ACADEMIC PROGRAM REVIEW

THE DEPARTMENT OF PSYCHOLOGY

The University of Tennessee at Chattanooga

Undergraduate Programs

Academic Years: 2013-2018

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PREFACE/HISTORY

Although representing diverse interests and backgrounds, faculty members of the Psychology Department at the University of Tennessee at Chattanooga (UTC) are committed to the liberal arts tradition of higher education with its emphasis on skepticism and empirical confirmation. As a department, we believe that teaching our students how psychologists study and understand behavior will serve them well, regardless of their vocational interests. To be more specific, we believe that psychology is an empirical science defined by a vast array of theoretical frameworks and by a broad range of quantitative and qualitative methodologies. It should rightly be recognized as part of STEM (Science, Technology, Engineering, and Math) education and we have received authorization to change our CIP Code from CIP 42.0101 - *Psychology, General*, to CIP 42.2799 – *Research and Experimental Psychology, Other*, which is recognized as a STEM classification by NCES and many grant funding agencies.

We also believe that the purpose of an undergraduate liberal arts major is to enhance students' understanding of the world around them by honing their analytic and communication skills. Our commitment to these liberal arts ideals is apparent in the courses we offer students in the classroom, in the practicum experiences we make available to them in the community, in the research collaboration we share with them, in the undergraduate journal, *Modern Psychological Studies* (MPS), which is now online, that we encourage them to prepare and publish, and in our long hours of talking with and advising them. In short, the UTC Psychology Department aspires to be student-centered and attempts to present students with a liberal arts education that will promote their future professional success and enrich their later life experience.

All tenured and tenure-track faculty in the Psychology Department teach undergraduate courses and many teach graduate courses that serve our Masters programs in Research and Industrial-Organizational (I-O) Psychology. The faculty has maintained its commitment to excellence in teaching, scholarship, and service.

Note on Data Contained in this Review

While the review period for this review is Academic Years 2013 to 2018, covering the Fall Semester of 2012 to the Spring semester of 2018, based on availability, the data contained herein may not consistently cover the exact review period, or may be reported by academic, fiscal, or calendar years. We have also included some of the latest data available from the Fall of 2018 where it helps to clarify existing trends. Throughout this document, we have attempted to be as consistent as possible in both our presentation and interpretation of the data.

Response to External Reviewers from Previous Program Review

The last external review of our undergraduate programs occurred on April 17-19, 2013. Our responses to the reviewers recommendations are detailed in **Part 7** of this document and provide insight into some of the changes that have occurred over the ensuing period.

Changes That Have Occurred in the Program in Recent Years

The Department has had a number of personnel changes during the review period. After some instability at the Administrative Assistant position, we welcomed Michelle Pelfrey to the department in April 2014 and she served us with distinction until September 2017, at which time

she took a similar position in Military Science. She was succeeded by our current Administrative Assistant Allison Stone who transferred in from a similar position in the UTC Department of History. The part-time Office Manager position also saw turnover with the departure of Susan Long in 2015. She was succeeded by Daeja Robinson, who then left in 2016 for a full-time position in the UTC Records Office. The position remained vacant until September 2017, when it was filled by Judy Gallagher, who continues in that capacity.

Academic advising has always been a focus of the department, but it was sometimes difficult for faculty to stay current with changing schedules, procedures, and policies. As one of the largest majors on campus, in the Spring of 2014, the Dean of the College of Arts & Sciences authorized us to add a full-time Academic Advisor. That search resulted in hiring in July 2014 of Ms. Angelique Cook. a 2003 graduate of our program who also received her MBA from UTC in 2008.

There has also been significant change in the faculty during the review period. Dr. Brenda McDaniel left us in 2014 after one year to pursue other interests. After a national search, we hired Dr. Kate Rogers who received her PhD in Personality Psychology in 2015 from the University of British Columbia. Dr. Svetlana Chesser joined us as a Lecturer, a new position, in the Fall of 2014 and taught a variety of courses before she resigned in the Summer of 2018 to take a similar, better paying, position at Auburn University.

In December 2015, Dr. Bart Weathington left to pursue other interests in the public sector, which led to a national search for an Industrial-Organizational (I-O) psychologist. This search resulted in the hiring of Dr. Alex Zelin who received her PhD in I-O Psychology from the University of Akron. Shortly thereafter, Dr. Mike Biderman, the mainstay of our I-O program for over thirty years, and the primary instructor for our graduate statistics courses, decided to take a two-year phased retirement which he completed in Spring 2018. Dr. Biderman will continue to teach a graduate statistics course each semester as an Emeritus Professor through the Spring 2019 semester. His imminent departure led to another national search for an I-O psychologist to begin in the Fall 2017 semester. That person was Dr. Kristen Jennings Black who received her PhD in I-O Psychology from Clemson University. The I-O Program now has what is considered a full complement of four tenured or tenure-track doctoral-level I-O faculty, although Dr. Brian O'Leary receives two course releases per semester, while Dr. Chris Cunningham, who has served as the I-O program coordinator since Dr. Weathington's departure, receives one course release per semester for his coordinator duties. The I-O faculty all teach both graduate and undergraduate courses.

Most recently, we were saddened to hear that Dr. Paul J. Watson would be retiring in December 2018 due to health issues. Dr. Watson was unable to complete the Fall 2018 semester, so his teaching responsibilities, which consist of our two large (enrollment 250) PSY 1010, Introduction to Psychology sections, were shared by several faculty. His sections will be taught by Dr. Amanda Clark in the Spring 2019 semester as an overload.

In addition to personnel changes, we had three faculty receive promotions and/or tenure over the review period. Dr. Cunningham was promoted to full professor at the beginning of the 2017-18 academic year, while Drs. Amanda Clark and Jill Shelton received tenure and promotions to Associate Professor effective August 1, 2018.

The Department continues to use some of its second year graduate students to teach PSY 1010, Introduction to Psychology. These students have completed 18 hours in the graduate program, including the Teaching of Psychology course (PSY 5010), and had been teaching under the direct supervision of Dr. Paul Watson. With Dr. Watson's departure, Dr. Amye Warren is serving as the interim coordinator. Tentative plans are for Prof. Libby Byers to assume all of Dr. Watson's teaching responsibilities in Fall 2019.

Changes to the Psychology Degree Requirements

Based on a thorough review, the Department made significant changes to the structure and content of the undergraduate curriculum that were implemented in the Fall 2015 semester. This review resulted in the elimination of our Bachelor of Arts degree as student interest had declined precipitously over the years and the number of BA graduates was negligible. The new structure is based on the American Psychological Association's (APA) *Guidelines for the Undergraduate Psychology Major*, Version 2.0 (August, 2013) as outlined in Appendix IV.

PART 1: LEARNING OUTCOMES

1. Learning Outcomes – Criteria for evaluation:	
1.1	Program and student learning outcomes are clearly identified.
1.2	The program uses appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes.
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.
1.4	The program directly aligns with the institution's mission.

Program and Student Learning Outcomes (**1.1**)

The Department of Psychology has developed a curriculum that meets the needs of a wide spectrum of interests. The B.S. degree enables students to choose a pre-professional career objective or direct work entry after graduation within the context of a strong liberal arts background. The curricular focus is on developing reading, speaking, and critical thinking skills while learning within the context of psychology. The program is also designed to provide a broad but intensive educational experience for students in other fields who have an interest in particular areas of psychology which may bear upon other career plans or goals.

Course Syllabi (**1.1**)

The Psychology Department provides students with a broad exposure to major topics in the discipline. The program reaches out to all types of students, offering classes in every academic term, with morning, afternoon, and evening courses. The University has followed a national trend to standardize syllabus content and provides both a Syllabus Template and a Syllabus Checklist to assist faculty in developing these increasingly complex documents. Each syllabus is required to outline the *Student Learning Outcomes* (SLO) which must be "measurable, written from the learner's perspective, and suited to the level of the course." We address these SLOs in detail below.

Representative syllabi from the courses that we offer are included in a separate supplement file associated with this self-study. (See the attachment entitled **Psychology Undergraduate Self-Study 2018 – Syllabus Supplement**).

Student Learning Outcomes (**1.1**)

Psychology faculty engage in a process of continuous improvement based on formal and informal assessment of the goals for the course as set forth in the Student Learning Outcomes (SLOs) through test scores, student engagement, attendance, and/or quantitative analysis. One of the primary considerations in revising the structure of our curriculum were guidelines contained in the American Psychological Association's *Guidelines for the Undergraduate Psychology Major*, Version 2.0 (August, 2013). These guidelines identify five broad SLOs which we have adapted for each of our courses as appropriate to the specific topic and level, as outlined in the attached syllabi.

SLO 1: *Knowledge Base in Psychology* - Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

1.1	Describe key concepts, principles, and overarching themes in psychology
1.2	Develop a working knowledge of psychology's content domains
1.3	Describe applications of psychology

SLO 2: *Scientific Inquiry and Critical Thinking* **-** The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

2.1	Use scientific reasoning to interpret psychological phenomena
2.2	Demonstrate psychology information literacy
2.3	Engage in innovative and integrative thinking and problem solving
2.4	Interpret, design, and conduct basic psychological research
2.5	Incorporate sociocultural factors in scientific inquiry

SLO 3: *Ethical and Social Responsibility in a Diverse World* - The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation- level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

3.1	Apply ethical standards to evaluate psychological science and practice
3.2	Build and enhance interpersonal relationships
3.3	Adopt values that build community at local, national, and global levels

SLO 4: *Communication* **-** Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

4.1	Demonstrate effective writing for different purposes
4.2	Exhibit effective presentation skills for different purposes
4.3	Interact effectively with others

SLO 5: *Professional Development* **-** The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for post-baccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

5.1	Apply psychological content and skills to career goals
5.2	Exhibit self-efficacy and self-regulation
5.3	Refine project-management skills
5.4	Enhance teamwork capacity
5.5	Develop meaningful professional direction for life after graduation

Table 1.1 identifies the level to which each of these SLOs is addressed in our curriculum. **I** indicates that the SLO is *introduced* in the course, **R** indicates it is *reinforced* and **M** indicates *mastery*.

Table 1.1.   Student Learning Outcomes Addressed in each Course

Course	SLO 1 Knowledge Base in Psychology	SLO 2 Scientific Inquiry and Critical Thinking	SLO 3 Ethical and Social Responsibility in a Diverse World	SLO 4 Communication	SLO 5 Professional Development
PSY 1010 – Introduction to Psychology	I	I	I		
PSY 2010/2040 – Statistics	I	I	I	I	
PSY 2020 – Research Methods	I	I	I	I	
PSY 2070– Psychology as a Profession	I	R	R	R	I
PSY 2210 – Child Psychology	I	R	R	R	I
PSY 2220 – Adolescent Psychology	I	R	R	R	I
PSY 2230 – Psychology of Aging	I	R	R	R	I
PSY 2410 – Psych of Individual Differences	I	R	R	R	I
PSY 2420 – Psych of Black Experience	I	R	R	R	R
PSY 3080 – Abnormal Psychology	R	R	R	R	R
PSY 3100 – Comparative Psychology	R	R	R	R	R
PSY 3110 – Learning & Motivation	R	R	R	R	R
PSY 3120 – Sensation & Perception	R	R	R	R	R
PSY 3130 – Cognitive Science	R	R	R	R	R
PSY 3140 – Biological Psychology	R	R	R	R	R
PSY 3180 – Principles of Neuropsychology	R	R	R	R	R
PSY 3310 – Social Psychology	R	R	R	R	R

Course	SLO 1 Knowledge Base in Psychology	SLO 2 Scientific Inquiry and Critical Thinking	SLO 3 Ethical and Social Responsibility in a Diverse World	SLO 4 Communication	SLO 5 Professional Development
PSY 3350 – Positive Psychology	R	R	R	R	R
PSY 3400 – Applied Developmental Psychology	R	R	R	R	R
PSY 3450 – Tests & Measurement	R	R	R	R	R
PSY 3560 – Practicum in Psychology	R	R	R	R	R
PSY 3570 – Teaching of Psychology	R	R	R	R	R
PSY 3580 – MPS	R	R	R	R	R
PSY 3590 – Psychology Practicum Training	R	R	R	R	R
PSY 4250 – Psychology & Law	R	R	R	R	R
PSY 4060 – Industrial-Organizational Psychology	R	R	R	R	R
PSY 4080 – Contemporary Psychotherapies	R	R	R	R	R
PSY 4120 – Psychological Processes	R	R	R	R	R
PSY 4480 – Theories of Personality	R	R	R	R	R
PSY 4510 – Psychology of Women	R	R	R	R	R
PSY 4600 – Systems of Psychology	M	M	M	M	R
PSY 4610 – Philosophical Psychology	M	M	M	M	R
PSY 4700 – Psychology of Religion	M	M	M	M	R
PSY 4997 – Independent study	R	R	R	R	
PSY 4998 – Research Experience	R	R	R	R	

The program uses appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes (1.2)

Faculty use a variety of methods to evaluate and assess student learning outcomes and tie these efforts to standards for the discipline and the specific course. As mentioned above, over the review period, we have focused on the SLOs identified in the *APA Guidelines for the Undergraduate Psychology Major*. For example, our PSY 1010, Introduction to Psychology, course uses the open source Openstax Psychology text which provides a table linking the various topics to the APA SLOs (see Appendix VII). To assist in assessment, Dr. Paul Watson developed content and critical thinking questions which he tied to the SLOs as summarized in Appendix VIII.

Student performance on standardized exams (1.2, 1.3)

The University administered the Psychology Areas Concentration Achievement Tests (ACAT) required by the Tennessee Higher Education Commission (THEC) to all Psychology graduation candidates in the Fall and Spring semesters of 2012-13 and 2017-18 respectively. As shown in **Figure 1**, our students improved significantly between these administrations. We should note that scores for the University overall are rather low on a national average which may reflect the circumstances surrounding administration of the test. While the exam is required for graduation, students cannot fail the exam and receive no credit which provides little motivation for them to take the exam seriously. However, the Department will continue its efforts to emphasize the importance of the ACAT as these scores directly impact funding received from the State of Tennessee.

Figure 1.1.   Psychology ACAT Scores

UTC Psychology ACAT Comparison 2012-13 to 2017-18										
Area	National Standard Score 2012-13	Spring 2013			Spring 2018			Change		
		UTC Standard Score	%'ile	National Reference N Size	UTC Standard Score	%'ile	National Reference N Size	UTC Standard Score	%'ile	% Change
Abnormal	480	437	26	15677	477	41	17829	40	15	8.4%
Experimental Design	495	435	26	16411	486	44	19035	51	18	10.5%
History & Systems	488	466	37	8807	442	28	9386	(24)	(9)	(0.05)
Human Learning/Cognition	508	478	41	11476	484	44	12184	6	3	1.2%
Personality	467	424	22	11737	489	46	12835	65	24	13.3%
Sensation & Perception	479	442	28	5296	492	47	4861	50	19	10.2%
Social	502	476	41	15364	492	47	16946	16	6	3.3%
Statistics	489	461	35	15291	482	43	16812	21	8	4.4%
OVERALL PERFORMANCE	486	424	22	3219	466	37	5491	42	15	9.0%

Area	National Standard Score 2017-18	Fall 2012			Fall 2017			Change		
		UTC Standard Score	%'ile	National Reference N Size	UTC Standard Score	%'ile	National Reference N Size	UTC Standard Score	%'ile	% Change
Abnormal	492	426	23	15677	451	31	17829	25	8	5.5%
Experimental Design	498	444	29	16411	475	40	19035	31	11	6.5%
History & Systems	485	455	33	8807	449	31	9386	(6)	(2)	(0.0)
Human Learning/Cognition	492	451	31	11476	475	40	12184	24	9	5.1%
Personality	492	411	19	11737	477	41	12835	66	22	13.8%
Sensation & Perception	502	437	26	5296	470	38	4861	33	12	7.0%
Social	497	460	34	15364	479	42	16946	19	8	4.0%
Statistics	503	461	35	15291	466	37	16812	5	2	1.1%
OVERALL PERFORMANCE	496	411	19	3219	447	30	5491	36	11	8.1%

Placement of students in occupational positions related to major field of study (1.2)

We cannot offer a definitive answer to this question. The University does not engage in the systematic collection of such information, and the Department has not systematically reviewed the post-baccalaureate achievements of its students. Anecdotal evidence from the faculty does suggest, however, that many of our students secure employment in local businesses and organizations (see **Appendix I** below). This anecdotal evidence also suggests that our better students are successful in gaining admission into graduate school.

We do address careers in Psychology through the PSY 2070, *Psychology as a Profession*, which is a required course for all majors. This course provides information on the breadth of opportunities available in psychology and also emphasizes the applicability of a BS in Psychology to a variety of other careers.

The lack of more information about these issues does not represent a lack of interest. UTC recently began administering the First Destination Survey, which collects information from graduates regarding post-graduation activities and should have collected enough data in the near future to provide meaningful information to individual departments..

We have also expanded our experiential learning course, PSY 3560, which enables students to receive undergraduate credit for working with local organizations and employers have been very happy with our students as indicated in their evaluations of student performance. Several students were hired by the organizations for which they worked.

Students were supportive of the benefits of PSY 3560 as indicated in the attached documents *PSY 3560 Fall 2017 Practicum Assessment* (*N*=32), and *PSY 3560 Spring 2018 Practicum Assessment* (*N*=15). Students indicated that the practicum provided them valuable experience in the field that showed them potential careers, or helped them determine that a given area was not their calling.

Employer Satisfaction with Academic Program (1.3)

As we are not a pre-professional major as such, with specific jobs related to the completion of an undergraduate degree in psychology, we have not assessed employer satisfaction with our academic program. Many members of our faculty work with the local business community as consultants and researchers, and anecdotal reports associated with that activity suggests general satisfaction with graduates.

As indicated in the previous section, our PSY 3560 practicum provides our students opportunities to work with local and regional organizations involved in providing psychology-related services. The supervisor evaluations, the form for which is attached as Appendix IX, were very positive. All of the supervisor evaluations for Fall 2017 and Fall 2018 are included in a separate attachment entitled *PSY 3560 Employer Evaluations Composite*.

Student Satisfaction with UTC (1.3)

Table 1.1 represents the responses of a sample of Psychology Freshman and Senior majors (*N = 89*) who completed the 2018 National Survey of Student Engagement (NSSE) examining student attitudes toward different components of the university. These data reveal that 87.7% of the sample of psychology majors rated their educational experience as "good" or "excellent" versus 86.2% for UTC as a whole and 84.8% for the College of Arts & Sciences. Psychology majors were slightly less likely to indicate that their educational experience at UTC was "fair" or "poor" (12.4%) than UTC as a whole (13.8%) and the College (15.1%). When asked whether they would go to UTC again if they could start over in question 2, a larger percentage of Psychology majors (47.2%) indicated that they would "definitely" return to UTC than in either the college (39.7%) or UTC as a whole (43.4%).

As with the rest of the NSSE results, Psychology performed on par with the College of Arts & Sciences and the rest of the University. Identifying specific factors contributing to any differences would be purely speculative. However, we continue to work on student perceptions by modifying the advisement process as necessary to meet changing student needs, providing an adequate number and breadth of courses to aid their progression toward graduation, and offering career and graduate school counseling.

Table 1.1. Student Satisfaction with UTC

Question/Statement	Response Options	Percentages			Valid N: Dept*
		UTC	**College**	**Dept**	
1. How would you evaluate your entire educational experience at this institution?	Poor	1.6	1.9	4.5	89
	Fair	12.2	13.2	7.9	
	Good	49.4	47.5	50.6	
	Excellent	36.8	37.3	37.1	
2. If you could start over again, would you go to the same institution you are now attending?	Definitely No	4.2	4.6	7.9	89
	Probably No	12.1	14.9	14.6	
	Probably Yes	40.5	40.8	30.3	
	Definitely Yes	43.3	39.7	47.2	

The program directly aligns with the institution's mission (1.4)

The UTC Mission statement asserts that:

> The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community. (*UTC Strategic Plan 2014-2020*)

The University has also set four broad strategic goals:

1. Transform lives through meaningful learning experiences.
2. Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives.
3. Ensure stewardship of resources through strategic alignment and investments.
4. Embrace diversity and inclusion as a path to excellence and societal change.

The activities and practices of the faculty, staff and students in the UTC Department of Psychology reflect the UTC Mission Statement. Further, given the breadth and applicability of the psychological sciences, the Department is uniquely positioned to support all of the University's strategic goals. As one of the largest majors on campus, we impact the lives of a large percentage of UTC students through our General Education offerings (PSY 1010, 2010, and 2410) and courses in our major (*UTC Goal 1*). We engage students through a variety of classroom, research and practicum experiences that support their intellectual and social growth (*UTC Goal 1*). As highlighted elsewhere in this document, our faculty are among the most active researchers on campus and engage our students in that research (*UTC Goal 2*). Our faculty are engaged with the community in research and other collaborative efforts, while students gain valuable psychology-related experience with local organizations through our PSY 3560 Practicum course (*UTC Goal 3*). With the University's current focus on the Health Sciences, our faculty have made, and are positioned to make significant contributions through alliances with Health Care facilities throughout the region (*UTC Goal 3*). Finally, our majors reflect the demographic diversity of the state of Tennessee which provides them an opportunity to engage with others of different races, ethnicities and life experiences (*UTC Goal 4*). Each of our courses focus on the diversity of the human experience from behavioral, cognitive, biological and/or neurological perspectives that enable students to understand the unique contributions of each individual to the human experience (*UTC Goal 4*).

PART 2: CURRICULUM

2. CURRICULUM -- Criteria for evaluation:	
2.1	The curriculum content and organization are reviewed regularly and results are used for curricular improvement.
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.
2.3	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.
2.5	The curricular content of the program reflects current standards, practices, and issues in the discipline.
2.6	The curriculum fosters analytical and critical thinking and problem-solving.
2.7	The design of degree program specific courses provides students with a solid foundation.
2.8	The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.
2.9	The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.
2.10	The curriculum exposes students to discipline-specific research strategies from the program area.

The Department of Psychology provides a broad array of courses to support its goals. Our goals for students are the same as those of the University; we wish to enhance students' oral and written communication skills, critical thinking skills, use of technology, and basic research skills within the context of psychology (**2.4**).

As mentioned above, the Department conducted a thorough review of the existing curriculum beginning in the Fall of 2014 which resulted in a significant restructuring implemented in the Fall 2015 semester (**2.1**). These changes reflect the *APA's Guidelines for the Undergraduate Psychology Major* (**2.5**) and simplified the process of scheduling for students by eliminating ambiguity and providing more understandable options. The details of the curriculum are included in Appendix IV and further described below. Details of the current catalog can be found at http://catalog.utc.edu/content.php?catoid=23&navoid=790.

The Department maintains a *Scheduling and Curriculum committee* that regularly reviews the availability of courses and modifies the sequencing and scheduling of courses to meet student needs and enhance their ability to progress through the major to graduation (**2.2**)

General Education Requirements

As with other majors at UTC, the B.S. degree in Psychology is firmly grounded in the liberal arts which are reflected in our General Education curriculum. General Education requirements for our majors can be found at the following link: http://catalog.utc.edu/content.php?catoid =23&navoid=776. The Department provides three courses in the General Education curriculum that are available to all UTC students, all of which are required, or an option within one of our required curricular categories, for our majors. These courses are PSY 1010, *Introduction to*

Psychology, PSY 2010, *Introduction to Statistics*, and PSY 2410, *Individual Differences*. Each of these courses is described in more detail below.

