Target: Students gain 70% of all possible points based on exam scores (mean score of all exams).

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

-  **Developmental Psychology Grading Criteria** (Microsoft Word)
-  **Psych 3330 Exam 1 Sample** (Adobe Acrobat Document)
-  **Psych 3330 Exam 2 Sample** (Adobe Acrobat Document)
-  **Psych 3330 Exam 3 Sample** (Adobe Acrobat Document)
-  **Psych 3330 Exam 4 Sample** (Adobe Acrobat Document)
-  **Psych 3330 Exam 5 Sample** (Adobe Acrobat Document)
-  **Psych 3330 Final Exam Sample** (Adobe Acrobat Document)

Findings for Outcome 1

Summary of Findings: Assessment finding for this outcome is based on the exam scores throughout the semester. Mean scores of each exam is as follows: Exam 1 = 74.0 / Exam 2 = 68.9 / Exam 3 = 57.9 / Exam 4 = 70.9 / Exam 5 = 71.5 / Final Exam = 75.5). Based on all these scores adjusted by the number of students who took each exam, mean score of the exams throughout the semester was 70.0 (70%).

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Since the mean exam score reached 70%, no major change appears to be necessary.

Reflections/Notes : No additional comments.

Substantiating Evidence:

-  **Psych 3330 All Exam Scores** (Microsoft Word)

Outcome 2▼ **Measure:** Outcome 2

Direct - Student Artifact

Details/Description: Biweekly papers that requires them to make association among diverse facts, theories, and observations in the field of developmental psychology.

Satisfactory Performance Standard: Students must score at least 55% as the mean score of all the biweekly papers.

Ideal Target: Students reach 70% as the mean score of all the biweekly papers.

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **A Sample of Review Articles for Biweekly Papers** (Adobe Acrobat Document)

 **Biweekly Paper Assignment Syllabus Statement** (Adobe Acrobat Document)

 **Biweekly Paper Key Questions** (Adobe Acrobat Document)

 **Biweekly Paper Pool of Articles** (Adobe Acrobat Document)

 **Developmental Psychology Biweekly Paper Grading Rubric** (Microsoft Word)

Findings for Outcome 2

Summary of Findings: This outcome should be assessed based on two standards. First, it needs to be assessed based on the performance of the biweekly papers in which students demonstrate their ability to critique the assigned articles from peer reviewed journals. Second, their comprehensive critical reasoning skill can be assessed based on their performance in term paper. In terms of biweekly papers, mean score of the entire paper was 23.1 pts out of 30 maximum available points = 77%. In regards to the term paper, their mean score was 80.6 pts out of 90 pts as the total available scorer = 90%. Both of these performances exceeded the expectation.

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Students' performance exceeded the expectation.

Reflections/Notes : No major improvement appears to be necessary.

Substantiating Evidence:

 **Psych 3330 Biweekly Paper Scores** (Microsoft Word)

Outcome 3▼ **Measure:** Outcome 3

Direct - Student Artifact

Details/Description: Term paper that requires them to identify the implication of research results in human development in the every lives of their own and of others.


Satisfactory Performance Standard: Students must score at least 55% of all possible points based on term paper.

Ideal Target: Students reach 70% of the all possible points based on the term paper.

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Developmental Psychology Term Paper Grading Rubric** (Microsoft Word)

 **Psyc 3330 Term Paper Syllabus Statement.pdf** (Adobe Acrobat Document)

Findings for Outcome 3

Summary of Findings: This outcome needs should be best evaluated based on their performance in their term paper that requires their ability to make connections. The mean score of their term paper was 80.6 pts out of 90 pts as the total available score = 90%.

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Students' performance exceeded the expectation.

Reflections/Notes : No major change appears to be necessary.

Substantiating Evidence:

 **Psych 3330 Term Paper Scores** (Microsoft Word)

Outcome 4

▼ **Measure:** Outcome 4
Direct - Student Artifact

Details/Description: Term paper that requires them to identify the implication of research results in human development in the every lives of their own and of others.

Satisfactory Performance Standard: Students must score at least 55% of all possible scores based on the term paper.

Ideal Target: Students reach 70% of all possible scores based on the term paper.

Implementation Plan (timeline): Fall 2009 - Spring 2010

Key/Responsible Personnel: Tadashi Kato, Ph.D.

Supporting Attachments:

 **Developmental Psychology Term Paper Grading Rubric** (Microsoft Word)

 **Psych 3330 Term Paper Syllabus Statement** (Adobe Acrobat Document)

Findings for Outcome 4

Summary of Findings: Term paper also has the component that requires students to reflect on the connection between the knowledge in human development and their personal lives. The mean score of the term paper was 80.6 pts out of 90 pts as the total available score and it is 90%.

Results: Performance Standard Achievement: Exceeded; Ideal Target Achievement : Exceeded

Recommendations (Used to generate Action Plan): Students' performance exceeded the expectation.

Reflections/Notes : No major change appears in criteria appears necessary.

Substantiating Evidence:













 **Psych 3330 Term Paper Scores** (Microsoft Word)

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Standing Requirements

Course Outcomes**PSYC 3350 Biopsychology Outcome Set****Outcomes**

Outcome	Mapping
Outcome 1  Demonstrate knowledge of the six subdivisions of biopsychology.	No Mapping
Outcome 2  Recognize the internal structures comprising an individual cell.	No Mapping
Outcome 3  Demonstrate knowledge of the fundamentals of genetics and the manner in which traits and characteristics are passed from one generation to another.	No Mapping
Outcome 4  Recognize the basic structure of the human nervous system including brain anatomy and physiology.	No Mapping
Outcome 5  Recognize the basic anatomy of the neuron as well as the mechanisms surrounding neuronal transmission.	No Mapping
Outcome 6  Demonstrate knowledge of the various types of neurological examination procedures.	No Mapping
Outcome 7  Evaluate the various types of neuropathologies including neoplasms, CVD's, head injuries, CNS infections, neurotoxins, genetic disorders, and degenerative neurological diseases.	No Mapping
Outcome 8  Recognize the evolution of psychotropic medication and explain the different classifications of psychotropic medications.	No Mapping
Outcome 9  Demonstrate knowledge of both the anatomy and physiology of the different sensory systems including vision, hearing, touch, taste, and smell.	No Mapping
Outcome 10  Demonstrate knowledge of the motor system with particular emphasis on the anatomy of the muscle, antagonistic/synergistic pairs, reciprocal innervation and recurrent collateral inhibition.	No Mapping
Outcome 11  Demonstrate knowledge of the nature of the neuroendocrine system with particular emphasis on the various glands, respective hormones and behavioral ramifications of hypo and hyper conditions.	No Mapping
Outcome 12 	No Mapping

Recognize the nature of biological rhythms and drives.

Outcome 13 

No Mapping

Enhance critical thinking and research skills.

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2009-2010 Assessment Cycle

Assessment Findings**Finding per Measure**
 **PSYC 3350 Biopsychology Outcome Set**
Outcomes**Outcome 1**

- ▼ **Measure:** Outcome 1
Direct - Exam

Details/Description: The student will be required to define Physiological Psychology, Neuropsychology, Psychopharmacology, Psychophysiology, Cognitive Neuroscience and Comparative Psychology. The student will also be required to identify examples of each when presented on an objective exam.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing a selected response format exam (Exam I) with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 1

No Findings Added

Outcome 2

- ▼ **Measure:** Outcome 2
Direct - Other

Details/Description: The student will be able to define the various structures comprising an individual cell including the nucleus, mitochondria, ribosomes and endoplasmic reticulum. The student will also be able to identify each structure on a prepared diagram.

Satisfactory Performance Standard: Satisfactory student performance will consist of identifying said structures on a specially prepared diagram (Diagram I) with at least a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 2

No Findings Added

Outcome 3

- ▼ **Measure:** Outcome 3
Direct - Exam

Details/Description: The student will be able to discuss the mechanisms behind and differences between the process of mitosis and meiosis. To do this, the student must demonstrate knowledge of chromosomes, genes, DNA and RNA as

measured by both objective exam questions and written essays.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing a specially prepared essay exam with at least a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 3

No Findings Added

Outcome 4

▼ **Measure:** Outcome 4

Direct - Exam

Details/Description: The student will be required to define both the anatomy and physiology of the various structure of the central nervous system including the prosencephalon, mesencephalon and rhombencephalon as well as identify such structured on a prepared diagram. The student will also be required to define the structure and function of the peripheral nervous system including the somatic, autonomic, parasympathetic and sympathetic divisions. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of a combination of both selected and constructed response format items, essay questions and specially prepared diagrams (Exam I and Diagram II) that the student must pass with at least a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 4

No Findings Added

Outcome 5

▼ **Measure:** Outcome 5

Direct - Other

Details/Description: The student will be required to identify the major anatomical structures of a neuron (using a diagram) including the dendrites, soma, axon, myelin sheath, Nodes of Ranvier, axon boutons and vesicles. The student will also be able to define membrane potential, hyperpolarization, hypopolarization, IPSP, EPSP, synapse, threshold, action potential, pre and post synaptic facilitation/inhibition, exocytosis and neurotransmitters. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of identifying said structures on a specially prepared diagram (Diagram III) with at least a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 5

No Findings Added

Outcome 6

- ▼ **Measure:** Outcome 6
Direct - Exam

Details/Description: The student will be required to define and discuss such neurological examinations procedures as the CT scan, PETT scan, MRI, DSR, EEG and AER. A combination of objective exams, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of both a selected and constructed response format exam that the student must pass with at least a 70 % proficiency (Exam II).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 6

No Findings Added

Outcome 7

- ▼ **Measure:** Outcome 7

Details/Description: The student will be able to define and discuss the difference between infiltrating and encapsulated neoplasms; cerebral ischemia and intracerebral hemorrhages; pantropic and neurotropic infections; and various neurological and neurodegenerative disorders including Parkinson's Disease Huntington's Disease, Alzheimers Disease, MS, and seizures disorders. A combination of objective exams questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of a specially constructed essay exam that the student must pass with a 70 % proficiency. (Essay Exam II).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 7

No Findings Added

Outcome 8

- ▼ **Measure:** Outcome 8
Direct - Exam

Details/Description: The student will be able to recognize and discuss the different categories of psychotropic medications, uses and possible side-effects and contraindications. Included will be the Anti-Psychotics (phenothiazines, butyrophenones and SGAs); Anti-Anxiety Agents (benzodiazepines); and Anti-Depressants (tricyclics, MAOIs, SRIs). A combination of objective exam questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of a specially prepared essay exam that the student must pass with a 70 % proficiency (Essay Exam II).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 8*No Findings Added***Outcome 9**▼ **Measure:** Outcome 9