Core Courses and Advanced Disciplinary Content (2.1, 2.4-2.10)

All students majoring in Psychology complete PSY 1010, *Introduction to Psychology*, PSY 2010/2040 *Introduction to Statistics and lab*, and PSY 2020 *Research Methods and lab*. With the curricular changes implemented with the Fall 2015 semester, majors are also required to take PSY 2070, *Psychology as a Profession*. This course is designed to provide our majors with the options available to them upon graduation and how to prepare to take advantage of those options. The course has been moved online to reduce scheduling bottlenecks and make it readily available to our majors.

In support of *UTC Strategic Plan Goal 1.A, All undergraduates will complete an internship, practica, service project, research project, senior capstone, honors thesis, or international experience*, all Psychology majors must also complete a senior capstone course by enrolling in PSY 4120, *Advanced Seminar for Psychological Processes*, PSY 4600, Systems of Psychology, or PSY 4610, *Philosophical Psychology*. We are currently reviewing the practicality of developing one of these courses for online presentation to increase scheduling flexibility.

PSY 1010, *Introduction to Psychology*, offers a common survey of the main content areas of psychology. Students learn that psychology is an empirical science and how psychologists use empirical methods to understand different facets of human behavior and psychological functioning. The introductory course is a part of the core of psychology because it is the only time that students will have the opportunity to explore the breadth of psychology. All subsequent Psychology courses have a much narrower focus in the discipline. To address student and administration concerns about the cost of text books, in Fall 2016 we adopted the free, open source Psychology text from OpenStax for all of our PSY 1010 sections. In addition to affordability, the OpenStax text is aligned with *APA Guidelines for the Undergraduate Psychology Major* as summarized in Appendix VII.

PSY 2010/2040, *Introduction to Statistics*, and PSY 2020, *Research Methods* introduce students to the basic research methods of psychology. PSY 2010 begins with a review of general descriptive statistics and moves through more complex statistical techniques including the single factor analysis of variance and the Chi-square test. During the laboratory component of the course, students learn to use *SPSS, R* and *Excel* to conduct statistical tests.

Sections of PSY 2010 reinforce a host of statistical principles (e.g., hypothesis testing, power, sampling). In addition, this course exposes students to the foundations of research procedures, including observational research, correlational and quasi-experimental designs, and the true experiment. The laboratory component of this course requires students to perform analysis of primarily archival data and develop their scientific writing skills.

PSY 2010/2040 and PSY 2020 are core courses because psychology is an empirical science that depends on students understanding the use and proper interpretation of statistics and the scientific method. Although psychologists study different phenomena, they share a common knowledge of methods for collecting and analyzing data. These courses are essential requirements as students cannot understand the veracity of claims regarding human behavior

unless they have a grounding in statistics. This need is further highlighted by the observation that they are the most commonly required courses for admission into graduate level psychology programs. Because the psychological sciences have refined statistical analyses and research methods, we require all majors to take our PSY 2010/2040/2020 sequence to ensure they are familiar with the specific application of these tools to psychological research. Finally, the *APA Guidelines for the Undergraduate Psychology Major* identified statistics and research methods as a part of the core psychology curriculum (**2.5, 2.6**).

In addition, Psychology majors take at least one course from each of the four areas of the *Foundations of Psychological Science: Developmental, Sociocultural, Learning & Cognition, and Biological (***2.4, 2.5, 2.7***)*. Again supporting ***UTC Strategic Plan Goal 1.A, All undergraduates will complete an internship, practica, service project, research project, senior capstone, honors thesis, or international experience***, majors are also required to take a minimum of three credit hours of *Applying Psychology*, which includes our PSY 3560 *Practicum in Psychology*, PSY 3580 Modern Psychological Studies, and PSY 3590, *Camp Zooability Training*, among others. These courses expose our majors to the breadth of opportunities available to them and provide them an opportunity to experience psychology in action.

Finally, each of the capstone course options allows students to reexamine psychology from a broad perspective. PSY 4120, *Advanced Seminar for Psychological Processes*, like the PSY 1010 introductory course, offers students a survey of psychology, but at a much higher level of analysis. Students in this course must also prepare a substantive APA-style literature review. PSY 4600, *Systems of Psychology*. also offers a broad review of psychology by examining its intellectual roots. Finally, PSY 4610, *Philosophical Psychology*, allows students to examine the first principles that define the discipline.

Availability of Courses Listed in Catalog (**2.1, 2.2**)

We offer all *required* courses every year, if not every semester. We also take pains to ensure that we offer sections of the required courses at night to meet the needs of working students who want to complete their education through exclusive night-course enrollment. This, among other factors, resulted in the development of several online sections as discussed in more detail below. In addition, we teach a full complement of courses during the three summer sessions. The Department Head and Department's Academic Advisor work with students who may experience scheduling conflicts to find suitable alternative courses to ensure that the student will graduate within a reasonable time.

We have organized a *Departmental Scheduling Committee* to review our scheduling practices in an effort to enhance the breadth of courses offered each semester and improve flexibility for both faculty and students. Further, because of the large number of majors, the Department has not been able to routinely offer some courses. We are reviewing these courses to determine which can be removed from the catalog and which should be retained as courses that can be taught on an as-needed basis.

Psychology Course Offerings (2.1, 2.2, 2.4, 2.5)

Table 2.1 provides a listing of all courses offered in the previous two academic years. In that time, we have provided a broad array of psychology courses to meet the needs of our majors and the university community.

Courses appearing in the 2016-2017 or 2017-2018 undergraduate catalogs that have not been offered in the last two academic years are highlighted in <mark>yellow</mark> in Table 2.1. Descriptions of individual classes are available online at http://catalog.utc.edu/content.php?catoid=8&navoid=165.

Table 2.1.   Courses Offered by Department in Last Two Years (with links to Course Catalog)

No.	Title (Credit Hours)	Academic Yr. 2016-2017			Academic Yr. 2017-2018		
		Fall	Spr	Sum	Fall	Spr	Sum
1010	Introduction to Psychology (3)	X	X	X	X	X	X
1999R	Special Projects						
2010	Research Methodology: Introduction to Statistics in Psychology (3)	X	X		X	X	X
2020	Research Methodology: Laboratory and Field Research Techniques (4)	X	X	X	X	X	X
2040	Statistics in Psychology Lab (1)	X	X	X	X	X	X
2070*	Professional Psychology (3)			X	X	X	
2200	Psychology of Lifespan Development						
2210	Psychology of Child Development (3)	X	X		X	X	X
2220	Psych of Adolescence & Adulthood (3)	X	X		X	X	
2230	Psychology of Aging (3)	X		X	X	X	
2410	Psychology of Individual Differences (3)	X	X	X	X	X	X
2420	Psychology of Black Experience (3)	X	X		X	X	
2510	The Psychology of Adjustment (3)						
3080	Principles of Abnormal Psychology (3)	X	X		X	X	
3100	Comparative Psychology (3)	X	X	X	X	X	X
3110	Learning and Motivation (3)	X	X		X	X	
3120	Sensation and Perception (3)		X		X	X	
3130	Cognitive Processes (3)	X	X		X	X	
3140	Physiological Psychology (3)	X	X	X	X	X	X
3150	Primate Behavior (3)						
3180	Principles of Neuropsychology (**New** Fall '18)						
3220*	Cross-cultural Medicine & Disease (3)		X			X	
3310	Social Psychology (3)	X	X	X	X	X	X
3350	Positive Psychology (3)	X	X		X	X	
3400	Applied Developmental Psychology (3)	X	X		X	X	X
3450	Psychological Tests &Measurements (3)	X	X		X	X	
3560*	Practicum in Psychology (1-9)	X	X	X	X	X	X
3570*	Practicum in Teaching Psychology	X	X	X	X	X	X
3580*	Modern Psychological Studies	X	X		X	X	X
3590*	Psychology Camp Training		X			X	

Course Information		Academic Yr. 2016-2017			Academic Yr. 2017-2018		
No.	Title (Credit Hours)	Fall	Spr	Sum	Fall	Spr	Sum
3600	Ape Language (3)					X	
4010	Interm. Stats in Behavioral Sciences (3)						
4060	Industrial/Organizational Psychology (3)	X	X		X	X	
4080*	Contemporary Psychotherapies (3)	X	X		X	X	
4100r	Advanced Topics in Personality Research						
4120	Adv. Seminar for Psych Processes (3)	X	X		X	X	
4210	Advanced Developmental Psychology (3)						
4250	Psychology and Law (3)				X		
4270	Psychology & Contemporary Life						
4310	Advanced Social Psychology (3)				X		
4480	Theories in Personality (3)	X	X	X	X	X	X
4510	Psychology of Women (3)	X	X		X	X	
4600	Systems of Psychology (3)	X	X	X	X	X	X
4610	Philosophical Psychology (3)		X				
4700	Psychology of Religion (3)	X			X		
4995r	Departmental Honors (1-9)	X	X	X	X	X	
4997r	Research (1-9)	X	X	X	X	X	
4998r	Individual Studies (1-9)		X	X	X	X	X
4999r	Group Studies – Various Topics (1-9)		X		X	X	
*Course is new or renamed since last review. **Highlighted courses not taught in at least last 2 years.**							

Major Course Syllabi (2.1)

The Department's curriculum includes a full array of courses in the critical areas of contemporary psychology. Representative syllabi for our required courses are available for review in a supplement to this report (see **Psychology Undergraduate Self-Study – Syllabi Supplement**).

Syllabi Include Clearly Stated Goals For All Courses (2.6)

Course syllabi follow guidelines outlined by the UTC Walker Center for Teaching and Learning (https://www.utc.edu/walker-center-teaching-learning/information-services/syllabus-resources.php), the current template for which can be found at the following link: https://www.utc.edu/walker-center-teaching-learning/docs/utc-syllabus-template-fall2018.docx. Specifically, each syllabus will list the course title, instructor and instructor's contact information, office hours, prerequisites for the course, a brief description of the objectives for the course, student learning outcomes, reading assignments, a general outline of the topics to be reviewed, an explanation of the grading standards and weight of assessment techniques, course attendance policy, student conduct policy, the honor pledge, and a course calendar. Faculty are free to embellish their syllabi with more information if they so choose. Our online course catalog provides descriptions of each of our course offerings.

Hybrid and Online courses **(2.2)**

Until relatively recently, we did not provide hybrid or online courses due to pedagogical concerns. However, our ongoing review of scheduling and student requirements indicated a need to develop focused hybrid and online sections to enable scheduling flexibility and enhance student progression toward graduation. All courses are designed to comply with rigorous Quality Matters criteria (https://www.utc.edu/walker-center-teaching-learning/quality-matters/index.php), and either are, or are in the process of, being certified. We piloted our first online course, PSY 1010, in the Fall 2015 semester, and have scheduled at least one section online every semester, including Summer. We subsequently developed a hybrid section of PSY 2230, *Psychology of Aging*, presented for the first time in the Summer of 2016.

In the Fall of 2017, we formed the *Psychology Online Curriculum Review Task Force* to make a more in-depth examination of our online and hybrid course needs and form a strategy for future course development. The result of this review, outlined in [Appendix V](#), initiated development of five new online versions of existing courses:

- *Psychology as a Profession* (PSY 2070) – Being taught online **only** beginning Fall 2018
- *Psychology of Child Development* (PSY 2210) – offered online starting Summer 2018
- *Psychology of Individual Differences* (PSY 2410) – offered online starting Summer 2018
- *Biological Psychology* (PSY 3140) – offered online starting Summer 2018
- *Theories of Personality* (PSY 4480) – offered online starting Summer 2018

Each of these courses met needs in specific curricular categories and helped us to alleviate scheduling bottlenecks that negatively impacted student progression. While we have no plans to create an online degree, we will continue to review our online needs and develop courses accordingly. Dr. Kristen Black recently received authorization to create an online version of our PSY 2010 Statistics course to be implemented for the Summer I 2019 session. This course increases our online General Education offerings and has the potential to significantly increase Summer enrollment which will aid student progression and potentially provide additional revenue to the Department in the form of Summer Incentive. The most likely next step is to create an online section of one of our capstone courses, PSY 4120, 4600, or 4610, to provide additional flexibility to our majors.

Pedagogy **(2.3)**

Psychology faculty apply a variety of theories of learning and tools to enhance student learning. Faculty engage in an ongoing review of methods and course materials to ensure that students are exposed to the latest theories and practices in the field appropriate to the course level. Course delivery, regardless of classroom format (i.e., face-to-face, hybrid and online), is supported with the Blackboard Learning Management System (LMS) we call [UTC Learn](#) which provides a variety of tools for distributing and collecting class-related content. UTC is currently transitioning to the Canvas LMS system which will be implemented for all courses in the Fall 2019 semester.

Curricular Opportunities for Development of Critical Skills **(2.6)**

The Department is committed to providing its majors and other UTC students an excellent educational experience by focusing the following skills:

- Communicate orally and in writing appropriately for the degree and discipline;
- Develop critical thinking skills;
- Develop appropriate computer/technology skills;
- Develop research skills appropriate for the degree and the discipline

Students develop these skills by enrolling in the Department's courses as well as courses offered by different departments. With the exception of the PSY 1010, *Introduction to Psychology* course, students in all psychology courses are expected to write as a part of their routinely graded assignments. The faculty requires students to complete essay exams or write various term papers. We believe that these assignments challenge the students and enhance their critical thinking skills. Because there is no universal definition of critical thinking, we allow each faculty member to determine the best ways to assess critical thinking for his or her course.

Students enrolled in PSY 2020 learn the foundations of APA editorial style and receive a handbook outlining the basic features of this style that they will need to incorporate in their work. Upper level psychology courses also require papers as a part of course requirements.

Students enrolled in PSY 2010 learn to use *SPSS* to solve statistical problems. They revisit the use of this statistical program in PSY 2020, where they use it to analyze archival data. Students enrolled in PSY 2020 also learn how to use *PsycInfo* and other internet-based databases available through the UTC Library.

We use PSY 2010 and 2020 to introduce students to the foundations of statistics and research methods. The 3000- and 4000-level courses that we teach then illustrate for students how researchers in the content area conduct investigations to study the phenomena associated with the course.

Curricular Research Opportunities (2.8)

In every course, undergraduate students are exposed to the relevant academic research in the various sub-disciplines of psychology. They have many opportunities to participate in and/or conduct research with students and faculty in the Psychology Department. Applied and research opportunities were a particular point of emphasis in our restructured curriculum. As a result, we added a 3 credit hour requirement under the heading of "*Applying Psychology*." This category includes PSY 3580, *MPS* (described below), our experiential learning practicum course, PSY 3560, coordinated by Prof. Libby Byers, which allows students to choose between applied experiences from approximately 40 local organizations (see Appendix III). Students may also consider working as a teaching assistant by enrolling in PSY 3570, *Teaching Psychology*. In the Spring semester, we offer PSY 3590, *Practicum in Psychology Camp Training*, which is required for students planning to work at the Chattanooga Creative Discovery Museum or Camp Zooability as part of their PSY 3560 practicum. Students also choose to participate in PSY 4997, *Independent Study*, and PSY 4998, *Research Experience* projects supervised by Psychology faculty.

Modern Psychological Studies **(*MPS*).** MPS is the oldest journal of undergraduate research in the U.S. Since its founding in 1991, MPS has been published twice a year. Submissions are received from undergraduate from across the globe. The editorial staff who review articles and organize each issue are undergraduate students who take PSY 3580, *MPS*, a 3 credit repeatable course under the direction of long-time MPS faculty sponsor, Dr. David Ross. In the Summer of 2017, Dr. Ross, with the help of the UTC Library, converted the journal to an online format, including electronic archives of all previous issues dating back to 1991 (https://scholar.utc.edu/mps/). In that time, MPS articles have been accessed or downloaded over *50,000* times by individuals from *4,600+* institutions located in *182* countries. In addition to providing undergraduate students an outstanding experiential learning opportunity, MPS has enhanced the reputations of both the Department and UTC on a global basis. In recognition of this contribution, UTC recently awarded a much-needed and appreciated full graduate assistantship to the Department to support MPS.

Figure 2.1 highlights student participation in the creation of original research under the supervision of psychology faculty. Psychology majors participating in the Departmental Honors Program (DHON) prepare their projects to fulfill the requirement of the Honors College (see **Appendix II** for a list of representative Honors Projects). The Provost Student Research Awards (PSRA, renamed Search Awards in 2018) are presented annually to support outstanding student research in each college, providing funding up to $1,000. Of particular note is that Psychology majors consistently receive greater than 20% of the PSRA/Search awards for the entire University!

In addition, numerous undergraduate students have opportunities to work directly with Psychology faculty in their research labs assisting with current projects.

Figure 2.1. Psychology Majors' Involvement in Independent Research Projects

	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18
Provost Awards	3	5	4	6	3	6
Honors Research	2	1	2	0	1	5
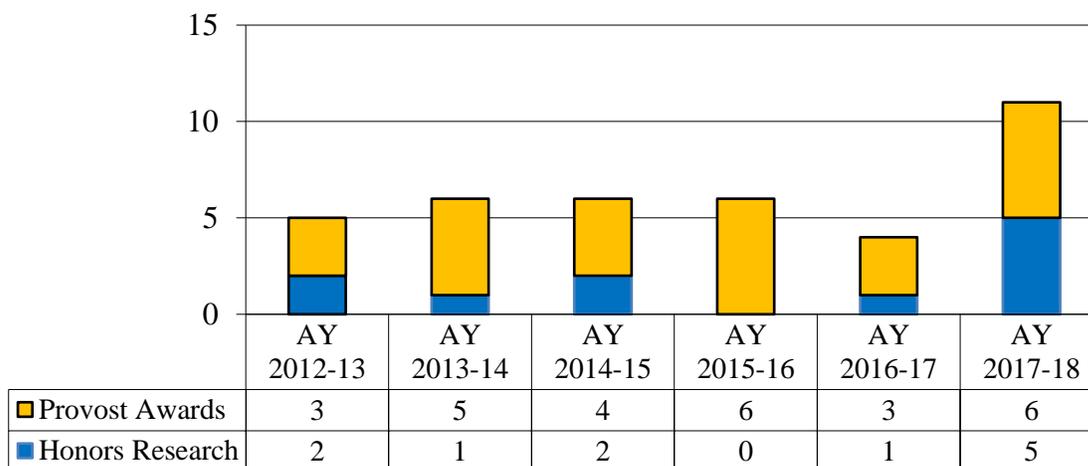
Student Internships/Practica/Clinical Opportunities Experiences **(2.9-10)**

With the change in the Psychology curriculum, we implemented an *Applying Psychology* category that required majors to take a minimum of three credit hours. Two of the options relate directly to internship/practicum opportunities, PSY 3560, *Practicum in Psychology*, and PSY 3590, *Practicum in Psychology Camp Training*. PSY 3560 provides students an opportunity to engage in community service through a broad range of mental health and social service agencies. PSY 3590 is presented in the Spring semester and is required for students who wish to participate in Camp ZooAbility, a summer camp for children with cognitive and/or physical disabilities

Students receive one credit hour for approximately 33 hours worked in a practicum location. An officer in the organization must verify the recorded time and identify the responsibilities students perform. The students must also complete a report on their activities to receive credit. As with most larger cities, there are many opportunities for students ,including residential psychiatric hospitals, shelters for victims of domestic violence, schools and sheltered workshops for developmentally delayed persons, geriatric centers, and a host of similar programs. **Appendix III** provides a current list of opportunities available to our majors. Participation in PSY 3560 (for credit toward the Psychology major) is limited to 6 credit hours.

We also maintain an active chapter of *Psi Chi*, the national honor society for psychology, sponsored by Dr. Preston Foerder, whose national headquarters is located just off the UTC campus. We have been working to strengthen our relationship with that office and it has recently paid off with internships for two of our graduate students.

Student Satisfaction Survey Results for Curriculum **(2.8)**

Table 2.2 summarizes the NSSE results for curriculum-related questions. Psychology majors were more likely to feel that they had acquired "quite a bit" or "very much" job-related knowledge and skills (Q1, 61.8%) than was the case in the College (53.7%) or UTC (60.0%). These positive results are particularly noteworthy given that, unlike students from the other "professional" colleges (Business, Engineering & Computer Science, and CHEPS) which drive the numbers up for UTC, the vast majority of our majors will not go on to a job in the field of

psychology. This appears to reflect their recognition that they have acquired a broadly applicable understanding of human cognition and behavior that is directly related to the workplace.

A majority of students believed that we had helped them develop effective speaking (Q2, 60.2%) and writing (Q3, 68.6%) skills, which were consistent with those for both the College (61.3% & 69.9%) and UTC (60.8% & 70.2%). Our results contributing to their ability solve complex, real-world problems (Q4; 57.9%) were comparable to those of the College (57.6%) and UTC (58.9%). In the area of critical thinking and analytic skills (Q5), students provided a very positive response (78.7%) that was slightly lower than the College (80.7%) and UTC (81.4%). The results related for working effectively with others (Q6; 74.1%), developing or clarifying a personal code of values and ethics (Q7; 68.2%) and becoming an informed and active citizen (Q9; 5.1%) were not significantly different than the College or UTC. Finally, the Department (56.1%) fared slightly better than the College (50.9%) and UTC (53.9%) in encouraging contact between students from different backgrounds (Q8).

These results are encouraging and provide a basis for examining points of emphasis moving forward.

Table 2.2. Student Satisfaction Survey Questions regarding Curriculum

Question/statement	Response options	Percentages			Valid N
		UTC	College	PSY	
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	10.7	14.3	6.7	89
	Sometimes	29.3	32.0	31.5	
	Quite a bit	32.9	32.2	39.3	
	Very much	27.1	21.5	22.5	
2. Institution contributed in developing clear and effective speaking skills.	Very little	9.7	10.1	6.8	88
	Sometimes	29.4	28.6	33.0	
	Quite a bit	33.7	33.6	29.5	
	Very much	27.1	27.7	30.7	
3. Institution contributed in developing clear and effective writing skills.	Very little	5.3	6.4	5.6	89
	Sometimes	24.5	23.7	25.8	
	Quite a bit	39.2	36.7	32.6	
	Very much	31.0	33.2	36.0	
4. Institution contributed to your ability to solve complex real-world problems.	Very little	10.0	10.6	10.2	88
	Sometimes	31.2	31.8	31.8	
	Quite a bit	31.6	31.1	28.4	
	Very much	27.3	26.5	29.5	
5. Institution contributed to thinking critically and analytically.	Very little	2.0	2.7	3.4	89
	Sometimes	16.6	16.6	18.0	
	Quite a bit	40.6	37.8	37.1	
	Very much	40.8	42.9	41.6	
6. Institution contributed to working effectively with others.	Very little	4.8	5.3	4.5	89
	Sometimes	25.7	29.6	21.3	
	Quite a bit	40.2	39.6	43.8	
	Very much	29.3	25.5	30.3	
7. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	10.5	11.0	4.5	88
	Sometimes	28.7	28.3	27.3	
	Quite a bit	34.1	33.7	37.5	
	Very much	26.7	27.0	30.7	
8. Institution contributed to thinking critically and analytically.	Very little	13.1	14.1	7.9	89
	Sometimes	33.1	35.0	36.0	
	Quite a bit	33.3	29.9	34.8	
	Very much	20.6	21.0	21.3	
9. Institution contributed to being an informed and active citizen.	Very little	13.6	13.4	10.2	88
	Sometimes	33.2	31.3	38.6	
	Quite a bit	30.1	29.5	25.0	
	Very much	23.2	25.8	26.1	

PART 3: STUDENT EXPERIENCE

3. Student Experience -- Criteria for evaluation	
3.1	The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.
3.2	The program ensures students are exposed to professional and career opportunities appropriate to the field.
3.3	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.
3.4	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.
3.5	Students have access to appropriate academic support services.