Details/Description: The student will be able to identify and define the anatomical make-up, as well as physiological sequelae, of the various sensory organs including the eye (cornea, iris, lens, retina and optic nerve); ear (pinna, auditory canal, tympanic membranes, ossicles, cochlea, vestibule and semicircular canals); nose (olfactory epithelium, olfactory bulbs and olfactory tract); tongue (buds and papillae) and skin (epiderm, dermis, and subcutaneous layer). A combination of diagrams, objective exam questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of both a selected and constructed response item format exam (Exam III) that the student must pass with a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 9*No Findings Added***Outcome 10**▼ **Measure:** Outcome 10

Direct - Exam

Details/Description: The student will be able to define and discuss the anatomical make-up of a muscle including the myofibrils, myofilaments, actin, myosin and muscle spindle. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of a specially prepared essay exam (Essay Exam III) that the student must pass with a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 10*No Findings Added***Outcome 11**▼ **Measure:** Outcome 11

Direct - Exam

Details/Description: The student will comprehend the functions of the various glands comprising the endocrine system including their respective hormones and target organs. The following glands will be covered: anterior pituitary, posterior pituitary, thyroid, adrenal cortex and medulla, parathyroids, pancreas, pineal and thymus. A combination of objective exam questions, completion items and essay questions will be used to assess this objective.

Satisfactory Performance Standard: Satisfactory student performance will consist of both a selected and constructed response format exam (Exam IV) that the student must pass with a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 11

No Findings Added

Outcome 12

▼ **Measure:** Outcome 12

Direct - Exam

Details/Description: The student will be able to discuss the difference between circadian, ultradian and infradian rhythms as well as the nature of sleep and dreams. A combination of objective exam questions, completion items and essay questions will be used to assess this item.

Satisfactory Performance Standard: Satisfactory student performance will consist of a specially prepared essay exam (Essay IV) that the student must pass with a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 12

No Findings Added

Outcome 13

▼ **Measure:** Outcome 13

Direct - Student Artifact

Details/Description: In order to assess critical thinking and research analysis skills, the student will be required to complete three critiques of data-based research studies comprising the neuroscience literature. An outline is provided with this syllabus to be used as a format (see attached Article Critique Outline).

Satisfactory Performance Standard: Completion of three research-based article critiques.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 13

No Findings Added

Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 3370 Theories of Learning



Standing Requirements

Course Outcomes

PSYC 3370 Theories of Learning Outcome Set

Outcomes

Outcome	Mapping
Outcome 1 Recognize the characteristics of learning and the manner in which it relates to, and differs from, other types of behavior patterns.	No Mapping
Outcome 2 Demonstrate knowledge of the scientific methodology involved in the study of learning in particular and behavior in general.	No Mapping
Outcome 3 Recognize the early philosophical approaches which served as a foundation for the scientific study of learning.	No Mapping
Outcome 4 Recognize the approaches to the study of learning collectively known as the Reinforcement Theories.	No Mapping
Outcome 5 Demonstrate knowledge of the approaches to the study of learning collectively referred to as the Association Theories.	No Mapping
Outcome 6 Recognize the approaches to the study of learning collectively referred to as the Cognitive Theories.	No Mapping
Outcome 7 Recognize the approaches to the study of learning collectively referred to Neuropsychological Theories.	No Mapping

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PSYC 3370 Theories of Learning



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▽ PSYC 3370 Theories of Learning Outcome Set

Outcomes

Outcome 1

- ▼ **Measure:** Outcome 1 Measure 1
 Direct - Exam

Details/Description: The student will be required to compare and contrast the concepts of learning, reflexes, tropisms, instincts, critical periods and salient events. This outcome will be measured by objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 1 Measure 1

No Findings Added

Outcome 2

- ▼ **Measure:** Outcome 2 Measure 1
 Direct - Exam

Details/Description: The student will be required to compare and contrast the methods of naturalistic observation, lab experiment, field experiment, correlational study and case report. The student will also be able to define and discuss such concepts and experimental/control groups, independent/dependent variables, confounds, matching, Rosenthal Effect, Hawthorne Effect, repeatability and generalization. This outcome will be measured by a combination of objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 2 Measure 1

No Findings Added

Outcome 3

- ▼ **Measure:** Outcome 3 Measure 1
 Direct - Exam

Details/Description: The student will be required discuss the branch of philosophy referred to as epistemology. Within that context the student will be

required to compare and contrast the philosophies of Plato (rationalism, nativism, idealism and utopia), Aristotle (empiricism, associationism and realism), Decartes, Hobbs, Locks, Berkley, Hume and Kant and how they served as a foundation for the later study of psychology in general and learning in particular. This outcome will be measured by objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 3 Measure 1

No Findings Added

Outcome 4

▼ **Measure:** Outcome 4 Measure 1

Direct - Exam

Details/Description: The student will be required to compare and contrast the theories of E.L. Thorndike (Connectionism), B.F. Skinner (Operant Conditioning) and Clark Hull (Hypothetical Deductive). The student will be required to define the Laws of Readiness, Exercise and Effect; positive/negative reinforcement, extinction and punishment; and reaction/inhibitory potential, habit strength, conditioned/reactive inhibition and net reaction potential. This outcome will be measured by objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 4 Measure 1