Current Instructional Practices **(3.1, 3.2)**

Our instructional practices and goals for educational outcomes follow the guidelines developed by the American Psychological Association (http://www.apa.org/ed/psymajor_guideline.pdf).

Student Evaluation of Faculty Teaching **(3.1)**

Toward the end of each academic period, faculty are required to have students in each of their courses complete the *UTC Student Rating of Faculty* form. The online evaluation form includes a number of Likert-type scales on student satisfaction with the instructor, indicators of student effort and preparation, and open-ended questions for students to provide their opinions about the course and how to improve it.

A summary of the quantitative results for each course is available through UTC MyMocsNet to the instructor and the Department Head. The results of the faculty evaluation process are considered in the annual Evaluation of Departmental Objectives (EDO) for each faculty member. They are also included in the tenure and promotion process as one indicator of teaching ability. Faculty provide written responses to the general evaluation results and may address any areas that could influence tenure or promotion decisions. A new evaluation template was piloted to several departments beginning Fall 2017 and approved to be the official evaluation for all courses beginning Fall 2018. This included a name change to *Course Learning Evaluations*.

Academic Advising for Psychology Majors **(3.1, 3.2. 3.5)**

The Department has traditionally required each of our majors to receive individualized face-to-face academic advisement prior to each semester. However, with over 600 majors, the demands on faculty time to provide this advisement became ever more daunting. The growing time commitment was further exacerbated by inconsistencies between faculty in the advice provided and individual faculty availability, as well as uneven advisee loads, and students doing "end-arounds" on their assigned advisor to get more favorable schedules or course overrides. This set of circumstances led the Department to petition for and receive permission to hire a full-time academic advisor and, in July 2014, we hired Ms. Angelique Cook, a UTC Psychology graduate who also received her MBA from UTC. The results have been outstanding and have had a positive impact on progression and graduation rates. Ms. Cook prepares an individual advisement sheet and a graduation plan (See Appendix VI) for each of our majors and provides

both individual and group advisement each semester beginning well ahead of the registration date. She also updates students on advisement-related news through individual and group emails. While the workload is significant, having one individual responsible for academic advisement provides a consistent message while limiting opportunities for students to manipulate the system.

In addition to academic advisement, we recently implemented a more formal process to provide students an opportunity to meet with faculty one-on-one during registration periods in the Fall and Spring to discuss their career goals and/or plans for graduate studies. These meetings provide students additional information to develop schedules that better align with their future plans.

Enrichment Opportunities for Students **(3.2, 3.3)**

In addition to the important opportunities for students to participate in research both in and out of the classroom, the Department sponsors a local chapter of *Psi Chi*, the national honor society for Psychology majors, as well as an I-O focused student organization called ChaIOP (Chattanooga I-O Psychology), in which both undergraduate and graduate students participate.

As addressed elsewhere in this document, the Department provides students opportunities to apply their knowledge and skills outside the classroom through participation in PSY 3580, Modern Psychological Studies (MPS), PSY 4997 and PSY 4998 independent research and independent studies, and through the PSY 3560 Practicum course. In addition to providing valuable hands-on experience, these applied opportunities assist students in clarifying their interests and career goals.

Inclusion of Perspectives and Experiences of Underrepresented Groups **(3.4)**

Approximately 15% of undergraduate Psychology majors are Black, with a total of 27% non-white and approximately 79% are women. We do not have data at the Department level for sexual orientation or gender identity. The gender inequity of the majors reflects a common national trend for all levels of the discipline. Departmental data appear to match national data indicating that approximately 12.5% of psychology majors are Black, 32.6% are non-white and that over 77% of all undergraduate psychology majors receiving BS degrees in the US are women (National Center for Education Statistics, 2015-2016, Tables 322.50 and 322.30, https://nces.ed.gov/fastfacts/display.asp?id=37).

UTC students attend a school that has a diverse student body. This diversity provides opportunities for majors to interact with and learn from others who are demographically different and who may have had different life experiences due to race or other factors. The Department supports a celebration of diversity by requiring students to work in collaborative groups and by working with other departments, such as Women's Studies and Sociology, to offer courses that examine issues related to diversity and tolerance of diverse opinions (e.g., Psychology of Women, Psychology of the Black Experience, Individual Differences, Social Psychology, etc.). **Table 3.1** provides a summary of the responses to diversity-related questions on the Student Satisfaction Survey. The Departmental results are generally lower than those for the College and UTC, although still demonstrate a consistent positive pattern.

Library Resources (3.5)

Students have access to a broad range of support services through the UTC Library as outlined in **Part V: Learning Resources** below.

Table 3.1. Student Survey Results for Cultural Experience

Question/statement	Response options	Percentages			Valid N:
		UTC	College	PSY	
1. Had discussions with students of a different race or ethnicity than your own.	Never	4.1	3.9	1.1	89
	Sometimes	21.2	21.0	22.5	
	Often	34.7	32.9	40.4	
	Very often	40.0	42.3	36.0	
2. Had discussions with students from different economic background other than your own.	Never	3.5	3.4	2.2	89
	Sometimes	20.7	20.3	24.7	
	Often	39.0	36.3	34.8	
	Very often	36.8	40.0	38.0	
3. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.	Never	4.2	4.6	4.5	89
	Sometimes	22.0	24.8	29.2	
	Often	29.8	33.5	37.1	
	Very often	44.0	37.1	29.2	
4. Had discussions with students who are very different from you in terms of their political opinions or personal values.	Never	4.1	4.4	4.5	89
	Sometimes	23.7	25.5	23.6	
	Often	35.3	32.0	33.7	
	Very often	36.9	38.0	38.2	

PART 4: FACULTY

4. FACULTY -- Criteria for evaluation:	
4.1	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.
4.2	The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.
4.3	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.
4.4	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.
4.5	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.
4.6	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

Faculty Profile (**4.1**)

All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials

The faculty in the Department of Psychology are committed educators and researchers whose areas of specialization cover a broad spectrum of the psychological discipline. All of our tenured and tenure-track faculty hold PhDs in Psychology or related fields (Dr. O'Leary's PhD is in Organizational Behavior). This mix of specialties is critical to our ability to present the breadth of courses to meet our students' needs given the relatively small number of faculty. This diversity of education and experience also provides many opportunities for collaborative research. The faculty receive the admiration of their students as is indicated by the consistently high course evaluations, teaching awards, and other measures of student interest in course material and the major.

Another noteworthy feature of the Department is that the faculty represent considerable diversity in their interests and focus in psychology. We have faculty who receive national and international recognition for their work in the study of the psychology and religion, psychology and the law, occupational health, memory, and early childhood education. Combined to this mix of interest are faculty interested in matters related to diversity, organizational justice, comparative psychology, the philosophical foundations of psychology, applied psychology, personality, and traditional and contemporary topics in experimental psychology.

We also believe that the level of scholarship among the faculty is exceptionally high for a primarily undergraduate institution. Within the Department are faculty who have a consistently high number of publications in refereed journals, are the authors of textbooks, and principal investigators on various grants. The faculty also direct or participate in supervising graduate theses and undergraduate research projects.

The faculty are also good university citizens. We serve on many college-wide committees and are, we believe, good stewards of the community.

In summary, we are proud of the Department we have created. We are pleased with the diversity of intellectual perspectives we have developed and with our support of a milieu that encourages a pluralism of professional options. As such, we are respectful of our colleagues' accomplishments and collaborate to create an enjoyable work setting.

Lecturers

In addition to our tenured/tenure-track faculty, we are also privileged to have two Lecturers who teach critical courses in the program, both of whom received their MS degrees from UTC. **Professor Ron Morris** is a Senior Lecturer who teaches sections of PSY 2010, Introduction to Statistics and/or PSY 2020, Research Methods, and PSY 1010, Introduction to Psychology, each semester. **Professor Libby Byers** is an Associate Lecturer who teaches a minimum of four courses each semester, including the General Education course PSY 2410, Psychology of Individual Differences, PSY 3350, Positive Psychology, and PSY 4150, Psychology of Women which is cross-listed with the Women's Studies Program. Professor Byers is also currently responsible for the PSY 3560 Practicum course which provides students experiential learning opportunities. With Dr. Watson's retirement, Prof. Byers will take over responsibility for the large PSY 1010 sections in the Fall of 2019, and become coordinator of the PSY 1010 sections taught by Psychology graduate students. The Department is in the process of filling two open faculty lines, one tenure-track, and one Lecturer. The plan is to have one of those individuals take over coordination of the practicum course.

Tenured and Tenure Track Faculty

The Department of Psychology currently has **fourteen** Tenured or Tenure-Track faculty who cover a broad spectrum of the discipline as outlined in the [APA Guidelines for Undergraduate Education](#) in addition to supporting two outstanding MS programs in Research and Industrial-Organizational. **Table 1.1** provides a quick overview of their degrees and research interests.

Table 4.1.   Summary of Tenured and Tenure Track Degrees and Research Interests

Name	PhD and Granting Institution	Research Focus
Kristen Black	Industrial-Organizational – **Clemson University**	Occupational Health; Quantitative Methods
Amanda Clark	Behavioral & Cognitive Neuroscience – **University of Waterloo**	Attention-related errors
Chris Cunningham	Industrial-Organizational – **Bowling Green State University**	Occupational Health; Stress and recovery
Dave Ferrier	Applied Developmental – **George Mason University**	Social-emotional development in early childhood
Preston Foerder	Biopsychology & Behavioral Neuroscience – **City University of New York**	Comparative psychology – animal cognition
Ralph Hood	Social – **University of Nevada at Reno**	Psychology of Religion – snake-handling tradition

Name	PhD and Granting Institution	Research Focus
Brian O'Leary	Organizational Behavior – **Tulane University**	Organizational Justice
Nicky Ozbek	Clinical & Child Development – **University of Georgia**	Abnormal psychology; Olfaction and memory
Kate Rogers	Social/Personality – **University of British Columbia**	First-impressions
David Ross	Developmental – **Cornell University**	Psychology of Law; Eyewitness testimony
Jill Shelton	Experimental – Cognitive/Developmental – **Louisiana State University**	Prospective Memory
Amye Warren	General Experimental – Developmental /Cognitive – **Georgia Institute of Technology**	Child developmental; Child memory and eyewitness testimony
Paul Watson	Comparative – **University of Texas - Arlington**	Narcissism; Cross-cultural psychology of religion
Alex Zelin	Industrial-Organizational – **Akron University**	Gender & Sexism in the Workplace

The following presents a more detailed summary of the education, research interests and classes taught by our tenured and tenure-track faculty. Because there are only a few core courses in the Research Masters program, the graduate course loads for RM faculty include rotating seminars focused on their areas of specialization that may only be presented every third or fourth academic year.

Kristen J. Black (Ph.D., Clemson University)

Dr. Black teaches introductory and intermediate statistics courses, the graduate research methods sequence. Her research interests involve the Occupational Health psychology focusing on stress and social support.

Courses routinely taught:
• Undergraduate: PSY 2010 – Statistics
• Graduate: PSY 5200 – Teams in Organizations; All statistics courses from descriptive statistics to structural equation modeling

Amanda Clark (Ph.D., University of Waterloo)

Dr. Clark is interested in studying attention-related errors of everyday living and her work focuses on the development of assessments that are ecologically valid and clinically relevant. In her research, she continues to study healthy younger and older adults as well as individuals who experience executive dysfunction due to a traumatic brain injury or stroke. Dr. Clark integrates her research in the courses she teaches, primarily Psychology of Aging, Biological Psychology,

Principles of Neuropsychology, Advanced Seminar in Psychological Processes and Cognitive Aging and Assessment.

Courses routinely taught:
*   Undergraduate: PSY 4120 - Advanced Seminar for Psychological Processes, PSY 3180 – Principles of Neuropsychology, PSY 3140 – Biological Psychology
*   Graduate: PSY 5010 – Teaching of Psychology, PSY 5140 – Applied Research Design (Thesis), PSY PSY 5960 Graduate Seminars on Neuropsychological Assessment and Cognitive Aging and Assessment

Chris Cunningham (Ph.D., Bowling Green State University)

Dr. Cunningham teaches organizational psychology, organizational development and change, and quantitative/qualitative research methods to graduate students in the M.S. program in industrial-organizational (I-O) psychology. He also teaches select undergraduate core courses in psychological research methods, statistics, assessment development, and professional ethics and career planning. His current research addresses multiple OHP topics, including need for resource recovery and recovery from occupational stress, the influence of individual differences in personality and fitness on the stress process, and issues regarding work-nonwork role integrations. He is also involved as an adjunct clinical research professor at the UT College of Medicine/Erlanger Hospital campus, where he is involved with projects that seek to improve healthcare provider health and well-being at work, as well as efficiency on the job. *Dr. Cunningham also serves as the Graduate Program Director for UTC's M.S. degree program in I-O Psychology.*

Courses routinely taught:
*   Undergraduate: PSY 2010 – Statistics, PSY 2070 – Professional Psychology
*   Graduate: PSY 5250 – Core Business Skills for I-O Psychologists, PSY 5260 – Organizational Development, 5060 – Work Motivation, PSY 5360 – Practicum in I-O Psychology

David E. Ferrier (Ph.D., George Mason University)

Dr. Ferrier is an applied developmental psychologist whose research centers around the social, emotional, and cognitive development in children, particularly early childhood. His applied work focuses on how parents, peers, and particularly teachers can act as important socializers of these social, emotional, and cognitive skills which are strongly tied to both concurrent and enduring social and academic success. Dr. Ferrier's background in both developmental and school psychology allows for real-world experiences and advice to permeate the developmental courses he teaches in child and adolescent development. Dr. Ferrier's current research involves data collection with local and surrounding preschool and childcare venues, working with teachers and administrators to help ensure that children get a high-quality education and are ready for the larger tasks of more formal schooling.

Courses routinely taught:
Undergraduate: PSY 2210 – Psychology of Child Development, PSY 2220 – Psychology of
                   Adolescence/Adult, PSY 3400 – Applied Developmental Psychology
Graduate: PSY 5960 Seminar in Developmental Psychology

Preston Foerder (Ph.D., The Graduate Center of the City University of New York)

Dr. Foerder's research is in the field of comparative psychology, the study of behavior across species. Over the years, Dr. Foerder has trained fish and lizards, studied a captive walrus birth and penguin social systems. His current interests lie mainly in comparative cognition. In research published in the journal PLOS ONE, Dr. Foerder found the first evidence for insightful problem solving in Asian elephants. He has studied wolf and sandhill crane behavior at the Chattanooga Nature Center and visual and chemosensory discrimination in the giant Pacific octopus at the Tennessee Aquarium. He is currently examining social behavior in chimpanzee populations linked by internet video in a study called *iChimp*.

Courses routinely taught:
• Undergraduate: PSY 2020 Research Methods, PSY 3110 – Learning & Motivation, PSY
                 3140 – Physiological Psychology, PSY 3130 – Cognitive Processes
• Graduate: PSY 5950 and 5960 Graduate Seminars on Learning & Motivation and
                 Comparative Psychology

Ralph Hood (Ph.D., University of Nevada)

Dr. Hood is a social psychologist whose major interests are in philosophical psychology and the psychology of religion. He is co-founder of *The International Journal for the Psychology of Religion.* He is a past editor of the Journal for the Scientific Study of Religion. He is past president of APA's Division 36 and a recipient of its William James award for excellence in research. He is currently co-editor of Research in the Social Scientific Study of Religion and Editor-in-Chief of Psychology and Religion His major research interests are reflected in his publications. He is co-author of *Psychology of Religion*. editor of *The Handbook of Religious Experience* and co-editor of the *Measures of Religiosity*. Other books include *Dimensions of Mystical Experiences: Empirical Studies and Psychological Links*; *The Psychology of Religious Fundamentalism*, *Blood & Fire*, and *Them That Believe; The Power and Meaning of the Christian Serpent Handling Tradition*.

Courses routinely taught:
• Undergraduate: PSY 4600 – History and Systems of Psychology, PSY 4610 – Philosophical
                 Psychology, PSY 4700 – Psychology of Religion

Brian O'Leary (Ph.D., Tulane University)

Dr. O'Leary's research interests focus on the effects of organizational justice on individual, group, and organizational performance. This is an outgrowth of his interest in the area of racial diversity in the workplace and employment discrimination law, as the ultimate goal of the civil rights movement was to create a just society and a correspondingly fair workplace. He is also interested in examining worker perceptions of organizational support from a multi-directional

perspective rather than the top-down viewpoint currently dominating the literature. His current research focuses on equity sensitivity which reflects an individual's tendency to perceive a situation as fair or unfair.

Courses routinely taught:
- Undergraduate: PSY 4060 – Introduction to Industrial Organizational Psychology, PSY 1010 – Introduction to Psychology
- Graduate: PSY 5160 – Training in Organizations,

Nicky Ozbek (Ph.D., University of Georgia)

Interest in measuring depression in the medically ill, several years ago, led Dr. Nicky Ozbek to examine the relationship between loss of olfactory sensitivity with depression, illness, and injury.. This research led to further inquiry as to the underlying processes that occur when olfactory sensitivity is compromised. The scientific journey that started with measurement has led Nicky Ozbek to collaborative projects with colleagues in Chemistry, Physics, Biology and the Medical community. Her current research is focused on the olfactory sensitivity and depression.

Courses routinely taught:
- Undergraduate: PSY 3080 – Abnormal Psychology, PSY 4080 – Contemporary Psychotherapies, PSY 3140 – Physiological Psychology
- Graduate: PSY 5010 – Teaching of Psychology, PSY 5960 Graduate Seminars on Clinical Psychology

Kate Rogers (Ph.D., University of British Columbia)

Dr. Rogers is a personality/social psychologist whose research examines interpersonal perception and social behavior, self-knowledge, and personality correlates and assessments. Specifically, much of her work focuses on how individual differences impact how people perceive and evaluate their social world. Within this context, she has focused on first impressions, particularly the use of normative information (an individual's understanding of the average person), perceptive accuracy (an individual's ability to understand the personality of others), and within person variability due to social context (e.g., prejudice, similarity). Some of her recent work has focused on the impact of individual differences in the Dark Tetrad traits (sadism, narcissism, psychopathy, and Machiavellianism) relates to differences in the accuracy and positivity of impressions, the importance of the Good Judge (the individual who can accurately understand another's personality), and best practices for assessing dyadic data.

Courses routinely taught:
- Undergraduate: PSY 1010 – Introduction to Psychology, PSY 2040 – Statistics Lab Coordinator, PSY 4480 – Theories of Personality
- Graduate: PSY 5960 Seminars in Personality

David F. Ross (Ph.D., Cornell University)

Dr. Ross is interested in developmental and social psychology. He conducts research on children's and adults' eyewitness memory and on adults' views of children's believability as witnesses. He has edited several books on the topics of children's and adults' eyewitness testimony, and consults with judges and attorneys on children's and adults' eyewitness issues.

Courses routinely taught:
*   Undergraduate: PSY 3310 – Social Psychology, PSY 4250 – Psychology and Law, PSY 3580 – Modern Psychological Studies

Jill T. Shelton (Ph.D., Louisiana State University)

Dr. Shelton is a Cognitive-Experimental Psychologist and the Director of the Cognitive Aging, Learning, and Memory lab (www.sheltoncalmlab.com). Her research focuses on how attention and memory interact in healthy younger and older adults and in those with dementia. Dr. Shelton conducts translational research that extends laboratory findings to real-world settings. There are currently four lines of study within Dr. Shelton's research program: 1) the cognitive and motivational processes that support prospective memory (i.e., memory for the future), and how contextual factors dynamically interact with the cognitive system in support of goal execution. Second, 2) the efficacy of cognitive strategies for improving daily functioning in healthy and cognitively impaired elders, 3) the detrimental effects of phone conversations on classroom performance and on consumer decision-making practices, and 4) how individual difference factors, such as working memory and intelligence, predict human performance.

Courses routinely taught:
*   Undergraduate: PSY 3130 – Cognitive Science, PSY 2020 – Introduction to Research Methods, PSY 2230 – Psychology of Aging; PSY 3570 – Practicum in Teaching Psychology
*   Graduate: PSY 5950 Graduate Seminars on Memory

Amye R. Warren (Ph.D., Georgia Institute of Technology)

Dr. Warren is a developmental psychologist with research interests in the development of memory and language skills in preschool and school-aged children. Her current research applications include children's testimony in legal cases, training programs to improve the skills of those who interview child witnesses, juror perceptions of child abuse allegations, and juvenile interrogations and confessions.

Courses routinely taught:
*   Undergraduate: PSY 2210 – The Psychology of Child Development, PSY 3400 – Applied Developmental Psychology
*   Graduate: PSY 5010 – Teaching of Psychology, PSY 5140 – Applied Research II (Thesis), PSY 5960 Graduate Seminars in Development Psychology

Paul J. Watson (Ph.D., University of Texas at Arlington)

Dr. Watson teaches large sections of Introductory Psychology. His primary research interests are in the psychology of religion and in personality theory. He has published over 300 papers with projects in the psychology of religion including samples from Iran, Pakistan, China, Tibet, and India. In personality theory, his research focus centers on narcissism and self-knowledge.

Courses routinely taught:
• Undergraduate: PSY 1010 - Introductory Psychology

Alex I. Zelin (PhD., Akron University)

Dr. Zelin teaches graduate courses in Industrial-Organizational Psychology and various undergraduate courses. Her primary research interests relate to diversity in the workplace (particularly gender and moving toward intersectionality) and prevention and cultural change around sexual violence. Active research studies include gender bias in the selection process, gender bias in organizational attractiveness, sexual harassment/sexual assault prevention in and out of the workplace, bystander behavior/bystander intervention in and out of the workplace, and defining sexual harassment.

Courses routinely taught:

Undergraduate:	PSY 1010 – Introductory Psychology, PSY 2020 – Research Methods, PSY 3310/SOC3310 – Social Psychology, PSY 4310/SOC4310 – Advanced Social Psychology, PSY 4999/WSTU4550 – Cultural Change Ambassadors
Graduate:	PSY 5120 – Employee Performance and Development, PSY 5270 – Job/Work Analysis and Personnel Selection

Faculty Scholarship (4.1)

The faculty in the Department of Psychology have a longstanding tradition of research productivity which continued through the present review period. As shown in **Table 4.2**, the level of scholarship per Full Time Equivalent (FTE) by Psychology faculty dwarfs the productivity of both the College of Arts & Sciences and UTC. This accomplishment is particularly impressive given the significant teaching loads in the Department. Copies of CVs for each of the faculty members are included in the file **Psychology Undergraduate Self-Study 2018 – CV Supplement**.