No Findings Added

Outcome 5

▼ **Measure:** Outcome 5 Measure 1

Direct - Exam

Details/Description: The student will be required to compare and contrast the learning approaches of Ivan Pavlov (Classical Conditioning), Edwin Guthrie (Contingent Conditioning) and William Estes (Stimulus Sampling Theory). The student will be required to define conditioned/unconditioned stimulus; conditioned/unconditioned response, extinction, spontaneous recovery; generalization, discrimination and higher order conditioning; Laws of Frequency, Recency and Vividness; and threshold, fatigue and incompatible response. This objective will be measured by objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 5 Measure 1

No Findings Added

Outcome 6

▼ **Measure:** Outcome 6 Measure 1
Direct - Exam

Details/Description: The student will be required to compare and contrast the learning theories of Max Wertheimer (Gestalt Psychology), Jean Piaget (Developmental Theory) and Albert Bandura (Social Learning Theory). The student will be required to discuss such concepts as the Phi Phenomena, Field Theory, Law of Pragnanz, Perceptual Constancy and Zeigarnik Effect; adaptation, assimilation, accommodation, scheme, structure and equilibration; and modeling, response facilitation, inhibition/disinhibition and reciprocal determinism. This objective will be measured by objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 6 Measure 1

No Findings Added

Outcome 6

No measures specified

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Diaz on 12/28/2009
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Outcome 7

▼ **Measure:** Outcome 7 Measure 1
Direct - Exam

Details/Description: The student will be required to discuss the works of Karl Lashley (engram, equipotentiality and mass action); Donald Hebb (cell assemblies, phase sequences and sensory deprivation); Roger Sperry (cerebral laterality, feature detectors); and Olds & Milner (reinforcement centers). This objective will be measured by objective exams, completion items essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing objective exams and essays with at least a 70 % average.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 7 Measure 1

No Findings Added

Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 3390 Foundations of Psychology





Standing Requirements

Course Outcomes

PSYC 3390 Foundations of Psychology Outcome Set

Outcomes

Outcome	Mapping
Outcome 1  Conduct basic social/behavioral research.	No Mapping
Outcome 2  Complete written reports on the background, data collection, and analysis of social/behavioral research.	No Mapping

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PSYC 3390 Foundations of Psychology



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▽ PSYC 3390 Foundations of Psychology Outcome Set

Outcomes

Outcome 1

- ▼ **Measure:** Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: Individual student research projects.




Satisfactory Performance Standard: 70% accuracy on written evidence covering clarity, style, and completeness of research report.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

-  **General research topics** (Adobe Acrobat Document)
-  **IRB application requirement** (Rich Text)
-  **sample test on research** (Rich Text)

Findings for Outcome 1 Measure 1


Summary of Findings: Completing students earned ninety-six-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded

Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

-  **Outcome 1 Findings PSYC 3390.xlsx** (Excel Workbook (Open XML))

Outcome 2

- ▼ **Measure:** Outcome 2 Measure 1
Direct - Student Artifact

Details/Description: The written documents from individual student research projects.

Satisfactory Performance Standard: 70% accuracy on written evidence covering clarity, style, and completeness of research report.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **Scoring on presentations** (Microsoft Word)

 **Scoring sheet on written report** (Microsoft Word)

Findings for Outcome 2 Measure 1


Summary of Findings: Completing students earned eighty-seven-percent of all possible points meeting the satisfactory performance level.

Results: Performance Standard Achievement: Exceeded


Recommendations (Used to generate Action Plan): continue current activities

Reflections/Notes :

Substantiating Evidence:

 **Outcome 2 Findings PSYC 3390.xlsx** (Excel Workbook (Open XML))

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Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 4400 Psychometrics










Standing Requirements

Course Outcomes

PSYC 4400 Psychometrics Outcome Set

Outcomes

Outcome	Mapping
<p>Outcome 1 </p> <p>Demonstrate knowledge of the various historical milestones comprising psychological assessment from ancient times to the modern era.</p>	No Mapping
<p>Outcome 2 </p> <p>Recognize the fundamentals of test theory and construction.</p>	No Mapping
<p>Outcome 3 </p> <p>Recognize the principles and methods of intellectual assessment for both children and adults.</p>	No Mapping
<p>Outcome 4 </p> <p>Demonstrate knowledge of the principles and methods of personality assessment for both children and adults.</p>	No Mapping
<p>Outcome 5 </p> <p>Demonstrate knowledge of the principles of neuropsychological assessment in the measurement of brain impairment as it relates to intelligence, perception and coordination.</p>	No Mapping
<p>Outcome 6 </p> <p>Recognize the principles of achievement testing especially as it pertains to the educational setting.</p>	No Mapping
<p>Outcome 7 </p> <p>Enhance critical thinking and research skills.</p>	No Mapping

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Assessing Institutional Learning

2009-2010 Assessment Cycle

Assessment Findings**Finding per Measure**
 **PSYC 4400 Psychometrics Outcome Set**
Outcomes**Outcome 1**

- ▼ **Measure:** Outcome 1 Measure 1
Direct - Exam

Details/Description: The student will be required to discuss the major milestones of behavioral assessment from ancient China, the Middle Ages, Renaissance Period to the modern era. The student will be required to discuss landmark legislation pertaining to assessment such as Brown v The Board of Education; Hobson v Hansen; Diana v State of California; PARC v Commonwealth of Pennsylvania; The Grigg v Bowman's Decision; The Case of Larry P; and PL 94-142. This outcome will be measured by objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing a specially prepared essay exam (Essay I) with at least a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 1 Measure 1