Table 4.2.   Scholarship per Faculty Full Time Equivalent (Fall Semester)

	2012	2013	2014	2015	2016	2017
Psychology	**8.476**	**7.760**	**5.330**	**8.522**	**8.347**	**7.652**
College	3.372	4.441	3.006	3.605	*	*
University	4.419	3.737	3.093	3.243	*	*
* Data no longer summarized by the University						

Table 4.3 summarizes scholarship activities of the Psychology Department taken as a whole for calendar years 2013 to 2018. Data prior to 2016 was based on an annual self-report survey of faculty conducted by OPEIR. Data for 2016 forward based on Digital Measures which is input by faculty and may not be complete for all faculty for all years. Therefore, results may not be

entirely comparable. However, **Table 4.2** and **Table 4.3** taken together clearly show a high-level of scholarship by the faculty in the Department, particularly given their significant teaching loads.

Table 4.3. Summary of Scholarly Productivity of Psychology Department (calendar year)

Activity	2013	2014	2015	2016	2017	2018	Total
Books or Chapters	4	0	3	9	5	4	**25**
Books Edited	0	0	8	0	0	1	**9**
Journal Articles Published	31	27	47	45	30	37	**217**
Other Presentations	18	6	2	1	0	0	**27**
Conference Presentations	44	23	38	41	53	74	**273**
Total	**97**	**56**	**98**	**96**	**88**	**116**	**551**

External Grants (4.1)

Departmental faculty continue to be active in applying for and receiving external grant funding from a variety of sources. Proposals where Psychology faculty were designated as PI totaled over $2 million for the period, with total awards of $762,948. Faculty were also co-PIs in collaborative efforts with researchers within and outside the College of Arts & Sciences on numerous proposals and awards

Figure 4.1. External Grant Proposals FY 2013-2018

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
☐ Number	3	2	3	1	1	2
■ Amount	$130,289	$311,395	$780,492	$8,500	$583,018	$254,819
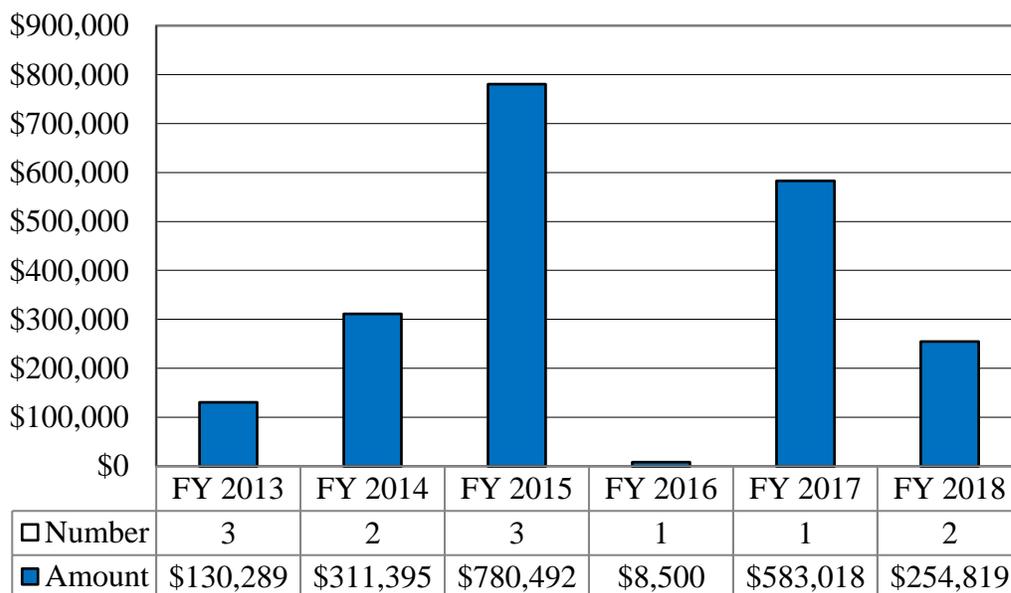
Figure 4.2. External Grants funded FY 2013-2018

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
☐ Number	3	2	3	1	1	2
■ Amount	$180,611	$20,207	$175,308	$8,500	$44,854	$333,468
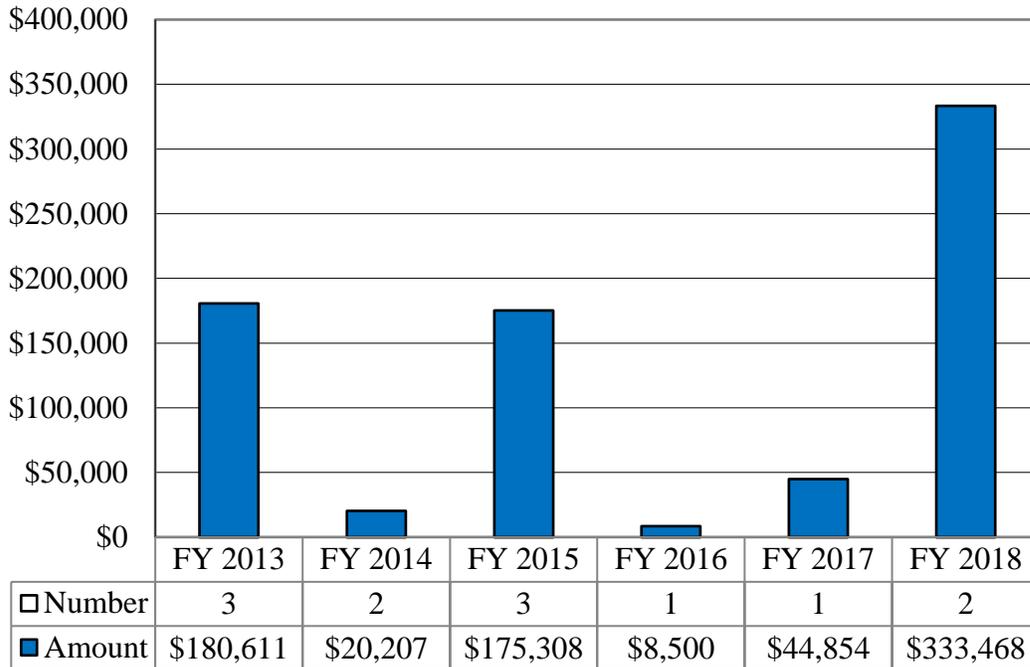
Table 4.4.   External Funding Awards FY 2013-18

Lead PI	Sponsor	Total Award Amount	Project Title	Activity Type	Award Fiscal Year
Black, Kristen	Miller Industries	$9,935	Miller Industries Employee Survey	Applied Research	2018
Cunningham, Christopher	University of Tennessee - Health Science Center	$3,408	Transforming the Culture of Medical Education: Integrating Staff Chaplains into an Internal Medicine Training Program	Applied Research	2015
Cunningham, Christopher	McKee Foods Corporation	$8,500	McKee Foods Wellness Project	Public Service	2016
Foerder, Preston	Community Foundation of Greater Chattanooga Incorporated	$15,000	Enrichment for Students and Animals: Using animal behavior to encourage STEM learning	Instruction	2015
Hood, Ralph	Society for the Scientific Study of Religion	$9,000	Society for the Scientific Study of Religion (SSSR) 2014	Public Service	2014
Hood, Ralph	Universitat Bielefeld	$73,708	Developmental Change in Spirituality: Longitudinal study of faith biographies, religious schemata and their psychological correlates and predictors	Basic Research	2015

Lead PI	Sponsor	Total Award Amount	Project Title	Activity Type	Award Fiscal Year
Hood, Ralph	University of Tennessee - Knoxville	$78,592	Beyond the Shroud: Discerning Jesus in the Mind's Eye	Basic Research	2015
Hood, Ralph	University of Tennessee - Knoxville	$4,600	Beyond the Shroud: Discerning Jesus in the Mind's Eye	Basic Research	2015
Hood, Ralph	Universitat Bielefeld	$13,794	Developmental Change in Spirituality: Longitudinal study of faith biographies, religious schemata and their psychological correlates and predictors	Basic Research	2017
Hood, Ralph	The Henry M. Jackson Foundation for the Advancement of Military Medicine	$31,060	CONTRACT and PROPOSAL: Protection of the Force and Family (POTFF) Spiritual Fitness Metrics	Applied Research	2017
Hood, Ralph	Universitat Bielefeld	$323,533	Developmental Change in Spirituality: Longitudinal study of faith biographies, religious schemata and their psychological correlates and predictors	Basic Research	2018
Warren, Amye	United Way of Chattanooga	$11,207	Amendment #6 for Services for Project Ready for School and Child Care Consortium 2011	Public Service	2014
McDaniel, Brenda	Wake Forest University (WFU)	$84,297	Structure and Consistency of Character	Basic Research	2013
Ozbek, Irene	University of Tennessee - Health Science Center	$50,319	A Randomized, Prospective, Double Blind Trial, Placebo-Controlled Trial of Two Different Doses of Melatonin on Sleep Latency and Duration of REM Sleep in Patients with Uremia-Associated Sleep Disorders	Clinical Research	2013
Warren, Amye	United Way of Chattanooga	$45,995	Amendment #6 for Services for Project Ready for School and Child Care Consortium 2011	Public Service	2013

Table 4.5.　External Funding Proposals FY 2013-2018

FY	Name	Activity Type	Amount	Title
2018	Black, Kristen	Applied Research	$30,008	Miller Industries Employee Survey
2016	Cunningham, Chris	Public Service	$8,500	CONTRACT & PROPOSAL: McKee Foods Wellness Project
2018	Cunningham, Chris	Applied Research	$0	CONTRACT: Teaming Agreement and NDA for Identifying Gaps in Nursing Safety Education and Practice
2015	Cunningham, Chris	Applied Research	$3,408	Transforming the Culture of Medical Education:Integrating Staff Chaplains into an Internal Medicine Training Program
2018	Ferrier, David	Applied Research	$224,811	In Loco Parentis: The Impact of Teachers and School Contexts in Socializing Social-Emotional Competence and Self-Regulatory Abilities in Early Childhood
2014	Foerder, Preston	Basic Research	$0	IOS Preliminary Proposal: Collaborative Research RUI ? Elephant Learning, Cognitive Processes and HEC
2017	Foerder, Preston	Applied Research	$1,495	iChimp: Using Internet Technology to Connect Captive Chimpanzees
2015	Foerder, Preston	Instruction	$19,926	Enrichment for Students and Animals: Using animal behavior to encourage STEM learning
2017	Foerder, Preston	Basic Research	$5,158	Personality and Cooperative Tasks in Bottlenose Dolphin (*Tursiops Truncatus*) Dyads
2014	Hood, Ralph	Public Service	$9,000	Society for the Scientific Study of Religion (SSSR) 2014
2015	Hood, Ralph	Basic Research	$73,708	CONTRACT and PROPOSAL: Developmental Change in Spirituality: Longitudinal study of faith biographies, religious schemata and their psychological correlates and predictors
2017	Hood, Ralph	Basic Research	$13,794	CONTRACT ADDENDUM 1 and PROPOSAL to Developmental Change in Spirituality: Longitudinal study of faith biographies, religious schemata and their psychological correlates and predictors

FY	Name	Activity Type	Amount	Title
2017	Hood, Ralph	Applied Research	$31,060	CONTRACT and PROPOSAL: Protection of the Force and Family (POTFF) Spiritual Fitness Metrics
2014	Hood, Ralph	Basic Research	$43,717	Beyond the Shroud: Discerning Jesus in the Mind's Eye
2014	McDaniel, Brenda	Basic Research	$247,472	Other-Orientated and Internally-Inspired Virtues: Assessments of Generosity, Honesty, and Forgiveness along with Purpose, Joy, and Gratitude (ID#48466)
2014	Ozbek, Nicky	Applied Research	$0	PRELIM: Retinal Imaging of b-amyloid Plaques in Humans for Use as an Early Detectable Biomarker
2015	Ozbek, Nicky	Basic Research	$0	PRELIMINARY PROPOSAL: Cracking the Olfactory Code
2015	Ozbek, Nicky	Applied Research	$15,000	Improved Marketability of the Wheeler Odor Threshold Test
2015	Ozbek, Nicky	Applied Research	$0	CONTRACT MTA - Wheeler University of Tennessee (WUTC) Odor Threshold Test Material to St. Croix Sensory, Inc.
2017	Shelton, Jill	Basic Research	$531,511	NSF CAREER - REVEALING THE DYNAMIC NATURE OF PROSPECTIVE MEMORY
2015	Shelton, Jill	Basic Research	$668,450	CAREER: Isolating the Cognitive Mechanisms Supporting Prospective Memory Using Behavioral and Eye-tracking Methods
2014	Warren, Amye	Applied Research	$11,206	CONTRACT and PROPOSAL - Amendment 9 to Services for Project Ready for School and Child Care Consortium
2013	O'Leary, Brian	Basic Research	$84,297	CONTRACT and PROPOSAL - Structure and Consistency of Character
2013	Ozbek, Nicky	Applied Research	$0	PRELIM: Retinal Imaging and b-amyloid Plaques in Humans
2013	Warren, Amye	Applied Research	$45,992	CONTRACT AMENDMENT and PROPOSAL - Amendment 8 to Project Ready for School and Child Care Consortium

Faculty Service (4.1)

As highlighted in the CVs, Psychology faculty members continue to be linked to the local community and beyond through a variety of consulting projects. All of the faculty associated with the I-O masters programs have worked on local projects with such companies as Shaw Industries and Blue-Cross Blue-Shield of Tennessee, among others. Most of these projects provide opportunities for I-O graduate students to receive valuable, paid experience in their field of study.

The faculty associated with the Research Masters program participate in community consulting activities that bring them into direct contact with the needs of the region in education, medical, and legal settings. For example, Dr. Ozbek is a licensed and practicing clinical psychologist. Her primary treatment practice includes persons who have suffered traumatic brain injury and victims of domestic violence. In addition, she works with children diagnosed with significant emotional and behavioral disorders. Dr. Ross has developed working relationships with several judges presiding in Hamilton County which allows him and his students to explore important topics related to psychology and the law. Dr. Shelton works with retirement facilities in the area in her work on dementia. Dr. Warren has worked with the forensic interviewers at the Children's Advocacy Center of Hamilton County to help them better understand the guidelines and best practices for interviewing children who may have been sexually assaulted. Dr. Preston Foerder is working as an advisor to both the Chattanooga Nature Center and the Chattanooga Aquarium on issues of animal behavior.

Many Psychology faculty are active reviewers and editors for professional journals and conferences, as well as serving on grant review committees. The Department also connects to the community through our PSY 3560 practicum program that provides valuable student support to area non-profits and service providers.

Adequacy of Faculty Numbers (4.2)

The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.

As is the case in most departments, the appropriate number of faculty to meet teaching, research and service demands is a contentious issue. The immediate answer is invariably no, we do not have an adequate number of faculty. However, we, like other departments, make do with available resources. Each of our faculty teach the equivalent of a 4/4 load, being assigned two single courses with enrollments of roughly 20 to 40, and one double section of 45 to 250, each semester. Despite now having several sections with 90 or more students, faculty do not receive more than double credit for any single course. To support these larger sections, the Department provides GA support and also undergraduate Teaching Assistants (TA) through the PSY 3570, *Practicum in Teaching Psychology*, course.

Faculty FTE

Despite enrollment growth of almost 14% since the beginning of the review period, the number of full time Faculty FTE has not kept pace. as indicated in **Table 4.6**. The Department was awarded an additional Lecturer for the Fall 2019 semester to meet anticipated demands resulting

from the University's transition to a 15 credit hour per semester tuition structure. However, the vast majority of the Department's current and future curricular needs are at the upper and graduate levels. While we highly value our Lecturers, the current demands placed on the Department to support student research, grow external funding and grow our graduate programs would be better served by an additional tenure-track line.

Table 4.6.   Full-time Faculty FTE

	2012	2013	2014	2015	2016	2017
FTE	14.5	15.2	14.5	15.5	15.5	16.0

Faculty Workloads **(4.2)**

As a Department, we attempt to balance course loads with Departmental needs, individual faculty strengths and non-teaching responsibilities. We try to minimize the number of new preparations in any given semester and rotate in elective courses that broaden the exposure of our majors to the psychological discipline. We also believe that it is important to minimize our dependence on adjunct faculty, particularly for upper division courses.

Covering our existing curriculum is further complicated by the number of course releases granted to faculty for administrative purposes and to support research funded by external grants (see **Table 4.4** & **Table 4.5**). The University's growing emphasis on external grant funding will only serve to exacerbate this issue in the future. In some cases, faculty are working unpaid overloads because we cannot find qualified adjuncts in the Chattanooga area due to the relatively small number of available Psychologists and the inadequate adjunct pay which currently sits at $2,400 per three credit hour course.

Table 4.7 provides a summary of the general teaching loads of the faculty. The University expects each of its faculty to teach 12 hours (four courses) per semester. Typical course load includes two single sections and one double section. Enrollment for a double section generally starts at about 45 students, although that number has risen recently. Faculty can receive course load reductions for administrative duties, preparing a grant, and grant work. Overloads are generally discouraged, but are allowed based on need and to support other departments and programs, such as Women's Studies.

Table 4.7.   Load reductions & Typical Teaching Loads for Tenured/Tenure-Track Faculty

Faculty	Load Reductions	Typical Teaching Load
Black	One course/ semester first year	Three sections and two or three preparations: Graduate and Undergraduate courses
Clarke	One course/ semester as RM coordinator	Three sections and two or three preparations: Graduate and Undergraduate courses
Cunningham	One course/ semester as I-O coordinator	Three sections and two or three preparations: Graduate and undergraduate courses
Foerder		Four sections and two or three preparations: Graduate and Undergraduate courses

Faculty	Load Reductions	Typical Teaching Load
Hood	One course/semester, Templeton Grant	Four sections and two to three preparations: Undergraduate courses
O'Leary	Two course /semester as Department Chair	Three sections and two preparations: Graduate and undergraduate courses
Ozbek		Four sections and two to three preparations: Undergraduate courses
Rogers		Four sections and two to three preparations: Undergraduate courses
Ross		Four sections and two to three preparations: graduate and undergraduate courses
Warren		Four sections and two to three preparations: Graduate and undergraduate courses
Watson		Two large PSY 1010 sections and one preparation: Undergraduate courses
Zelin	One course for PREP Award, Spring 2019	Four sections and two or three preparations: Graduate and undergraduate courses

In 2015, the College of Arts & Sciences reorganized by reducing the total number of departments. To avoid having the Department of Psychology merged with one or more other departments, we committed to a permanent $30,000 reduction in annual adjunct salaries (**Figure 4.3**). As highlighted in **Figure 4.4** (repeated in **Figure 6.10**), this change resulted in a dramatic shift in the distribution of student credit hours (SCH) from adjunct faculty to tenured and tenure-track faculty.

Figure 4.3.   Adjunct Budget FY 2013-2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Spring	$80,667	$67,067	$30,400	$26,669	$31,137
Fall	$95,467	$89,200	$73,200	$60,535	$42,535
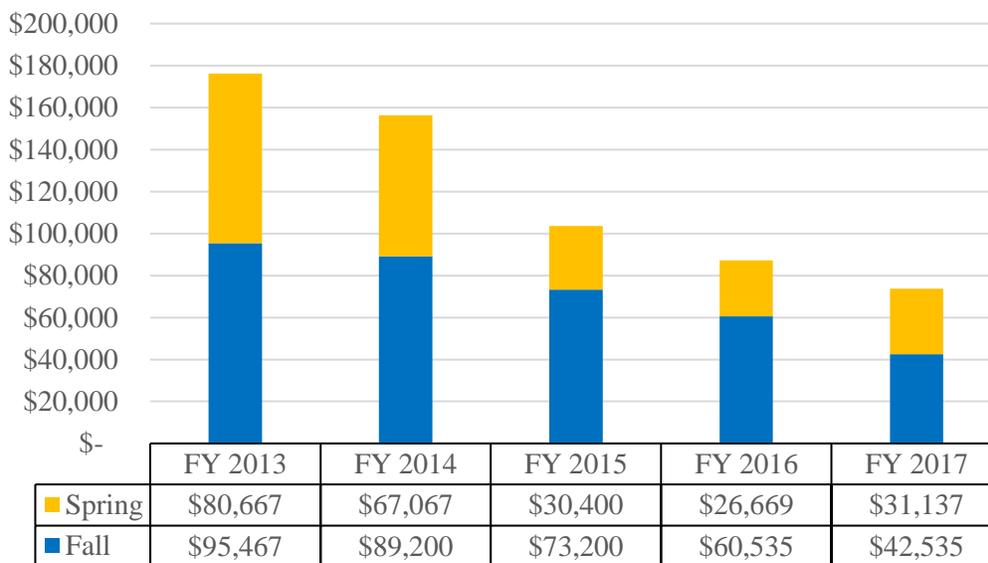
Figure 4.4.   Student Credit Hour (SCH) Production by Faculty Classification

	2013-14	2014-15	2015-16	2016-17	2017-18
■ T/TT	6,626	7,036	8,289	9,632	11,342
■ NTT	1,873	2,778	3,140	2,660	2,285
■ Adjunct	5,495	4,175	2,592	1,704	1,054
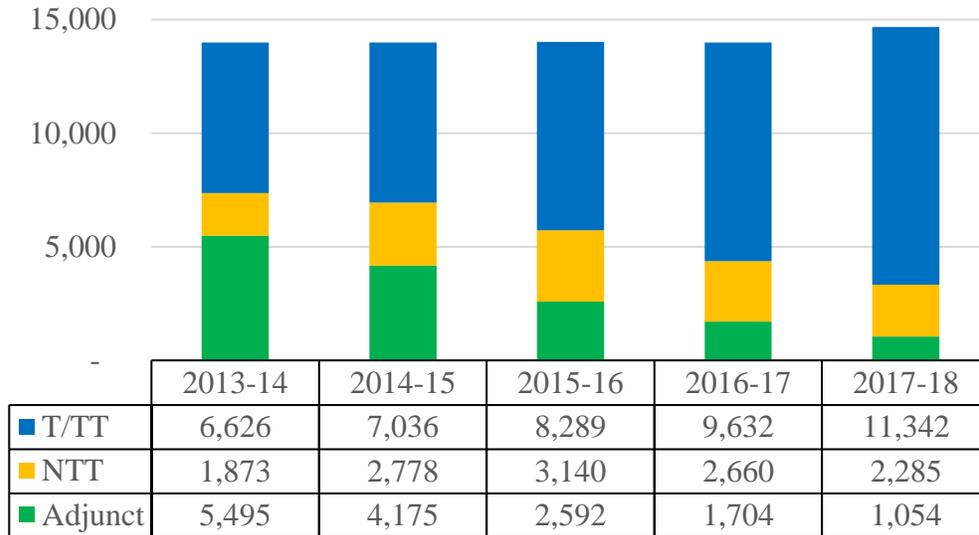
Figure 4.5 summarizes the SCH production for the Department per full-time FTE for each Fall semester from 2013 to Spring 2018. This figure highlights that, as a Department, our production of student credit hours per full-time FTE is significantly higher than both the College of Arts and Sciences and University averages. This is not surprising given the reduction in the use of adjunct faculty caused by the College of Arts & Sciences reorganization and the lingering effects of a rapid increase in major enrollment in the preceding five-year period that was not accompanied by a commensurate increase in full-time faculty lines. In the current review period, we have added a number of larger, "double sections" of high-demand courses which count double toward faculty course load, including online offerings. While not an optimal solution, it helps us distribute the teaching load as equitably as possible.

What **Figure 4.5** does not reveal, however, are the hidden and undocumented efforts of the faculty. For example, most faculty supervise the completion of theses by graduate students. This table also fails to reflect the fact that our faculty are producing these credit hours while maintaining a productive stream of research, including peer-reviewed journal articles, conference presentations, and other scholarly works.