No Findings Added

Outcome 2

- ▼ **Measure:** Outcome 2 Measure 1
Direct - Exam

Details/Description: The student will be required to define and discuss the standard error of measurement, standard error of difference, standard scores, confidence intervals, correlations and regressions, reliability and validity. This outcome will be measured by a combination of objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of a combination of selected and constructed response format items (Exam I) that the student must pass with a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 2 Measure 1

No Findings Added

Outcome 3

- ▼ **Measure:** Outcome 3 Measure 1
Direct - Exam

Details/Description: The student will be required to compare and contrast the theories of intelligence and intellectual assessment established by Galton, Piaget, Binet, Guilford, Dugdale, Thurstone, Horn, Cattelle and Goddard. The student will be required to describe and discuss the various individually and group administered intelligence tests, developmental assessment techniques, non-verbal methods and cultural free/fair instruments. This outcome will be measured by a combination of objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of a combination of selected and constructed response format items (Exam II), as well as a specially prepared essay exam (Essay II), that must be passed with a 70 % proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 3 Measure 1

No Findings Added

Outcome 4

- ▼ **Measure:** Outcome 4 Measure 1
Direct - Exam

Details/Description: The student will be required to compare and contrast objective and projective personality measures, clinical interviews, structured observations, vocational assessment and informal techniques. This outcome will be measured by a combination of objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing a combination of selected and constructed response format items (Exam III), as well as a specially prepared essay exam (Essay III), with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 4 Measure 1

No Findings Added

Outcome 5

- ▼ **Measure:** Outcome 5 Measure 1
Direct - Exam

Details/Description: The student will be required to compare and contrast the four pillars of neuropsychological assessment including presence, laterality, location and process as well as describe the major neuropsychological test batteries. This outcome will be measured by a combination of objective exams, completion items essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing a combination of selected and constructed response format items (Exam IV), as well as a specially prepared essay exam (Essay IV), with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 5 Measure 1

No Findings Added

Outcome 6

- ▼ **Measure:** Outcome 6 Measure 1
Direct - Exam

Details/Description: The student will be required to compare and contrast the process of achievement and aptitude testing, general and specific achievement instruments and educational diagnostic assessment. This outcome will be measured by a combination of objective exams, completion items and essay questions.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing a combination of selected and constructed response format items (Exam IV), as well as a specially prepared essay exam (Essay IV), with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 6 Measure 1

No Findings Added

Outcome 7

- ▼ **Measure:** Outcome 7 Measure 1
Direct - Student Artifact

Details/Description: In order to assess critical thinking and research analysis skills the student will be required to complete a detailed analysis of one of the psychological or educational tests included in the text. This analysis will consist of a 10 typed written paper and follow the outline provided at the end of this syllabus.

Satisfactory Performance Standard: Completion of the detailed test analysis assignment with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Outcome 7 Measure 1

No Findings Added

Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 4410 Theories of Personality



Standing Requirements
Course Outcomes

PSYC 4410 Theories of Personality General Outcomes

Outcomes

Outcome	Mapping
Outcome 1 Demonstrate knowledge of the basic theoretical content as it relates to Freudian, Jungian, Adlerian, humanistic, existential, and spiritual, behavioral and cognitive-behavioral and trait theory.	No Mapping
Outcome 2 Practice and develop proficiency in the research methodology.	No Mapping
Outcome 3 Use critical and creative thinking, skeptical inquiry and, when possible, the scientific approach to analyze behavioral issues related to course topics.	No Mapping

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2009-2010 Assessment Cycle

Assessment Findings**Finding per Measure**

▽ **PSYC 4410 Theories of Personality General Outcomes**

Outcomes**Outcome 1**

▼ **Measure:** Behavior Management Project
Direct - Other

Details/Description: Students will demonstrate their working knowledge of operant behavioral concepts by identifying one or more target behaviors, operationally defining relevant terms, developing a goal statement, summarizing their behavior related problem, constructing an appropriate behavioral change plan by manipulating antecedents and consequences within their environment, appropriately measuring baseline and behavior change through their usage of charts, journals, and/or graphs, and by summarizing their findings related to behavior change. The written component of this project is worth 40 points. Students will follow the Behavior Management Outline i(see attachments) The grading rubric is as follows: Superior Level (36-40 points) - Outline is followed with no modifications. Each component is fully explained and accurate in relation to concept understanding. No more than four grammatical/punctuation errors. Above Average level - (32-35 points) - Outline is followed at 80% accuracy. Each component is well developed with no more than six grammatical/punctuation errors. Average Level (minimum criteria 28-32 pints - Outline is followed for the majority of components with somewhat developed components. No more than ten grammatical/punctuation errors will be accepted. Maximum points for this assignment is 40 points. Each student will informally present their work receiving 10 points for their effort in doing so.

Satisfactory Performance Standard: Students will complete this written project at 70%. Students who attend and are ready to participate on the presentation days will receive 10 points (whether called upon or not).