Figure 4.5. Student Credit Hour (SCH) Production Per Full-Time FTE Faculty

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
■ Psychology	1,037.4	921.2	932.8	862.1	879.4
■ College	718.1	690.1	697.2	690.6	677.9
■ UTC	610.0	593.8	596.8	618.1	597.2
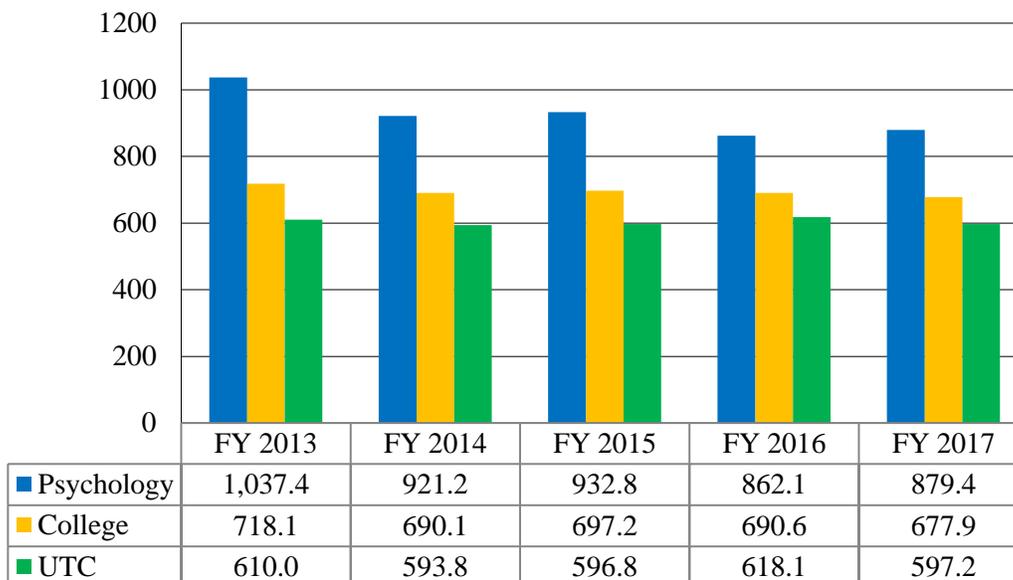
Balance Between Full Time and Adjunct Faculty **(4.2)**

Due to a significant restructuring of the College of Arts & Sciences effective in Fall 2015, the Department significantly cut its adjunct budget to avoid being merged with another department. We have historically been less dependent on adjunct instructors than other departments due to a desire to have full-time faculty teach our courses and because of the relative dearth of qualified psychologists in the Chattanooga area who are willing to teach upper-level courses for the rather inadequate $2,400 per course compensation offered by UTC. Adjunct faculty in the Department of Psychology almost always teach only one class a semester and never more than two. We also employ graduate students to teach smaller PSY 1010 sections after they have taken PSY 5010, Teaching of Psychology, and completed 18 hours of graduate-level psychology courses. Dr. Watson had acted as the coordinator and supervisor of these graduate students, but due to his illness, Dr. Amye Warren is acting as interim coordinator and the responsibility will be assumed by Prof. Libby Byers beginning Fall 2019. Graduate students also teach our PSY 2040 Statistics Labs and PSY 2020L Research Methods labs under the supervision of Dr. Rogers and Dr. Shelton, respectively.

Although they are few, the Department's primary adjuncts are outstanding teachers who have supported us for many years and include Ms. Dorothy (Dot) Stevens, Dr. Les Kertay, Dr. Chris Silver, Ms. Lindsey Greiner, and Ms. Elaine Adams. Ms. Stevens teaches our Psychology of the Black Experience. Dr. Kertay teaches Abnormal and Contemporary Psychotherapies. Dr. Silver teaches statistics and PSY 1010. Ms. Greiner teaches Developmental, and Ms. Adams teaches the PSY 3590, *Psychology Camp Training*, course each Spring.

Retirement Outlook **(4.2)**

Dr. Mike Biderman completed his phased retirement in the Spring of 2018 and will continue to teach a single graduate statistics course through the Spring 2019 semester. As mentioned previously, Dr. Watson announced his retirement effective December 2018 due to health issues and we initiated a national search to fill the vacant position to begin in Fall 2019. No other faculty have indicated an intention to retire in either the short- or long-term.

Compensation **(4.2)**

Table 4.8 lists, for each faculty member, their rank and years in rank through the 2017-2018 academic year (last year for which comparative data is available), their UTC 9-month base salary, the corresponding **median salary** reported by the American Psychological Association (APA) for rank and tenure for Masters level programs, and the percentage difference between UTC and the APA median. Based on these data, it is apparent that, while Assistant Professors are paid near scale, Associate and Full Professors are all paid below national norms. Most of the more senior faculty evidence considerable disparity between their current income and the national norms. This phenomenon is referred to as "compression," which reflects the loss in relative salary due to the lack of cost of living adjustments and infrequent raises. Based on the current compensation levels of the junior faculty, it appears that this trend is likely to continue with the amount of underpayment being positively related to time employed by UTC. This inequality is especially troublesome when one considers the level of productivity of faculty members in the Department.

For faculty teaching Industrial-Organizational (I-O) psychology (currently Drs. Cunningham, O'Leary, Zelin, and Black), an additional consideration is increased competition between psychology departments and business schools in hiring I-O psychologists. The current typical compensation paid to freshly minted assistant professors in management or organizational behavior far exceeds that of the most experienced full professors in master's level psychology departments. According to the Society for Industrial-Organizational Psychology's (SIOP) *2016 Income and Employment Report* (the last year for which the report is available), the median income for an I-O Psychologist working in a Psychology Department was $94,489, which is significantly lower than the $150,283 earned by I-O psychologists in a Business Department. None of our I-O faculty come close to either of those two-year-old figures. It is anticipated that the difficulty in filling future openings in I-O psychology will be exacerbated by this trend and will negatively impact our ability to expand undergraduate I-O offerings and grow our I-O MS program.

Table 4.8. Comparison of 2017-2018 Faculty Salaries for Rank and Years in Rank Compared to APA Median Salaries for Departments of Psychology Offering Master's Degrees (https://www.apa.org/workforce/publications/18-faculty-salary/table-2.pdf)

Faculty	Rank and Years in Rank	UTC Salary	APA Median	% Diff.
Black, Kristen	Assistant Professor 1 Year	59,000	59,000	0
Byers, Libby	Lecture II 6 Years (Non-Tenure Track)	43,496	57,497	-24%
Chesser, Sviatlana	Lecturer I 4 Years (Non-Tenure Track)	38,335	57,497	-33%
Clark, Amanda	Assistant Professor 5 Years	60,783	59,562	2%
Cunningham, Chris	Associate Professor 5 Years	78,809	83,923	-6%
Ferrier, Dave	Assistant Professor 2 Years	57,750	59,562	-3%
Foerder, Preston	Assistant Professor 5 Years	60,783	59,562	2%
Hood, Ralph	Full Professor 12+ Years	105,396	114,529	-8%
Morris, Ron	Senior Lecturer 12+ Years (Non-Tenure Track)	46,861	57,497	-18%
O'Leary, Brian[1]	Associate Professor 8+ Years	75,524	83,923	-10%
Ozbek, Nicky	Full Professor 12+ Years	79,874	114,529	-30%
Rogers, Kate	Assistant Professor 3 Years	59,480	59,562	0%
Ross, David	Full Professor 12+ years	76,642	114,529	-33%
Shelton, Jill	Assistant Professor 5 Years	64,761	59,562	9%
Watson, Paul[2]	Full Professor 12+ Years	101,046	114,529	-12%
Warren, Amye	Full Professor 12+ Years	86,323	114,529	-25%
Zelin, Alex	Assistant Professor 2 Years	60,000	59,562	1%

[1] Salary adjusted to 9-month. [2] Former Department Head

Faculty Diversity (**4.3**)

The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

There is no definition of diversity that is appropriate for the discipline. According to data from the American Psychological Association, approximately 13% of all psychologists are members of a minority group. Of course, we would hope that the faculty mirrors the greater population. Currently, the Department has seven female and seven male tenured or tenure-track faculty. All fourteen are white. One is Canadian. One is visually impaired as defined by the Americans with Disabilities Act. We also have one white male Lecturer and one white female Lecturer.

While we have been unsuccessful in hiring minority faculty, five of our last seven tenure-track hires have been female resulting in a ratio that is more reflective of the predominantly female students (~74%) majoring in Psychology at UTC. We hope to attract a diverse candidate pool for our open tenure-track and Lecturer positions and are working closely with the UTC Office for Equity and Inclusion to meet that goal.

Teaching Quality (4.4)

The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

The following figures represent data collected from the student course evaluations in Fall 2017. The data indicate that performance by members of the Department are equivalent to University and College results. Faculty consistently review this information to highlight areas of opportunity to improve their teaching and modify course content. The Department Head reviews these evaluations and integrates results into discussions related to the annual Evaluation of Departmental Objectives (EDO) process with each faculty member. These discussions can then lead to development of related objectives for the coming academic year as appropriate.

Figure 4.6.   Responses to statement The instructor is willing to help students.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
Psychology	70	16	8
College	71	15	6
UTC	71	15	6
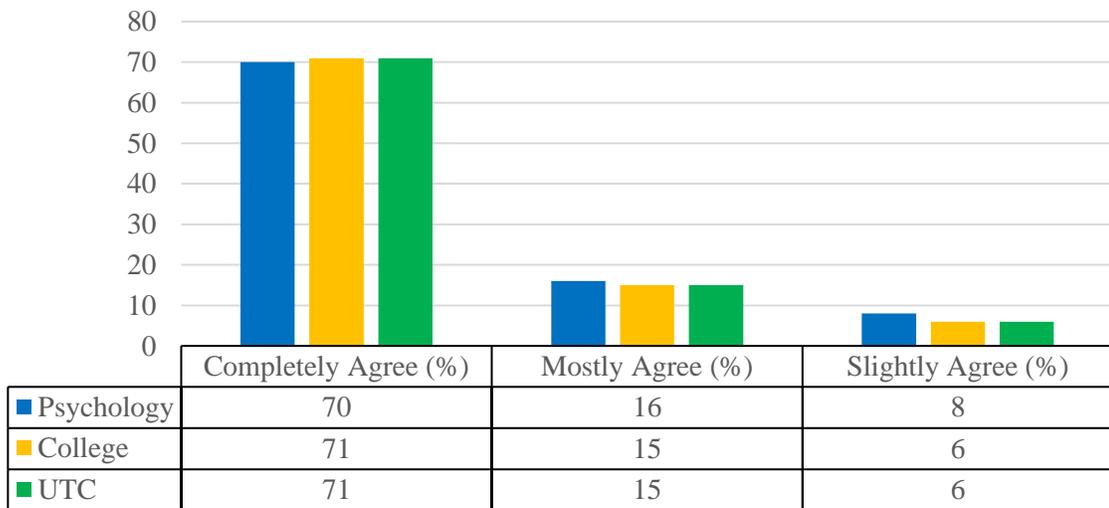
Figure 4.7. Responses to statement The instructor encourages students to be actively engaged in learning the content of this course.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
Psychology	68	15	7
College	69	15	7
UTC	68	16	8
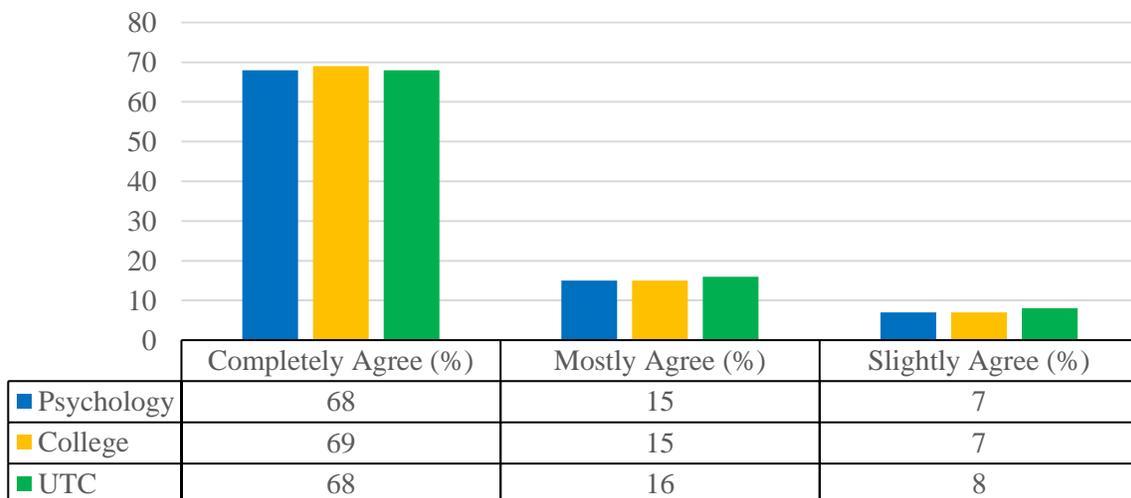
Figure 4.8. Responses to statement The instructor provides timely feedback on assignments and exams.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
■ Psychology	66	18	8
■ College	63	17	8
■ UTC	62	17	8
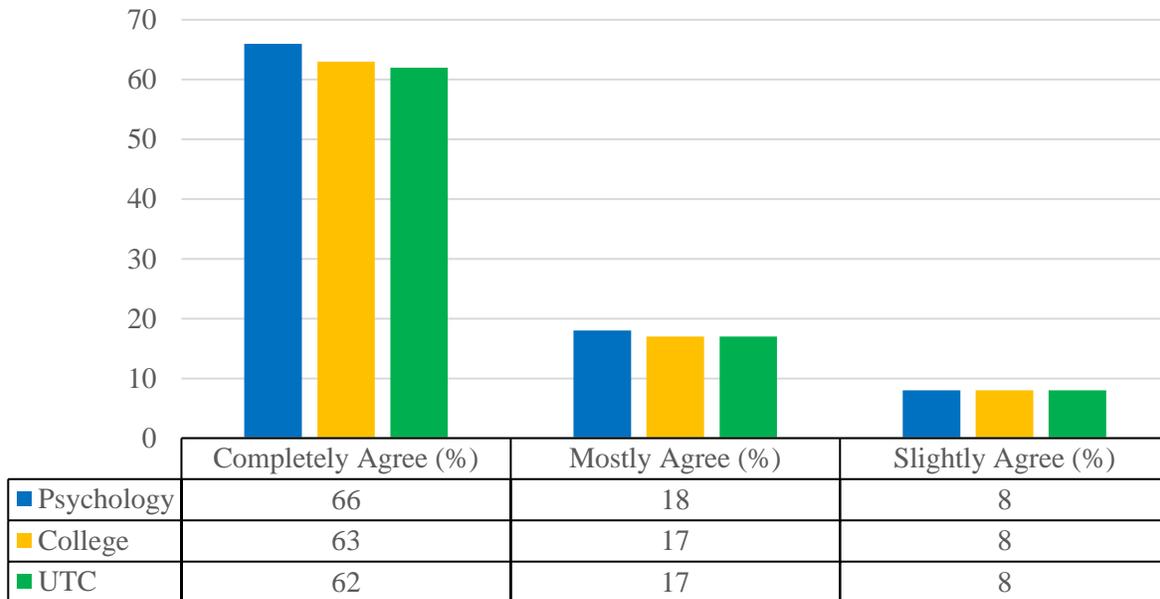
Figure 4.9. Responses to statement The instructor includes activities and assignments that help students learn the content of this course.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
■ Psychology	60	15	10
■ College	62	16	10
■ UTC	62	16	10
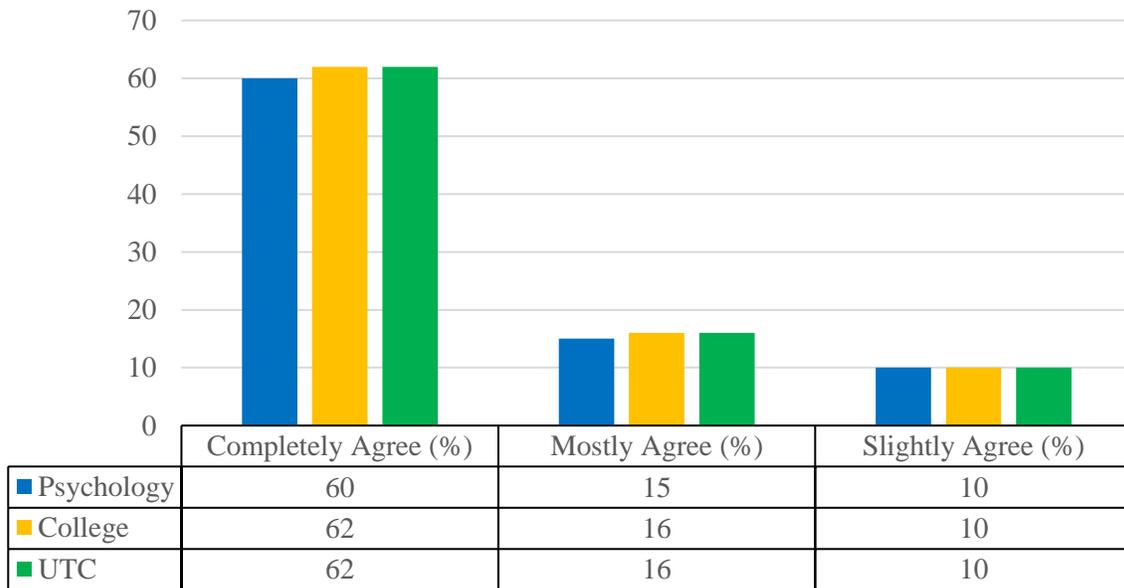
Figure 4.10. Responses to statement The instructor clearly communicates expectations of students for this class.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
■ Psychology	67	16	7
■ College	65	16	7
■ UTC	65	16	8
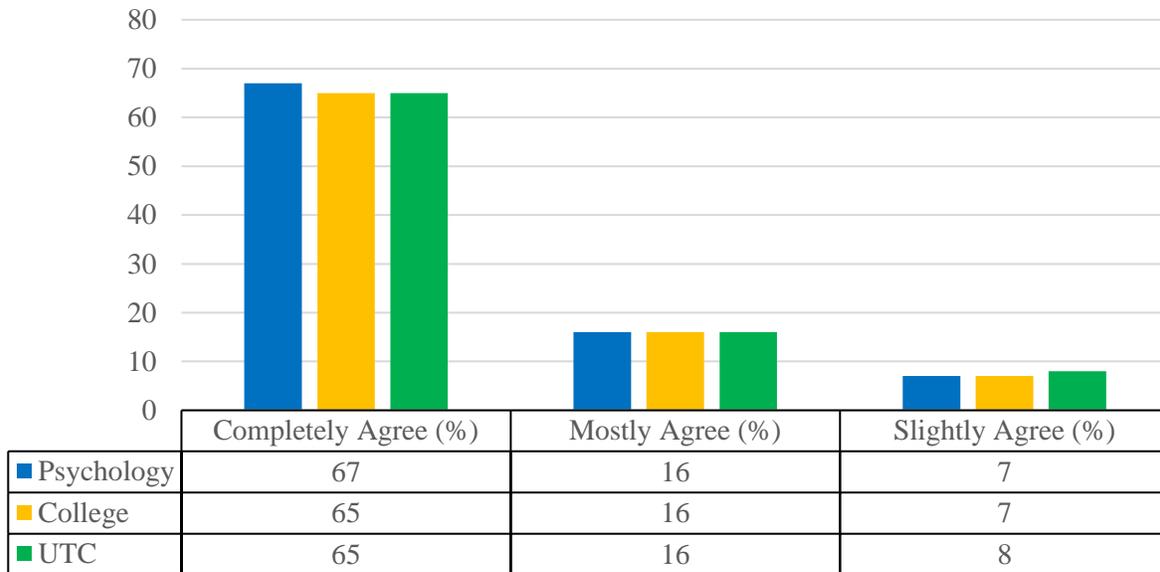
Figure 4.11. Responses to statement The instructor expects high quality work from students.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
■ Psychology	73	16	6
■ College	73	16	5
■ UTC	72	16	6
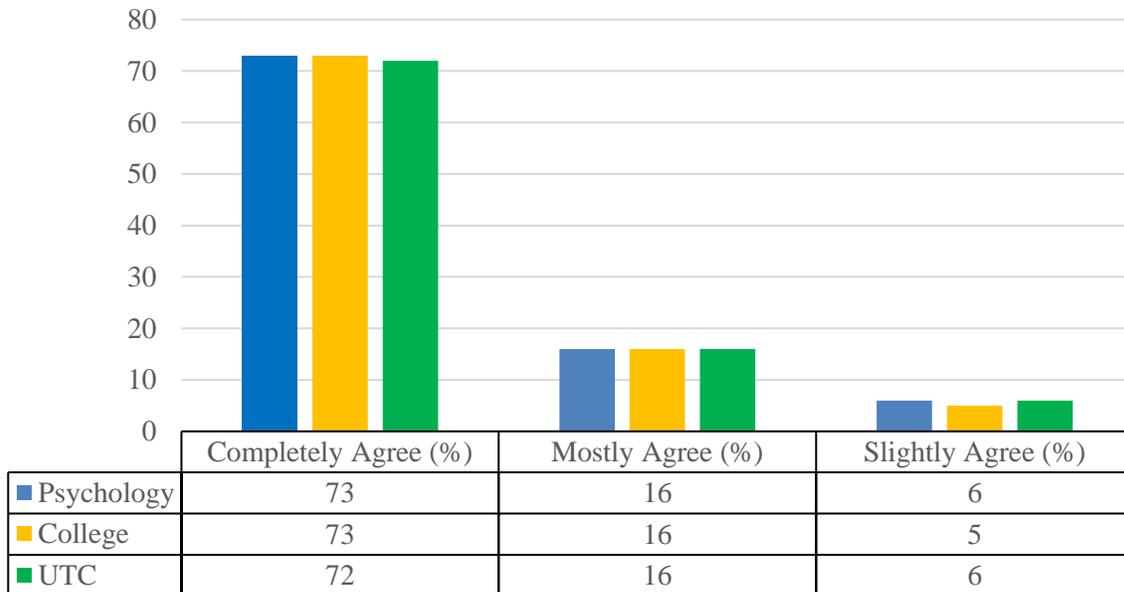
Figure 4.12 Responses to statement Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)
■ Psychology	66	16	7
■ College	65	15	7
■ UTC	64	15	7
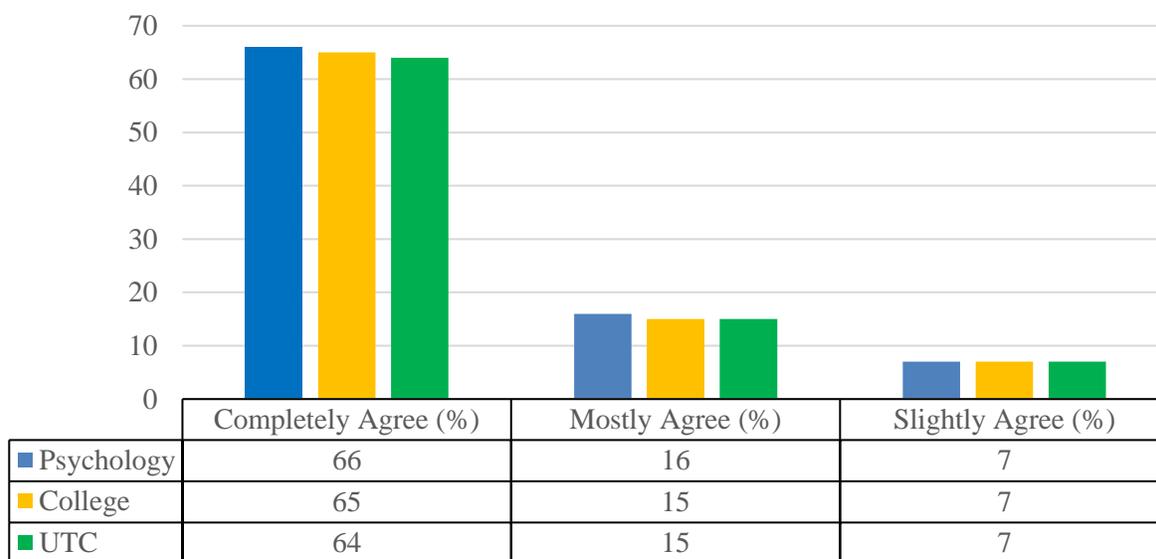
Professional Development (**4.5**)

Numerous opportunities for faculty development exist through the UTC Walker Center for Teaching and Learning. These resources include, but are not limited to, individual, small group, and departmental consultation on the integration of technology into teaching and learning; classroom observation; seminars on teaching, learning, and the use of technology in the classroom; the collection of materials (books, journals, videos, articles, etc.) on teaching, learning, and relevant technology; maintenance of faculty laboratory with computers, software applications, printers, scanners, etc. for the creation and design of educational teaching materials; coordination of new faculty and adjunct orientation programs; and the coordination and management of faculty technology training. Numerous departmental faculty have taken advantage of these services over the past five years.