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 [PSYCH 4410 BEHAVIOR MANAGEMENT OUTLINE AND CRITERIA.docx](#)
(Word Document (Open XML))

Findings for Behavior Management Project

No Findings Added

▼ **Measure:** Exams One - Three
Direct - Exam

Details/Description: Along with a variety of other assignments/activities, student will complete a series of formal, written examinations throughout the semester which will assess their conceptual understanding of each theoretical orientation taught within this theoretical course (e.g. Freudian, Jungian, Adlerian, Humanistic). These unit exams are primarily multiple choice in structure to provide students with practice in taking their future licensing and certfical exams within

the clinical field. See attachments for item examples.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **Psych 4410 current first exam.doc** (Microsoft Word)

 **Psych 4410 exam three.doc** (Microsoft Word)

Findings for Exams One - Three

No Findings Added

▼ **Measure:** Jungian Persona Project

Direct - Student Artifact

Details/Description: Students will demonstrate their understanding of the Jungian concepts of persona, shadow, anima or animus in the development of a personalized creative project reflecting each of these terms, completing a written summary component of their project and by informally presenting their projects if called upon on in-class project presentation day.

Satisfactory Performance Standard: Students must complete their written summary at a 70% level. See Jungian Persona Project Assignment attachment for details of grading criteria and rubric.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **PSYCHOLOGY 4410 JUNGIAN PROJECT.docx** (Word Document (Open XML))

Findings for Jungian Persona Project

No Findings Added

Outcome 2

▼ **Measure:** Article Critique and Presentation

Direct - Other

Details/Description: Journal article selection, review, and critique. Students must also be ready to present their findings in a brief 5 min. informal presentation. See Assignment attachment for further details.

Satisfactory Performance Standard: Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Article Critique and Presentation

No Findings Added

Outcome 3

- ▼ **Measure:** Article Critique Assignment
Direct - Other

Details/Description: In order to avoid redundancy, please refer to the above outcome for details.


Satisfactory Performance Standard: Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **PSYCH 4410 ARTICLE CRITIQUE ASSIGNMENT.docx** (Word Document (Open XML))

Findings for Article Critique Assignment

No Findings Added

- ▼ **Measure:** Jungian Project
Direct - Student Artifact

Details/Description: In order to avoid redundancy, Outcome One for details regarding this project.

Satisfactory Performance Standard: See Outcome one

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **PSYCHOLOGY 4410 JUNGIAN PROJECT.docx** (Word Document (Open XML))

Findings for Jungian Project

No Findings Added

Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 4460 Seminar



Standing Requirements

Course Outcomes

PSYC 4460 Seminar Outcome Set

Outcomes

Outcome	Mapping
<p>Outcome 1 </p> <p>Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis and interpretation.</p>	No Mapping
<p>Outcome 2 </p> <p>Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, reporting of psychological research and clinical treatment.</p>	No Mapping
<p>Outcome 3 </p> <p>Recognize the necessity for ethical behavior in the scientific practice of clinical counseling and psychotherapy by demonstrating reasonable skepticism and intellectual curiosity in current therapeutic practices.</p>	No Mapping
<p>Outcome 4 </p> <p>Assess and justify their engagement with respect to social and professional responsibilities in relation to therapeutic assistance.</p>	No Mapping
<p>Outcome Five </p> <p>Students will research, identify, and understanding counseling and psychological treatment strategies through research investigation, analysis, and/or reading.</p>	No Mapping

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2009-2010 Assessment Cycle

Assessment Findings**Finding per Measure**
 **PSYC 4460 Seminar Outcome Set**
Outcomes**Outcome 1**

- ▼ **Measure:** Outcome 1 Measure 1
Direct - Student Artifact

Details/Description: 1. Article Critique Summary and Presentations (see Blackboard under Assignments)
2. Formal Writing Two (see Blackboard under Assignments)

Satisfactory Performance Standard: Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **PSYCH 4460 ARTICLE CRITIQUE OUTLINE.docx** (Word Document (Open XML))

Findings for Outcome 1 Measure 1

No Findings Added

Outcome 2

- ▼ **Measure:** Outcome 2 Measure 1
Direct - Other

Details/Description: 1. Ethical Dilemma Analysis Small Group Activity
See Blackboard for Assignment Description. (direct in-class participation required (maximum 15 points).
2. Article Critique Assignment and Presentations (see Blackboard under Assignments)


Satisfactory Performance Standard: Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.


Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

 **critique** (Word Document (Open XML))

 **ethics** (Word Document (Open XML))

 **PSYCH 4460 ETHICS CASES.PDF** (Adobe Acrobat Document)

Findings for Outcome 2 Measure 1

No Findings Added

Outcome 3

- ▼ **Measure:** Outcome 4 Measure 1
Direct - Other

Details/Description: 1. Article Critique Assignment and Presentations (See Blackboard under Assignments)
2. Ethical Dilemma Activity (See Blackboard under Assignments)

Satisfactory Performance Standard: Satisfactory student performance will consist of passing relevant material with at least a 70% proficiency.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **PSYCH 4460 ARTICLE CRITIQUE OUTLINE.docx** (Word Document (Open XML))

Findings for Outcome 4 Measure 1

No Findings Added

Outcome 4

- ▼ **Measure:** Counselor as A Professional Inventory Exercise
Direct - Other

Details/Description: This Professional Inventory must be fully completed by each student after processing Unit One Lectures and readings. See Attachment.

Satisfactory Performance Standard: Students must complete a minimum of 70% of the questions pertaining to this assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Counselor as A Professional Inventory Exercise

No Findings Added

Outcome Five

- ▼ **Measure:** Article Critique Exercises
Direct - Other

Details/Description: On various occasions, students will be asked to select, read and critique a data-based individual journal article or a literature review related to current treatment/intervention strategies applying to higher frequency psychopathologies (e.g. anxiety disorders, mood disorders, behavioral disorders). See attachment for the Article Critique Assignment.


Satisfactory Performance Standard: Students must meet a minimum of 70% of expected criteria.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **PSYCH 4460 ARTICLE CRITIQUE OUTLINE.docx** (Word Document (Open XML))

Findings for Article Critique Exercises

No Findings Added

▼ **Measure:** Therapeutic Inventories

Direct - Other

Details/Description: Students will complete a Therapeutic Inventory related to three different psychological orientations after reading the text material and listening to the associated lectures. Each orientation inventory is worth a maximum of 15 points.

Satisfactory Performance Standard: Students must complete accurately at least 70% of the assignments

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **PSYCH 4460 GESTALT INV.PDF** (Adobe Acrobat Document)

Findings for Therapeutic Inventories

No Findings Added







Fairmont State University and Pierpont C&TC AMS » 2. Fairmont State University - Undergraduate
PSYC 4491 Psychopathology Child/Adoles




Standing Requirements

Course Outcomes

PSYC 4491 Psychopathology Child/Adoles Outcome Set

Outcome	Mapping
One  Students will be able to identify the basic components that comprise the biopsychosocial model of child/teen clinical assistance and / or explain the importance of the usage of this model.	No Mapping
Two  Students will be able to identify and/or articulate the difference between what is meant by a clinical and nonclinical diagnosis of mental disorder as to identify and discuss the various components that comprise the diagnostic process.	No Mapping
Three  Students will be able to identify and/or articulate the distinction between mental disorder and general medical condition.	No Mapping
Four  Students will be able to articulate and/or identify relevant inf. related to one or more of the following: etiology, diagnostic features, severity, associated features, features related to culture, age and gender, familial patterns, course, and differential diagnoses of the disorders usually first diagnosed in infancy, childhood, or adolescence as addressed in the DSM-IV (TR).	No Mapping
Five  Students will develop research skills in locating relevant data-based studies and processing research information.	No Mapping
Six  Students will be able to identify and/or explain current effective treatment strategies and models related to specific childhood and adolescent maladjustments.	No Mapping

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PSYC 4491 Psychopathology Child/Adoles



2009-2010 Assessment Cycle

Assessment Findings

Finding per Measure

▽ PSYC 4491 Psychopathology Child/Adoles Outcome Set

Outcome

One

▼ **Measure:** Article Critique One Direct - Other

Details/Description: Assignment: Students are to locate, read, critique and summarize a minimum of one data-based journal article (psychological or educational) which provides research on current practices in the identification of special needs children. Such research should lead the student to discuss the effectiveness of such practice or practices in relation to what they have learned related to the biopsychosocial model of understanding children and teen psychopathology. Written critique worth a maximum of 25 points. Papers will be graded using the following rubric: Superior Level - fully developed, excellent article selection (empirical worth, superior organization and no more than two grammatical or punctuation errors).

Satisfactory Performance Standard: Students should succeed at a minimum of 70% (18 points)
 Average Score on this assessment was 22 points out of 25.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Article Critique One

No Findings Added

▼ **Measure:** Article Critique Presentation One

Details/Description: Students will present their research summary of findings as well as their response in relation to the effectiveness of such practices in relation to the biopsychosocial model. All students who are present on the date of this assignment and who have their material ready and are able to present (in the event that they are called upon) in such a way that class question (from the instructor and students) are answered, will receive full credit.

Satisfactory Performance Standard: 10 points out of 10. Attendance is a major criteria for receiving credit for such presentations. 21 students out of 25 were present for this assignment.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Article Critique Presentation One

No Findings Added

▼ **Measure:** Formal Examination One Unit One

Direct - Exam

Details/Description: Formal Examination. This exam is one of three formal written examinations given during the semester. This assessment is comprised 40 questions ...multiple choice, fill-in-the-blank, true/false in nature. Questions are developed by the professor based on required readings, lectures, and guest speaker information (in which the content has been planned indirect relationship to course outcomes. In this case...outcome one.

Satisfactory Performance Standard: Students must complete this examination at a minimum of 70%.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Supporting Attachments:

 **Psych 4491 exam one.doc** (Microsoft Word)

Findings for Formal Examination One Unit One

No Findings Added

▼ **Measure:** Professional Interview

Indirect - Interview

Details/Description: Students are asked to select and interview a child or adolescent professional within the clinical community. This individual must be a full-time professional with a minimum of a BS in Special Education, Counseling, Social Work, or Clinical or School Psychology.

Interview Format -After constructing 15 open-ended questions (in a group activity), and after these questions have been approved of by this professor, each student will further refine their interview by developing five additional questions of their own. Students will then sequence these questions in an appropriate manner using this sequence and these questions as they interview their professional.

Interview Paper - Students will include each question and then a well-developed summary of what was said by the interviewee. Students will then include at least a paragraph reaction summary for each interview response summary.

Students will be graded on their final interview paper which will be graded using the following rubric: Superior Level (36-40 points)(fully developed, open-ended questions which fully encouraged interviewee responding / fully developed and organized response and action summary / no more than 3-4 grammatical and/or punctuation errors. Above Average Level (32-35 points) (well developed, with at least 80% open-ended questions with well developed interviewee responding for those questions / no more than 5-7 grammatical or punctuation errors.