The University also offers faculty development grants to help faculty develop expertise in a new area within their discipline or to master a new teaching style. Several faculty in the Department have participated in these workshops and have received these grants. As can be seen from student evaluations, faculty in the Department of Psychology demonstrate a considerable competence for teaching their courses.

In addition to the development opportunities mentioned above, new faculty are assigned a mentor to help them adapt to the department and understand the expectations in the areas of teaching, research and service. All tenure-track faculty receive performance reviews from the Reappointment, Tenure and Promotion (RTP) committee, chaired by Dr. Nicky Ozbek, after their third and fifth years, and annual reappointment reports, to help them gage their progress toward tenure. This is in addition to annual performance reviews performed by the Department Head that highlight strengths and areas for improvement in teaching, research and service. Adjunct faculty may participate in development programs as well but, because they generally teach only one course per semester, and do not maintain offices on campus, the opportunity for

interaction with the permanent faculty is limited. The Department Head monitors student evaluations for adjuncts to identify any areas where development may be required.

Planning, Evaluation and Process Improvement (**4.6**)

The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

Psychology faculty engage in a continuous improvement process both individually and collectively. Each uses feedback from individual courses, such as exam and assignment grades, formal assessment data, and student evaluations to monitor and improve the efficacy of their teaching. All of our tenured and tenure track faculty maintain active research labs in which undergraduate students participate in the research process. The Department also maintains Scheduling and Curriculum committees to analyze and adjust the breadth, number of sections, and timing of available courses to enhance student progression. Because of our increasing dependence on online courses, Prof. Libby Byers will become the *Coordinator of Online Education* and receive a paid, one-course overload, beginning in the Fall of 2019 to ensure that online education matches the quality of our face-to-face courses.

PART 5: LEARNING RESOURCES

5. Learning Resources – Criteria for evaluation	
5.1	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall college resources.
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.

Offices, Laboratories, and Facilities **(5.1)**

Given the mission of the Department, the large number of majors the Department serves, the number of credit hours produced each year, and the research potential of the faculty, the facilities in our long-time home in Holt Hall were wholly inadequate. As had been our history, we worked with what we had and shuffled available resources to meet minimum department needs.

Much of that has changed with our successful, if involuntary, move to the former Tennessee State Office Building (SOB) at 540 McCallie Avenue in December 2016. The move roughly doubled the amount of available office and lab space to somewhere over 9,000 square feet. With the exception of our part-time Office Manager, every faculty and staff member has an office with a window providing natural light which research shows to enhance both job satisfaction and performance. The increase in square footage also enabled us to assign lab space to each of our tenured/tenure track faculty, while providing an office for adjunct faculty and other student study spaces. The move to the SOB was initially intended to be temporary, anticipating a subsequent move to the remodeled Lupton Building sometime in 2019 or 2020. However, due to a significant decrease in available space and dissatisfaction with the planned layout of the new space in Lupton, the Department petitioned the administration in the Fall of 2017 and received permission to make the SOB its permanent home.

While the SOB is not ideally located on the far Southwest corner of campus, the available space and nine new classrooms on the first floor (shared primarily by residents of the SOB), far outweigh the inconvenience of not being closer to the center of campus.

Equipment, Computers and Technology Support **(5.1, 5.2)**

All faculty have an office computer at a minimum and the level of technology is generally adequate for our needs. The University purchases incoming faculty a computer as a part of the initial contract. There is now a University computer refresh program in place that replaces computers every four years. However, the program currently does not cover either computer lab or research lab computers, most of which are well beyond their useful lives. We are in the process of addressing that situation using funds from online fees.

The University offers adequate technical support by having a staff of technicians who can service most computer problems. The University also has site licenses for necessary computer software such as Microsoft Office, *SPSS*, and *SAS*.

UTC Library Holdings and Services (5.2, 3.5)

Mission

The mission of the UTC Library is to support the teaching and research of faculty and students of the University of Tennessee at Chattanooga through the development of collections and services to promote and enhance the university's curriculum and research endeavors. Information about the UTC Library is available at http://www.utc.edu/library

Personnel, Budget, and General Overview

The UTC Library has 21 faculty librarians, 14 staff specialists, and over 700 hours of student help to support the UTC community. The total library budget for 2018 was approximately $4.1 million.

UTC opened a new library facility in January 2015. This new 184,725 square foot facility is open 125 hours per week during the academic semester and provides students, faculty, and staff with access to state-of-the-art technology, spaces, and services. The Library boasts access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Furthermore, both group and individual instruction and consultation are provided to students, faculty, and staff at service points throughout the Library including, Library Instruction, Information Commons, Studio, Special Collections, and the Writing and Communication Center. Finally, co-located in the Library are important student and faculty service points including The Center for Advisement that offers advising, supplemental instruction, and tutoring and the Walker Center for Teaching and Learning providing UTC Faculty with instruction and consultation in the areas of teaching, learning, and technology integration.

UTC Library Collections

Databases, Serials, and Ongoing Expenditures

The Library makes available 103,530 serial titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. The Library has identified 578 print and electronic journals that support the research and curriculum associated with the Department of Psychology. Of these journal titles and databases, the Department of Psychology is currently responsible for $69,241 of the total $1,212,145 spent toward ongoing serial and database subscriptions. An additional $175,615 is expended on behalf of the College of Arts and Sciences for multi-disciplinary resources—many of which support the Psychology curriculum.

The majority of journal content is current and online via journal packages from publishers including Springer/Nature, Wiley, Taylor and Francis, Elsevier, Sage, Ovid, and Oxford University Press. These packages provide access to online journal content across the many disciplines associated with Psychology. Titles available online with full text coverage include, but are not limited to: *Psychological Science, American Journal of Psychology, Psychological Bulletin, Psychological Review, The Journal of Psychology, Clinical Psychology Review, Journal of Experimental Psychology, Journal of Applied Psychology, International*

Organization, Organization Science, Personnel Psychology, and Leadership Quarterly. See the supplemental list of full-text journals for the entire listing of applicable titles.

A review of current UTC Library database subscriptions finds the following that support disciplines within Psychology: *PsycINFO with PsycARTICLES, Psychology Database, Humanities and Social Sciences Full Text, Sage Journals, ScienceDirect, Mental Measurements Yearbook w/ Tests in Print, Applied Social Services Index and Abstracts, ABI Inform Complete, Business Source Premier, Sage Research Methods and Statista* . In addition, the Library makes available numerous multidisciplinary databases such as *ProQuest Central, Academic OneFile, Web of Science,* and *Omnifile Full Text Mega Edition* to complement subject-specific resources.

Monographs, Audio-Visuals, and One-Time Expenditures

The Library's print and electronic book collection consists of 727,541 unique titles. 12,358 fall within the subject classifications BF, H, HA, HF5548, LB1050-1091, RC321-571, which are applicable to the study of Psychology. The Library's collection of physical A/V consists of 23,012 items of which, 413 are appropriate to the study of Psychology. Additionally, the library provides access to over 150,000 streaming music and video files through various service providers like Alexander Street Press, Henry Stewart Talks, Kanopy, and Naxos Music. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. In 2017-2018, the Library expended $6,575 out of a total amount of $169,000 towards the acquisition of monographs and A/V materials in support of the Department of Psychology.

UTC Library Services

Interlibrary Loan and Course Reserves

The Library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty who need to acquire materials that are not owned or accessible by the Library.

Patrons can submit and track progress of requests, receive email notification of materials that have arrived, and obtain articles electronically through the electronic ILL management system, ILLiad. The Library also participates in a nationwide program, Rapid ILL, that expedites article delivery to the patron. In 2017-2018, 6,284 ILL borrowing and document delivery requests were filled for the UTC community; of those, 421 were filled for faculty and students in the Department of Psychology.

The Library offers a well-utilized Course Reserve service for faculty and students allowing faculty to place high-demand materials on reserve to ensure they are available to students. In 2017-2018, 13 items were placed on reserve for 13 Psychology courses. In addition to course reserves, the Library also offers a scanning service for faculty--ensuring access to high-quality and accessible scans of materials related to research and courses.

Circulation of Physical Materials

The Library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In 2017-2018, monographs and audio-visual materials circulated 19,955 times. In addition, the Library

circulates laptop computers, other tech equipment (cameras, calculators, digital recorders, external hard drives, and more), and group study rooms to patrons. Last year, these items circulated 78,626 times.

Research and Instructional Services

The Library boasts a busy, well-respected, and growing instruction program that combines traditional information literacy and research skills instruction sessions with skills-based workshops on topics ranging from preparing powerful presentations to improving skills with Microsoft Office, Adobe, and statistical software. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. Workshops are open to any UTC student, faculty, or staff member and are developed and taught by skilled librarians and technology trainers.

Instruction

The Library Instruction Team develops and teaches both general and course-specific instructional sessions tailored to specific research needs or library resources. Partnering with UTC Faculty, the Instruction Team teaches students information seeking and evaluation skills necessary to be effective 21st Century researchers. In 2017-2018, Instruction Librarians taught 364 instruction sessions and workshops that reached 11,506 participants across all academic disciplines. Of those 364 instruction sessions and workshops, 17 were conducted for the Department of Psychology with 242 students participating. Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. Over the past year, Instruction Librarians participated in 299 individual research consultations.

Studio

The UTC Library Studio provides a creative space for the campus community to learn innovative technology and media creation. Located on the 3rd floor, the space provides access to 24 work stations with specialized software including the Adobe Creative Suite, the AutoDesk Suite, Camtasia, and other digital design programs. In addition, the space circulates cameras and other production equipment for students to use as they put their projects together. Last year, these items circulated 9,212 times.

The Studio is staffed by expert Librarians and Staff who provide one-on-one consultations, small group and course-specific instruction, curriculum development, as well as a fully-staffed service point to answer point-of-need questions. In addition to the instructional sessions mentioned below, the Studio taught 25 workshops covering everything from 3D Modeling and Photography to Brainstorming for Creative Assignments and Audio Editing. These workshops were attended by 200 participants.

In 2017-2018, the Studio taught 205 classes across campus that reached 3537 students. For Psychology in particular, there were 13 classes attended by 107 students. This included instruction for the Psychology of Women (PSY: 4510) class to teach them how to put together an activist video. The Studio also conducted 114 one-on-one appointments. Of those, four were for

help with projects assigned in a Psychology class or instructional design meetings with professors.

Writing and Communication Center

The Writing & Communication Center (WCC) is a free service that supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. The WCC's goals are for writers to leave with improved confidence and a plan for revising their work. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In addition to in-person and online consultations, they also offer workshops, a library of writers' resources, and a supportive environment for working independently. In 2017-2018, the WCC conducted a total of 2737 individual consultations and 99 workshops and presentations. Eight of these presentations were for Psychology classes. The WCC also conducted 266 consultations with 150 psychology majors, and 187 consultations for psychology majors (124 of these appointments were with majors). Two of the WCC's twelve peer consultants were psychology majors.

Information Commons

The Information Commons provides students, faculty, staff, and community users with the tools and services needed to complete assignments and research. The Information Commons is open 92 hours per week and fields over 12,000 research questions by phone, chat, e-mail, and in-person each year. Within the Information Commons patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of 142 Windows and 36 Macintosh computers loaded with tons of software, scan important documents, or simply print out an assignment. Comfortable open seating at tables and loungers also makes the Information Commons a popular spot to complete work within the Library.

Special Collections

Special Collections acquires, preserves, and provides open access to rich and inclusive cultural heritage resources that document Chattanooga, the state of Tennessee, and the South as well as the history of the University.

Although no specific instructional sessions were requested by the Department of Psychology in 2017-2018, Special Collections' staff conducted 13 instructional sessions that reached 233 UTC students across many departments. Most of these sessions focus on the use of specific collections or primary-source materials available through Special Collections.

Departmental Liaisons

A Library Liaison program is in place where a librarian is assigned to each academic department to enhance communication, collection development, and general support. Librarians are matched with departments based on educational background, work experience, and subject expertise.

Typical library liaison activities involve attending departmental meetings, distributing information about new services or resources, organizing one-time purchase requests, teaching

classes, maintaining the Psychology Subject Guide, creating course guides, meeting with students and faculty, and more. The Library liaison for the Department of Psychology is Natalie Haber.

Library Technology and Spaces

Classrooms, Meeting Spaces, and Instructional/Learning Technologies

As previously mentioned, the UTC Library maintains a state of the art facility that provides students, faculty, and staff with access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Each room is equipped slightly differently, but all have access to overhead projection, podiums with Windows computers and HDMI cables for use with laptops, and white boards. All study rooms contain LCD monitors (HDMI and other cables are available for check out) and whiteboards to aid in group assignments and quiet study. Classrooms contain desktop or laptop computers, presentation podiums, and built in speakers. Conference rooms are set up for hosting and attending online events. Outside of these reservable spaces, students, faculty, and staff have access to a computer lounge with 142 Windows and 36 Macintosh computers and the Studio where high-spec PC's and Macs are available. Printers, b&w and color, as well as scanners and micro format readers are available at various points throughout the Library. Additionally, students, faculty, and staff can check out Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and an assortment of cables, chargers, and computer accessories at either the main check-out desk or the Studio.

All computers in the Library (including circulating laptops) are loaded with a variety of programs needed by students across the University. A current list of software loaded on Library computers can be found here: https://www.utc.edu/library/services/technology/computers-software.php.

PART 6: SUPPORT

6. Support – Criteria for evaluation	
6.1	The program's operating budget is consistent with the needs of the program.
6.2	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.
6.3	The program is responsive to local, state, regional, and national needs.

Operating Budget (6.1)

As can be seen in **Figure 6.1**, the operating budget for the Department was relatively flat over the five year period, with fluctuations due to one-time funds made available by the College of Arts & Sciences and other sources. **Figure 6.2** shows the same trend for Budget per SCH. However, **Figure 6.3** shows that we have increased expenditures per student major. While we could use additional funding for travel, particularly student research, we generally manage to meet departmental needs with the available funds.

Figure 6.1. Operating Budget

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
■ Budget	$64,550	$48,193	$73,546	$74,671	$62,208
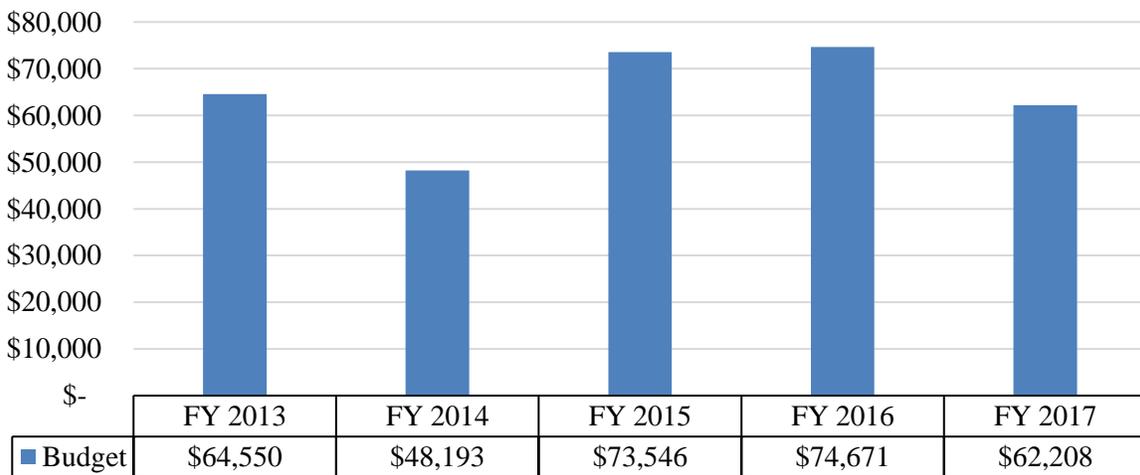
Figure 6.2. Expenditures per Student Credit Hour Production

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
■ Budget/SCH	$4.33	$3.41	$5.09	$5.21	$4.28
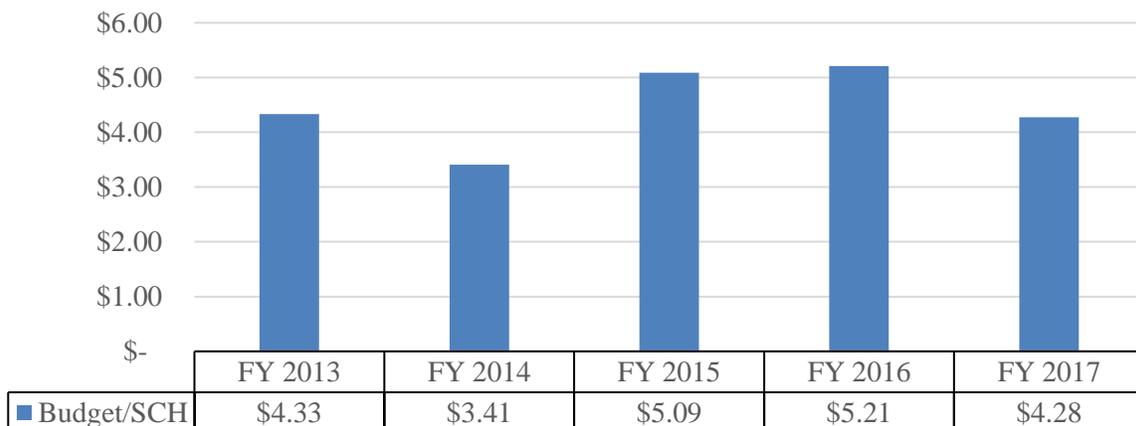
Figure 6.3. Expenditures per Student Major

	2013-14	2014-15	2015-16	2016-17	2017-18
Expenditures per Student Major	$2,112	$2,219	$2,301	$2,214	$2,516
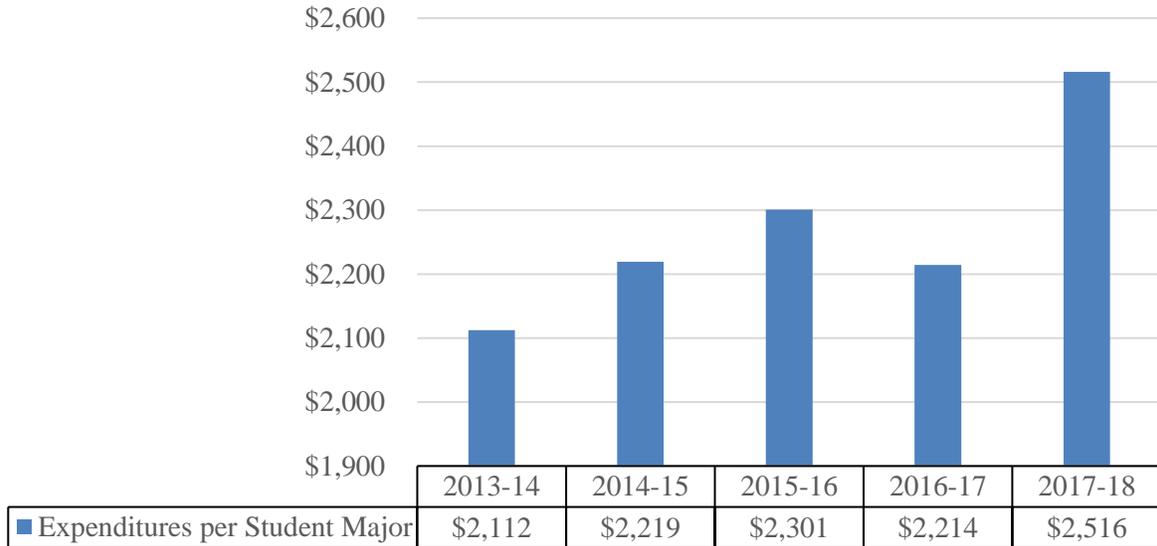
Enrollment and Graduation Rates (6.2)

Enrollment growth

Fall semester enrollment in the Department of Psychology experienced moderate growth of approximately 13.8% (2.3% annually) between Fall 2012 and Fall 2018 as indicated in **Figure 6.4**. This rate of growth is significantly higher than the College which was actually down by 54 students over the period (-1.4%), and the University which was up by a total of 106 students (4.6%).

Figure 6.4   Psychology Undergraduate Enrollment

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
UG	579	557	564	567	626	626	659
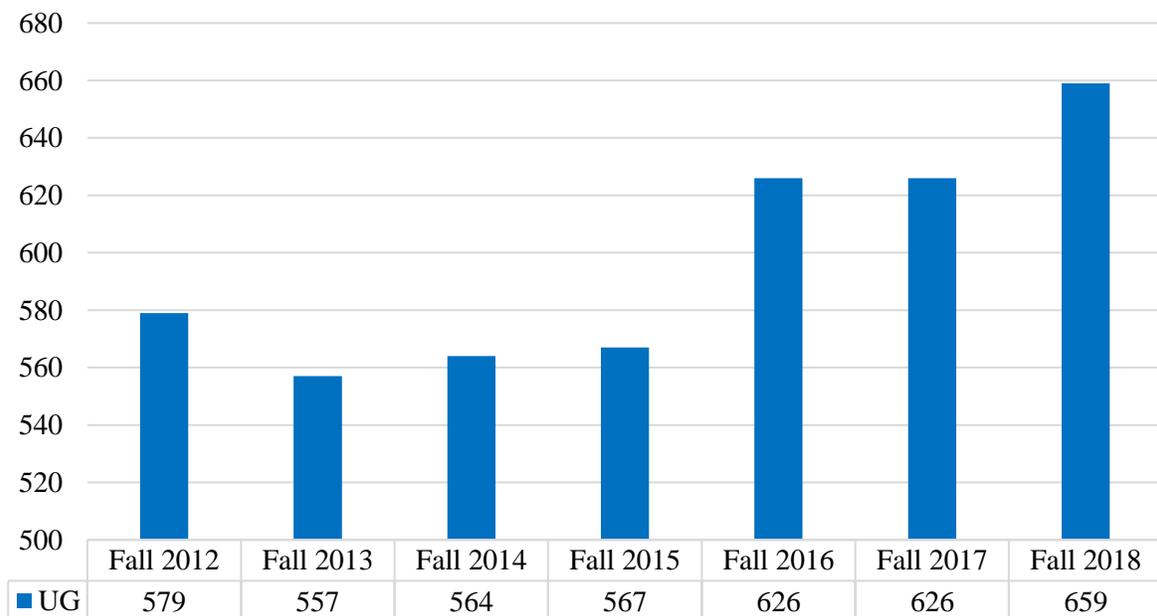
Degrees Awarded

Figure 6.5 shows that the number of degrees awarded increased over the review period, peaking in AY 2016-17. We believe this reflects two significant changes: 1) the redesigned curriculum implemented for the 2015-16 academic year, and 2) the hiring of our full-time academic advisor, Ms. Angelique Cook. These actions simplified the requirements for degree completion and provided a more consistent advisement process, leading to improvements in progression toward graduation.