Satisfactory Performance Standard: Students must demonstrate at least 70% proficiency on this assignment meeting the above rubric criteria. Students met above criteria with an average of 36 points out of 40.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Professional Interview

No Findings Added

Two

▼ **Measure:** Clinical versus Nonclinical Levels of Child Psychopathology

Direct - Other

Details/Description: In-class group exercise. Students will review three student descriptive profiles and ascertain as a group if they believe these case examples warrant a clinical or nonclinical diagnosis. The group recorder will share the group's decision on each case and explain why such a decision was made. Other group members will be encouraged to elaborate on each decision.

Satisfactory Performance Standard: Students in attendance who agree to participate in the group activity received full credit on this small in-class activity. Such an activity serves to reinforce those students who regularly come and are engaged in class.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Clinical versus Nonclinical Levels of Child Psychopathology

No Findings Added

▼ **Measure:** Exam One / Unit One

Direct - Exam

Details/Description: Specific questions were developed for the first examination Exam One /Unit One which pertained specifically to students having a conceptual and working understanding of the biopsychosocial model of diagnosis and treatment of children and teens.

Test Item examples include the following:

1. In a few sentences, explain why most child psychological professionals adhere to utilizing diagnostic practices (e.g. the interview format, the psych. report format) which reflect a biopsychosocial orientation?
2. In relation to the standard psychological report structure (using the Axis System), name each axis and state its particular emphasis in relation to biopsychosocial dimensions.

Satisfactory Performance Standard: Refer to measure one/outcome one for details

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Exam One / Unit One

No Findings Added

Three

▼ **Measure:** Exam One

Direct - Exam

Details/Description: Specific questions will be asked on written exam one which pertain to clinically discerning differences related to medical issues and conditions versus symptoms which lead to a formal diagnosis of mental/emotional disorder in children and teens.

Test Item Examples include the following:

1. According to the DSM-IV (TR), which particular Diagnostic Axis (included in a standard psychological report) pertains specifically to general medical conditions? Why is this component included in relation to the biopsychosocial model?

Satisfactory Performance Standard: A minimum of 70% accuracy on this examination.

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Exam One

No Findings Added

Four

▼ **Measure:** Exam One/Unit One

Direct - Exam

Details/Description: Specific questions have been developed to ascertain the students understanding related to this objective.

Test Item Examples include the following:

a. Define each of the following concepts that refer to the clinical child psychologist's understanding of psychological conditions: a. etiology; b. course; c. gender differences; d. cultural differences and e. famial patterns.

Satisfactory Performance Standard:

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Exam One/Unit One

No Findings Added

Five

▼ **Measure:** Article Critique One (written paper assignment and oral presentation)

Direct - Other

Details/Description: In order to avoid redundancy, please refer to Outcome One's description of this assignment in which both the written papaer and oral presentation are explained seperately.

Satisfactory Performance Standard: Students must perform at a minimum of 70% accuracy on this assignment.

Average performance on the written critique was 22 points out of 25. Since criteria for the written presentation primarily involves attendance and preparedness, attending students met full criteria for the oral presentation

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Article Critique One (written paper assignment and oral presentation)

No Findings Added

Six

▼ **Measure:** Article Critique Two and Oral Presentation of Findings

Direct - Other

Details/Description: Students are asked to identify a psychological child or teen pathology reflecting behavioral dimensions (child or teen maladjustment). Students are then to locate, read, analyze and ultimately synthesize relevant findings related to effective treatment practices in a coherent 2- 5 page wirtten critique. Students will be graded using the following rubric: 26-30 points - Superior Level (fully developed, well selected article in relation to empirical value, good

organization and perfect or nearly perfect punctuation/grammar - no more than two mistakes) / 23-25 points - Above Average Level (well-developed arguments, article choice have good relevance, solid organization, with between 3-5 punctuation/grammatical mistakes / 21 points - Average Level (somewhat developed arguments, average organization, some relevance, and between 5-6 punctuation errors.

Satisfactory Performance Standard: Students must perform at a minimum of 70% accuracy according to the above rubric. Students average above criteria on their completion of this assignment (23/30 points)

Ideal Target:

Implementation Plan (timeline):

Key/Responsible Personnel: Dr. Ann Shaver

Findings for Article Critique Two and Oral Presentation of Findings

No Findings Added

APPENDIX VII

ADVISORY COMMITTEE MEMBERS

ADVISORY COMMITTEE MEMBERS: PSYCHOLOGY PROGRAM

**Dr. Clarence Rohrbaugh, Associate Professor of Psychology & Chairperson
of Behavioral Science Department, Fairmont State University**

**Dr. Tadashi Kato, Associate Professor of Psychology, Fairmont State
University**

Dr. Ann V. Shaver, Professor of Psychology, Fairmont State University

Dr. A. Joseph Shaver, Professor of Psychology, Fairmont State University

Ms. Harriet Sutton, Director of HOPE Inc., Fairmont, WV Regional Office

**Ms. Carolyn Jones, Executive Director of Family Services of Harrison and
Marion Counties, Fairmont, WV Regional Office**

**Mr. Jerry Schmidt, Executive Director of Valley Health Care, Morgantown,
WV Regional Office**