Figure 6.5.   Degrees Awarded

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
UG	130	123	123	139	147	139
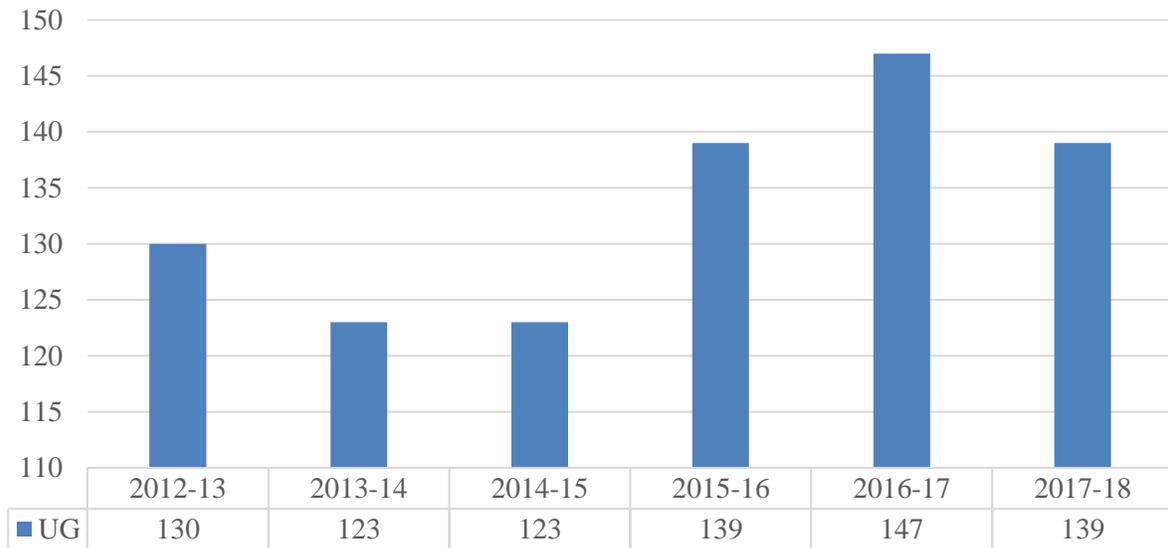
Graduation Rates

Graduation rates continue to be a point of emphasis at all levels of the University. As seen in **Table 6.1** below, the four, five and six year graduation rates for Psychology majors entering UTC during the period of this review have increased significantly, particularly the four year graduation rates which significantly outpace the numbers for the College of Arts & Sciences and the University. Although the basis for this increase is purely speculative, it appears that the modification of the curriculum and the addition of our professional Academic Advisor, Ms. Angelique Cook, have positively impacted our majors' motivation and ability to progress toward graduation.

Table 6.1.   Graduation Rates for Freshman Psychology Majors

	2012			2013			2014		
	PSY	**CAS**	**UTC**	**PSY**	**CAS**	**UTC**	**PSY**	**CAS**	**UTC**
Cohort N	140	922	2282	139	894	2331	115	861	2142
4 Year N	45	232	519	49	265	593	54	259	607
%	**32.1%**	25.2%	22.7%	**35.3%**	29.6%	25.4%	**47.0%**	30.1%	28.3%
5 Year N	69	428	1009	69	406	974			
%	**49.3%**	46.4%	44.2%	**49.6%**	45.4%	41.8%			
6 Year N	71	453	1082						
%	**50.7%**	49.1%	47.4%						

Note: 3 year graduates included in 4 year total

Enrollment diversity

The diversity of majors in Psychology reflects that of the University and the surrounding community. **Figure 6.6** represents the self-identified racial/ethnic diversity of majors in the Fall of each semester from 2012 to 2018. **Figure 6.7** provides the self-identified sex diversity which is predominantly female, reflecting trends for enrollments in Psychology across the U.S.

These numbers reflect little change over the reported period.

Figure 6.6. Psychology Major Enrollment Information by Race/Ethnicity Fall 2012-2018

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Other	61	53	49	62	64	59	91
Asian	6	5	6	4	6	13	16
Hispanic	23	21	16	12	30	30	31
Black	99	104	92	87	106	85	88
White	390	374	401	402	420	439	433

■White ■Black ■Hispanic ■Asian ■Other
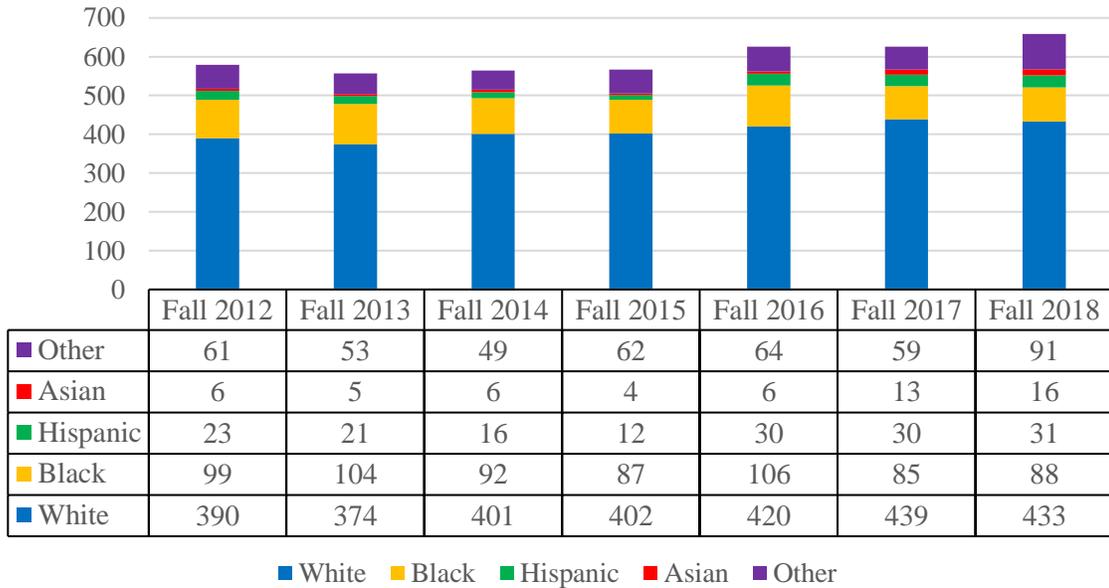
Figure 6.7. Psychology Major Enrollment Information by Sex Fall 2012-2018

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
M	177	164	140	145	163	150	170
F	402	393	424	422	463	476	489

■F ■M
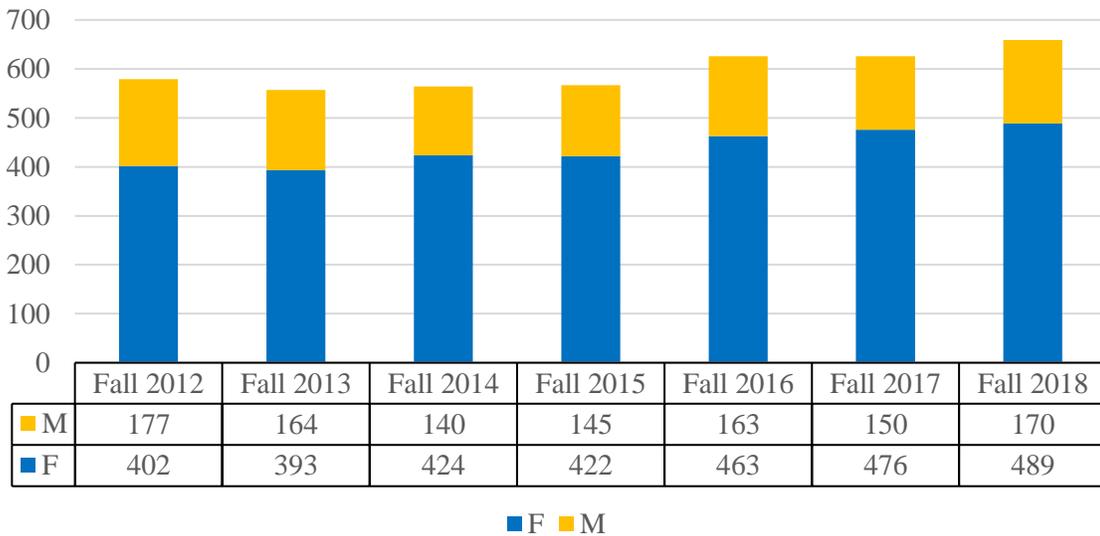
Student retention

Figure 6.8 represent the Department's retention of students for the years 2012 to 2016 (only years for which data is currently available). As can been seen, the Department currently retains approximately 59% of its students, which represents an increase of 3% over the period. While it appears that Psychology lags behind both the University and the College, as shown in **Figure** 6.9, the Department's graduation rate is higher than both the University and the College over the review period.

Figure 6.8. Retention for UTC, the College of Arts & Sciences and Psychology.

	2012	2013	2014	2015	2016
■ UTC Retained	64%	64%	64%	64%	63%
■ A&S Retained	62%	64%	63%	63%	63%
■ Psychology Retained	56%	61%	63%	62%	59%
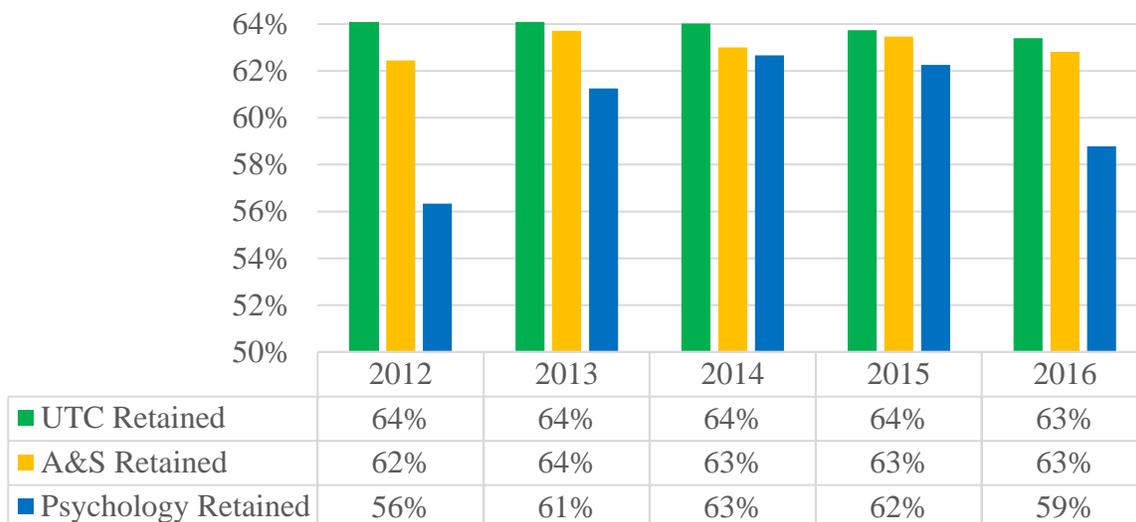
Figure 6.9. Graduation Rates for UTC, the College of Arts & Sciences and Psychology.

	2012	2013	2014	2015	2016
■ UTC Graduated	16%	17%	17%	19%	19%
■ A&S Graduated	18%	18%	20%	20%	20%
■ Psychology Graduated	21%	20%	21%	24%	24%
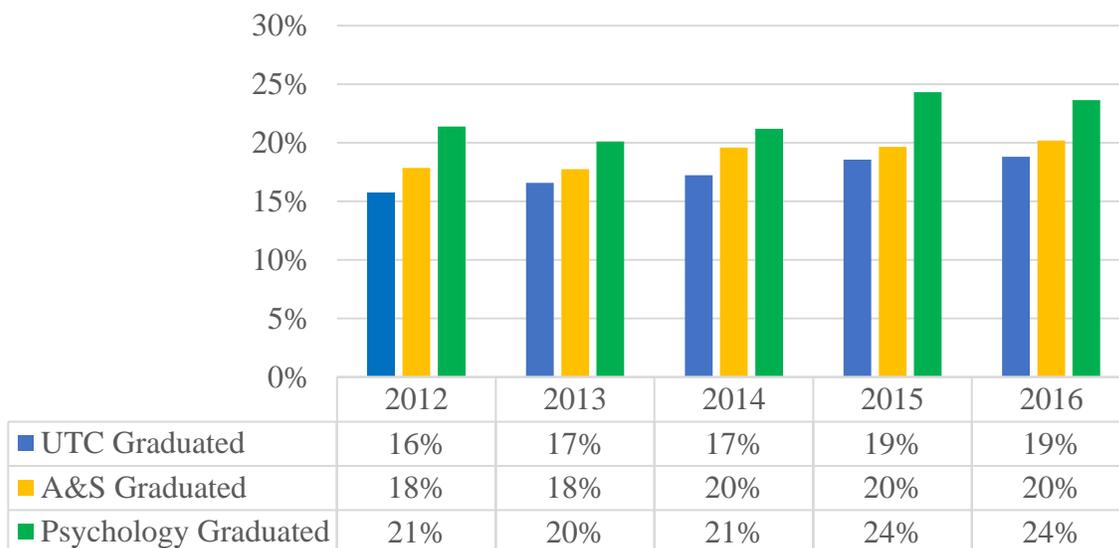
Student Enrollment in Offered Courses

The Department monitors course enrollments across semesters and academic years to ensure that the number and variety of available courses enable students to make appropriate progress toward graduation. **Table 6.2** presents the average number of students enrolled in each course offered in the previous two academic years. With the increase in enrollment and majors over the last decade, the Department has had to make strategic decisions regarding course sizes. Based on Spring 2018 enrollments, and excluding the large sections of PSY 1010 and independent study courses, our average class size has risen to almost **49** from **24.5** in Spring 2013. Part of the increase reflects a significant reduction in the number of available sections of PSY 1010 needed to meet a mandated cutback in our adjunct budget, and the addition of large "double" sections to

address faculty load pressures caused by increasing demands for research productivity and course load reductions related to administrative responsibilities and grant activity. As discussed in Part IV, despite a modest increase in student credit hour (SCH) production, **Figure 6.10** (duplicate of Table 4.4) shows the dramatic shift in student credit hour production from adjunct to tenured/tenure track faculty over the five year review period.

Figure 6.10.   Student Credit Hours by Faculty Type

	2013-14	2014-15	2015-16	2016-17	2017-18
■ T/TT	6,626	7,036	8,289	9,632	11,342
■ NTT	1,873	2,778	3,140	2,660	2,285
■ Adjunct	5,495	4,175	2,592	1,704	1,054
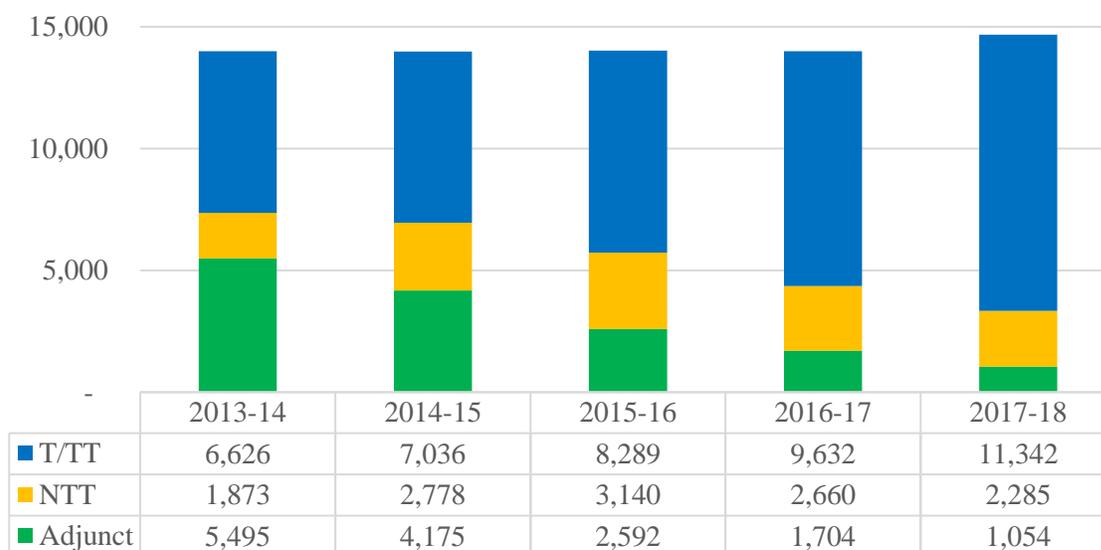
Given the demand for our general education PSY 1010 course, we present two large sections (250/section) each semester. We also offer large sections of PSY 2070, Psychology as a Profession (90+/section), and PSY 3310, Social Psychology (130/section) to free up faculty to offer more reasonably sized sections of our other courses. Further, we have developed a number of online courses to compensate for the overall reduction in the number of available sections and improve scheduling flexibility.

Table 6.2.   Student enrollment in courses offered in past two academic years

Course Information			AY 2016-2017			AY 2017-2018		
No.	Title	Credit	Summer	Fall	Spring	Summer	Fall	Spring
1010	Introduction to Psych	3	59	882	432	37	976	527
2010	Statistics	3	16	83	123		93	127
2020	Research Methods	4	19	113	74	17	104	80
2020L	Research Methods: Lab	0	19	117	74		107	83
2040	PSY Stats Laboratory	1	22	112	134	11	145	125
2070	Psychology as a Profession	3		108	70		90	90
2210	Child Developmental	3		103	112		116	118

Course Information			AY 2016-2017			AY 2017-2018		
No.	Title	Credit	Summer	Fall	Spring	Summer	Fall	Spring
2220	Psych of Adolescence/Adult	3		63	36		64	72
2230	Psychology of Aging	3	22	33		12	45	31
2410	Individual Differences	3	21	80	57	25	70	57
2420	Psychology of Black Experience	3		30	25		32	25
3080	Abnormal Psychology	3	17	93	82		96	80
3100	Comparative Psychology	3		26	24	16	25	25
3110	Learning & Motivation	3		52	30		51	32
3120	Sensation & Perception	3	11		29		30	59
3130	Cognitive Processes	3		52	47		33	29
3140	Physio Psychology	3		35	50	16	35	32
3310	Social Psychology	3	20	137	142	21	137	112
3350	Positive Psychology	3					33	30
3400	Applied Development	3	18	55	61		55	67
3450	Psych Tests & Measurements	3		18	14			
3560	Practicum in Psychology	1-9	42	31	67	32	19	34
3570	Practicum in Teaching Psych	1-9		7	16		19	26
3580	Modern Psychological Studies	1-9		29	30		31	31
3590	Psychology Camp Training	3			17			18
4060	I-O Psychology	3		51	49		46	43
4080	Contemporary Psychotherapies	3		32	21		6	
4120	Adv. Seminar for Psych Processes	3			23		29	47
4250	Psychology and Law	3						70
4310	Advanced Social Psychology						26	
4480	Personality	3		48	68	18	48	60
4510	Psych of Women	3		23	21		24	20
4600	Systems of Psych	3	26	70	57	19	41	55
4610	Philosophical Psych	3			21			

Course Information			AY 2016-2017			AY 2017-2018		
No.	Title	Credit	Summer	Fall	Spring	Summer	Fall	Spring
4700	Psych of Religion	3		33			28	
4995	Departmental Thesis	3		2	3	1	6	5
4997	Research	1-9	4	26	27	1	14	13
4998	Individual Studies	1-9			1	1	1	2
4999	Group Studies	3			22		16	8
Total			**316**	**2577**	**2089**	**227**	**2691**	**2233**

Responsiveness to Local, State and National Needs (6.3)

The UTC Department of Psychology is the second largest stand-alone major on campus, serving over 600 majors and190 minors. These students, in addition to those from other majors who take both our general education and upper-level courses, reflect the broad range of deep- and surface-level diversity present in the UTC student body. As addressed in Part II and elsewhere in this document, our curriculum is aligned with *APA's Guidelines for the Undergraduate Psychology Major* to enhance student learning and progression toward receiving a degree. As the vast majority of our students are from the State of Tennessee, these efforts directly support the Governor's Drive to 55 initiative which is designed to equip 55% of Tennessee adults with a college degree or professional certificate by 2025. At the local level, our faculty actively engage the community through volunteer work, paid or unpaid consulting, and conducting research into topics of value to residents of Chattanooga and the surrounding area. At the national level, all of our tenured and tenure track faculty conduct outstanding, cutting edge research,

PART 7: MAJOR FINDINGS OF PREVIOUS REVIEW

The Department completed a self-study beginning in the Fall of 2012, which culminated in a two-day visit by external reviewers Dr. Sandra Carpenter, Chair of Psychology at the University of Alabama in Huntsville, and Dr. James Denniston, Department Chair of Psychology at Appalachian State University on April 17-19, 2013.

Curriculum

The reviewers noted that the undergraduate psychology curriculum at UTC is consistent with American Psychological Association guidelines for the undergraduate major and offers both breadth and depth in the study of psychology. They observed, however, that the "department offers a large number of courses for a department of its size" and suggested a thorough review of the curriculum and our schedule to ensure that our current faculty would not be overburdened by anticipated growth in enrollment.

Response: The Department heeded the reviewers' suggestion to perform a thorough review of our curriculum and made significant changes to the structure and content of the undergraduate curriculum that were implemented in the Fall 2015 semester. This review resulted in the elimination of our Bachelor of Arts degree as student interest had declined precipitously over the years and the number of BA graduates were negligible. The new structure is based on the American Psychological Association's *Guidelines for the Undergraduate Psychology Major*, Version 2.0 (August, 2013) as outlined in Appendix IV.

Faculty

The reviewers suggested that we effectively mentor new faculty by familiarizing them with departmental policies and procedures, and minimize the number of course preparations in the first two years to enable them to develop their program of research.

Response: The Department has had an informal mentoring process for decades in which a senior faculty is assigned to a new faculty member to help guide them through the tenure process. New faculty are also provided a one course teaching load reduction for their first two semesters to allow them to develop their program of research. We are currently in the process of updating our departmental by-laws to address changes in the UTC Faculty Handbook and the College of Arts & Sciences by-laws dealing with teaching observations that will enhance the feedback available to new faculty in this critical area.

Diversity/Inclusiveness

While there were no concerns to be addressed in this area, we are hoping to attract diverse candidate pools to fill our two open faculty lines for the Fall 2019 academic year.

Resources/Support

The reviewers noted that both facilities and resources were "inadequate given the high teaching and scholarly output of the department." They also suggested an increase in Graduate Assistantship (GA) support for faculty research and coverage of labs.

Response: In December 2016, the Department of Psychology was temporarily, and involuntarily, relocated from Holt Hall to the third floor of the former Tennessee State Office Building (SOB) at 540 McCallie Avenue with the intention of subsequently relocating to the renovated Lupton Building sometime in fiscal year 2019 or 2020. Despite initial displeasure with the move, department members were ultimately appreciative of the significant increase, roughly 100%, in available office and laboratory space. As a result of unacceptable inadequacies in both the layout and significant space reduction associated with the proposed move to the remodeled Lupton Building, not to mention substantial construction delays, the Department petitioned UTC administration and received permission to make the SOB its permanent home. Although not ideally located on the far Southwest corner of campus, the significant increase in available office, classroom and laboratory space has energized both faculty and students.

As further addressed in our ***Graduate Program Self-study*** document, graduate assistantships continue to be a source of frustration for the Department and its students. The Department receives approximately seven GAs from the College of Arts & Sciences (CAS) despite a total MS enrollment of approximately 50 graduate students. Our graduate program coordinators do an excellent job of scouring campus for opportunities in academic and administrative offices, as well as obtaining paid internships at local organizations. UTC is currently "redistributing" the available GAs based on perceived need, the outcome of which is still uncertain. We will continue to work diligently to increase the number of available GAs through CAS and other internal sources, as well as through external grants.

We have also increased our use of undergraduate teaching assistants (TAs) through PSY 3570, *Practicum in Teaching Psychology*, coordinated by Dr. Jill Shelton, to help faculty manage increasingly large course sections. This has the added advantage of providing our undergraduate majors with valuable instructional experience and provides credit toward the Applying Psychology component of their degree requirements.

Travel and Research Funding

The reviewers suggested that the Department Head work with administrators to increase annual funding for travel to support professional development and research up to an average of $1,400.

Response: While the Department technically allocated $500 per faculty member in its annual operating budget for travel from the College of Arts & Sciences, the Department Head has committed to provide funding for travel to one conference or other research-related event per faculty member per year. The average expense is approximately $1,500 per faculty member which is consistent with the reviewer's recommendations. The additional funds have been obtained through F&A from grants, online course fees, summer incentive, and direct appeals to the Dean's Office for additional funding.

APPENDIX I – MAJOR EMPLOYMENT

Summary of anecdotal observations indicating where Psychology majors were hired over the review period.

Note: Both part-time and full-time, and before the bachelor's and after the bachelor's are included.

SOCIAL SERVICE. Cumberland Hall; Fort Wood; Valley Hospital; Siskin Children's Institute; Moccasin Bend Mental Health Institute; The Community Kitchen; The Partnership; Creative Discovery Museum; Signal Centers; Room in the Inn: Girl's Inc; CADAS; Volunteer Health; Tennessee Respite Coalition. ***Job Types***: Case managers, behavioral management staff, med techs, psych techs, program assistants/administrators/developers, mentoring, one-on-one respite/training, classroom assistants.

HEALTH CARE. Erlanger, Memorial, Parkridge, Blue Cross, Unum, Life Care, Continucare, Moccasin Bend Mental Health Institute, UTC Psychology Department, Rehabilitation Centers, independent home health/assisted living agencies. Emergency Medical Services. ***Job Types***: Case managers, patient representatives, clinical associates, research technicians, program developers/facilitators, sales.

EDUCATION. (All Hamilton County Schools and lesser, all private schools) Substitute teachers, special education assistants/one-on-one staff, research assistants.

BUSINESS/INDUSTRY. McKee Foods, Shaw, Blue Cross, Unum, Cigna, Chattem, Volkswagen, Duracell, Maytag, Electric Power Board, Covenant, Belk, Profitts, JC Penney, Sears, Channel 3, SunTrust, Regions Bank, TVA, Siskin Steel, Northwestern Mutual. ***Job Types***: Human Resources, Supervision, Manufacturers' Representatives, Public Relations, Process Researchers, Customer Service

GOVERNMENT(City, County, State, Federal): Human resources, Training, Supervision, Program staffing, Case management

FORENSIC: Hamilton County Juvenile Court; Silverdale; FBI; City police, County police, North Georgia Police services. ***Job Types***: Court staff, officers, profilers, human resources, program staff.

APPENDIX II – DHON PROJECTS

Representative Departmental Honors projects completed during the review period:

Student	Project Title	Director	Date
Maria R. Matty	*Faith and homosexuality: grace, religious problem-solving styles and the internalized homophobia of homosexuals*	Paul Watson	2014
Molly Arnold	*The relationship between receptacle design, normative conduct, environmental concerns, and recycling behavior*	Preston Foerder	2015
Haley V. Popp	*Sport-related head injury and performance anxiety*	Amanda Clark	2015
Jason T. Weber	*When deception gets personal: an exploration into personality's link to deception*	Kate Rogers	2017
Melanie Martin	*Comparing stress levels and coping styles in college athletes and non-athletes*	Libby M. Byers	2018
Sara Leach	*No more blurred lines: Tennesseans deserve high quality sexual assault education*	Alexandra Zelin	2018
Carly Jessup	*A guide to the Multiple Errands Test*	Amanda Clark	2018

APPENDIX III – PSY 3560 PRACTICUM PARTNERS

The following document provides the current list of organizations participating in the PSY 3560 Practicum, organized by the applicable area of Psychology. It provides a brief description of each provider and program, as well as specific qualifications and contact information.

Social Work

Omni Visions Support Services

Omni Visions DSP: The Direct Support Professional 4/ECF Specialist is responsible for fostering patient independence by providing direct daily support, education and transportation to clients with developmental and intellectual disabilities under the supervision of the Program Coordinator/House Manager in accordance with the Person Centered Support Plan (PCSP) and physical orders in a supported living home or community-based setting. The Direct Support Professional 4/ECF Specialist is expected to perform all job responsibilities in alignment with the mission and core values of Omni Visions and comply with all Omni Visions policies and procedures, OSHA, CMS, HIPPA, local, state, and federal regulations.

Directors: Cordney Woodard cordneywoodard@omnivisions.com 615-726-3603 ext. 8014

Erica Phemister ephemister@omnivsions.com 615-726-3603 ext. 8011

Research

Creative Discovery Museum

Creative Discovery Museum- CDM is seeking students interested in child development, visitor studies, and/or nonprofit program evaluation. Students will gain hands-on experience in data collection through the use of surveys, interviews, naturalistic observations, and other methods. Students may also gain experience in data entry and data-base management.   Qualified students will have completed PSY 2010/2040 and PSY 2020/2020L (Research Methodology: Laboratory and Field Research Techniques). Experience working with children and/or families preferred. We are seeking 2 students.

Send resume to Aubrey Henriksen at alh2@cdmfun.org. Please include prerequisite courses with dates in resume.

Chattanooga Room in the Inn

The mission of Chattanooga Room in the Inn is to empower homeless women and children to become self-sufficient by offering a temporary home while providing programs and services necessary to meet their goals. Chattanooga Room in the Inn relies on funding and therefore must provide data about the success of their programs. You would be assisting in data gathering and analyses of data.

Assessment Coordinator: Erin Creal 423-624-6144 (if you are interested in working on research)

Clinical/Counseling

AIM Center

A practicum at the AIM Center would mean the opportunity to work side by side with adults living with mental illness.   AIM Center focuses on strength based recovery and students would spend their hours assisting members in meeting their goals. Because AIM has several units, the student could help in a number of ways depending on the needs of our agency and the members. Typical activities might include:

- Assisting a member with developing a resume or completing a job application in our Employment Unit.
- In our Culinary Unit, the student may assist members and staff in preparing our daily coffee breaks or lunchtime social skills preparations.
- In the Member Support Unit, a student could spend time tutoring our members in math or reading, helping to lead a wellness class on stress management or conflict resolution, or helping members set fitness goals and make a workout plan.
- In our Integrated Art Unit, a student might help a member prepare to be on camera for AIM TV, help set up for Art Class, or assist with the filming of the weekly newscast.
- Finally, in our Administrative Support Unit, a student could help members complete data entry, learn phone and reception skills, clean our building, or greet and tour guests.

The philosophy of the AIM Center is that all work is done side by side with our members and they are an integral part of the day-to-day operations of the clubhouse.

Contact person: Rhonda Jacks Moore and the best way to contact her is by email at: rhondajacks@aimcenterinc.org. Member Support Unit Leader, Jerry Evans may also be assisting with student placement.

Behavioral Research Institute at Cleveland, TN.

Behavioral Research Institute at Cleveland, TN. Is a State-licensed and State-funded child abuse prevention agency that recently hit its 35th year of serving the counties of Bradley, Polk, McMinn, Meigs, Hamilton and Rhea.

We provide free services to these communities in the form of psycho-educational groups in which we teach parents on managing stress, anger and conflicts, nurturing their self and their children, communicating respectfully, and understanding child and teen development. We also provide emotions, empathy and conflict management training for children in grades K-12.

Currently, we have openings for internships beginning as soon as TODAY! Because we wish to expand our services even more into Bradley and surrounding counties this upcoming 2015-2016 year, we recognize the value of having interns coming from your area who are already knowledgeable of the area's needs.

Coordinator: Leah Hooper email: developementbri@gmail.com. Please specify that you are a UTC student.

Moccasin Bend Mental Health Institute

Moccasin Bend is a regional mental health institution established in 1961. Moccasin Bend Mental Health Institute is a 125-plus-bed health care organization that specializes in medical care, clinical monitoring and diagnostic services for individuals who suffer from metal disabilities and health conditions. Students will be participating in the Pick-a-Pal Program; students will be matched with an individual from one of four different units at the facility. This program allows patients to bond with an individual outside of the facility; which means students go everywhere with the patient while they're there.

Volunteer Director: Mr. Ryan Beckett   423-785-3403 or email: ryan.beckett@tn.gov

Richmont Community Counseling Center

The Richmont Community Counseling Center is an agency dedicated to providing quality counseling services to individuals and families who are uninsured, underinsured, or have financial barriers that have prevented mental health treatment. Students will be assisting in various duties such as: event planning and administrative duties.

Director: Tim Sisemore 423-266-4574

Volunteer Behavioral Health Care System

Serving over **45,000 people** in **31 counties**, Volunteer Behavioral Health Care System is a leading mental health provider in the middle, southeast, and upper Cumberland regions of Tennessee. There are a variety of volunteer opportunities.

If interested, please contact: Melissa Johnson, Human Resources
Volunteer Behavioral Health Care System
PO Box 4755
Chattanooga, TN 37405
TEL: 423-825-4336
FAX: 423-756-4854

YMCA Downtown Y-CAP Program

Mr. Andy Smith is also looking for volunteers for the Y-CAP program at the downtown YMCA (less than a mile from campus). The program works with middle school-age, at-risk youth that have been sent to this program through the juvenile court system. The program is from Monday-Thursday 3-7 p.m. The schedule is as follows: 3-4 p.m. Group therapy sessions (this is hands-on)/ 4-5 p.m. tutoring sessions provided / 5-5:30 dinner provided/ 5-7 p.m. A variety of opportunities from community gardening, wood shop, boxing, art therapy etc.

Contact Mr. Andy Smith at: 423-847-7682 if you are interested.

Occupational Therapy

Institute for Vision Development

Institute for Vision Development is a developmental optometry practice. As a part of our comprehensive evaluation of patients who are experiencing learning-related vision problems, we perform a battery of testing for both visual acquisition skills (visual tracking, accommodation, and binocular vision) and visual information processing (including but not limited to visual discrimination, visual memory, figure ground, visual closure, etc.). These tests are standardized measures. Students would be required to learn standardized testing protocols, administer the full battery of initial testing, administer individual tests for follow up visits, and score completed testing. Students may be asked to assist with report writing as well.

Contact: Cheryl Saucier, M.Ed. Practice Director 423-321-8233 (phone)

Sports Psychology

Chattanooga Girls Leadership Academy: GetFit Wellness Program

Students will work with CGLA Wellness Coordinator planning and implementing various Get Fit Objectives including but not limited to:

- Designing student, faculty, staff, and family wellness plans
- Family Health Nights
- On-site Health Screenings
- On-Site Fitness Classes
- Open Gym Hours
- Mobile Fit Program
- Mobile Pantry Program
- Nutrition and Cooking Workshops
- Spring Health Fair

Great for those with a passion and/or background in any of the following HHP, Exercise Science, Nutrition, Sports, Nursing, Event Planning. Bi-lingual is a plus!

 Please contact: Lauren Hammond: 423-227-7312 laurenhammond@cglaonline.com

Gerontology

Lantern at Morning Pointe

Work with residents that may have Alzheimer's or early onset dementia. Students will help with guided activities such as exercise and trivia to get the residents involved. Engaging with residents who are not able to participate in particular activities but thrive from engagement with

others. This is a very rewarding experience and one of our previous students that completed her practicum here is willing to meet with anyone that is interested but has reservations.

Activities Director: Danielle Nelson   chattanooga-lan-lpd@morningpointe.com.

Hospice of Chattanooga

Offers support and medical care at the end of life, through a variety of in-home and other services. Students will be patient companions; there may be other opportunities as well. Go to the web-site and click the volunteer tab at the top to fill out the required application: https://www.hospiceofchattanooga.org/www

Volunteer Coordinator: 423-892-4289

Life Center of East Ridge

This is an assisted living facility for the elderly; students will be patient companions.

Contact: Tanya Vasbinder 423-894-1254

SE Tennessee Area Agency on Aging and Disability

This is a non-profit organization that works with elderly, disabled individuals. Students will be patient companions and work with staff.

Contact: Amy French 423-424-4252

Rehabilitation Counselor

Chattanooga Zoo

The Zoo is looking for students to help volunteer at events throughout the year. Also, Paige Odom is looking for students interested in the development of the program "Sensory Safari" that accommodates people of all ages that can discover the zoo through use of the senses. Students would be directly involved with the development of this program and then take part in the program itself.

Contact: Paige Odom   email: podom@chattzoo.org

Applied Behavioral Analysis (ABA) Therapy

Tennessee Behavioral Therapy

This organization takes 2 students per year (fall, spring and, summer semesters). Students undergo intense ABA training and work individually with young children with Autism. There is the possibility of pay if students work long-term with this program. You must have a GPA of 3.0 or higher.

Program Director: Jenni Davis 423-805-9888

Individuals with Disabilities/Autism Spectrum

Students Disability Resource Center, University of TN-Chattanooga

The Disability Resource Center (DRC) provides leadership in ensuring equal access to all facilities, programs, and services of UTC. DRC reviews the accommodation requests and manages these reasonable accommodations for all students, employees and visitors of UTC. There are numerous opportunities for students such as: working with college students in the Mosaic program, helping with social strategy classes, life coaching sessions, peer mentors, supervised study session, captioning videos.

Volunteer Coordinator: 423-425-4006

Tennessee Behavioral Therapy

This organization takes 2 students per year (fall, spring and, summer semesters). Students undergo intense ABA training and work individually with young children with Autism. There is the possibility of pay if students work long-term with this program. You must have a GPA of 3.0 or higher.

Program Director: Jenni Davis 423-805-9888

Chattanooga Autism Center

The Chattanooga Autism Center is seeking motivated UTC students who want to have more hands on time with children with autism and their families. The CAC hosts numerous events throughout the year and need volunteers to help oversee the childcare of these events. Students will be given a free training course provided by the CAC, and will work alongside the childcare coordinator to gain experience in a real world setting. All students are welcome to be volunteers, but this opportunity would be especially beneficial for students going into the education or healthcare fields.

Contact Information: Bianca DiQuattro - Childcare Coordinator
bianca@chattanoogaautismcenter.org

Select the link below to sign up to volunteer: https://docs.google.com/forms/d/e/1FAIpQLSfX0g MsB3rhAlxJZL7lo2jIFka5GoHvpIXDs7scL36axtvZzg/viewform

Chattanooga Parks and Recreation Services

Chattanooga Parks and Recreations Services it made up of 23 personal development programs. They offer therapeutic recreations services and summer camps. They also have numerous volunteer opportunities throughout the semester working with various ages in events such as: dances, kayaking, game day, sports events etc.

Program Director: Elaine Adams 423-643-6607 or 423-667-5214 Email:
eadams@chattanooga.gov

Chattanooga Zoo

The Zoo is looking for students to help volunteer at events throughout the year. Also, Paige Odom is looking for students interested in the development of the program "Sensory Safari" that accommodates people of all ages that can discover the zoo through use of the senses. Students would be directly involved with the development of this program and then take part in the program itself.

Contact: Paige Odom email: podom@chattzoo.org

Creative Discovery Museum

Afterschool program for children with disabilities and their typically developing peers. We now are in need of volunteers for this program.

Would you consider volunteering for this incredibly fun program? **If so, please e-mail Alyson at alt@cdmfun.org**

Orange Grove Center, Inc.

This center is a habilitation center for all ages with special needs. Students will be assisting in the classroom and at the center. The center also works with group homes as well.

Assistant for Dr. Rick Radar: Susan Jenkins 423-493-2924/ sjenkins@orangegrove.org

Signal Centers

Signal Centers has a variety of programs. Students can work with children in a child care capacity as well as helping out with the various programs that they offer for children with special needs; they also serve adults with special needs as well.

Volunteer Coordinator: Daniel Rust 423-698-8528 ext. 201

Tri-State Ranch and Exhibition Center

The ranch is located in Cleveland, TN and offers of variety of programs for those with special needs. Their programs include: Therapeutic riding, at-risk programs, Horses 4 Heros, and PACE certification.

Programs Coordinator: Denise Wright 423-637-6096

Education/Special Education

Chattanooga Zoo

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Programs Coordinator: Denise Wright 423-637-6096

Advocacy/Mentoring

Partnership for Families, Children and Adults

The Partnership for Families, Children and Adults is a comprehensive non-profit human services agency offering 20 programs. Our programs touch the lives of vulnerable individuals – from unborn children to seniors – through professional counseling, crisis intervention, and education and prevention services. Even with the wide reach and range of our offerings, the Partnership continually seeks to collaborate with partner agencies to provide the best possible care for our clients. There are a variety of practicum opportunities for students at the Partnership such as: youth services, sexual assault advocates, domestic violence advocates, court advocates, rape crisis advocates, and crisis hotline volunteers. Students are required to have a background check

Volunteer Coordinator: Crystal St. Pierre

Go to the website and fill out the volunteer form: https://www.partnershipfca.com/

Chattanooga Room in the Inn

The mission of Chattanooga Room in the Inn is to empower homeless women and children to become self-sufficient by offering a temporary home while providing programs and services necessary to meet their goals. Students would be handling administrative duties, helping with training programs, and assisting during the application and interview process of women looking for placement. Students will need to fill out an application, meet background check requirements, and sign a confidentiality agreement.

Coordinator of Volunteers: Sharon Collins 423-624-6144

Assessment Coordinator: Erin Creal 423-624-6144 (if you are interested in working on research)

Girls, Inc.

Girls Inc. of Chattanooga inspires girls to be strong, smart and bold on their journey to self-discovery. The Girls, Inc. programs prepare girls to achieve academically; lead healthy and physically active lives; manage money; navigate media messages; and discover an interest in science, technology, engineering, and math. Starting from age 6, Girls Inc. girls learn through hands-on experiences about public speaking, community service, leadership and women's history. Students would help girls ages 6-14 prepare personally and academically through development programs.

Volunteer Coordinator: Summer Elliott 423-624-4757 ext. 108

Independent Youth Services Foundation

Boys to Men Program

Educational mentoring program/ **both males and females needed**

Help with the children's activities, structure activities. Tutoring and help with parent training. To help parents be better and more effective in the home environment   Affirmation and positive reinforcement are keys to this program. Also, there is an opportunity to learn and gain experience in non-profit.   Variety of elementary schools and middle schools for placement. Age ranges: 6-18yrs

Volunteer Coordinator: Jim Stubbs Email address: jstubbs58@epbfi.com

Youth Leadership Academy

Needs male volunteers! Youth leadership Academy is a research-based education program for students 8-14. They are looking for strong male mentors that can help students with social and emotional learning through the use of workshops, training programs, and recreational events. Students would help with social behavioral programs, tutoring, specials events, etc.

Volunteer Coordinator: Sherman W. Franklin, Jr 423-400-8130

YMCA Downtown Y-CAP Program

Mr. Andy Smith is also looking for volunteers for the Y-CAP program at the downtown YMCA (less than a mile from campus). The program works with middle school-age, at-risk youth that have been sent to this program through the juvenile court system. The program is from Monday-Thursday 3-7 p.m. The schedule is as follows: 3-4 p.m. Group therapy sessions (this is hands-on)/ 4-5 p.m. tutoring sessions provided / 5-5:30 dinner provided/ 5-7 p.m. A variety of opportunities from community gardening, wood shop, boxing, art therapy etc.

Contact Mr. Andy Smith: 423-847-7682 if you are interested

Positive Psychology

*Center for Mindful Living

The center for Mindful Living has programs and outreach initiatives that provide instruction in a variety of techniques for stress reduction, mental focus, and self-awareness that focus on present-moment awareness without judgment. Students would help with administrative tasks as well as be able to learn about the programs and how they relate to the concepts within positive psychology.

Contact: Kathy Young at centermindfulliving@gmail.com. Office phone 423-486-1279.

Comparative Psychology

Chattanooga Zoo

Internships are available to work with the zookeepers. You will be able to shadow the zookeepers and help with feeding and nutrition of the animals. Internships require 150 hours at the zoo.

Contact Information: Paige Odom   email: podom@chattzoo.org

McKamey Animal Center

Currently in the process of securing practicum students opportunities and will update once available

Academic Counseling and College Access

Center for Community Career Education University of TN-Chattanooga

The center has various programs in which students can gain experience. These programs are:

Educational Opportunity Center provides free college access counseling to adults, veterans, military connected families, youth in Foster Care, and homeless youth who want to go to college or technical school. This placement would be ideal for non-traditional students that could work directly with adults that are re-starting their life by going back to college. This program serves 1,000 adults annually.

Center ph# is Cynthia Long 423-425-1702

Mentoring

The following programs are mentoring programs in which students work directly with people in a mentoring capacity to help them reach their educational goals and dreams

PAWS- Postsecondary Awareness with Success

This programs mission is to mentor children to achieve their dreams by being better students, friends, and citizens so that they can successfully graduate from any secondary institution to lead the future of our communities, country and world. Students would need to commit to a Fall and Spring semester for this practicum opportunity. This allows children to bond with someone consistently through the entire school year in an after school setting.

Director: 423-425-4557

Gear Up

This is a U.S. Department of Education initiative that helps low-income students prepare for college, starting in the middle school years and following the students to high school graduation.

Talent Search

Talent Search is a U.S. Department of Education Federal TRIO Program that identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education.

Upward Bound

The upward bound program is a U.S. Department of Education federal TRIO program whose goal is to help high school students improve their academic and decision making skills, gain self-confidence, and independence, and prepare them for post-secondary education.

Director: Sandy Cole 423-425-4475

Community Psychology

Maclellan Shelter

The shelter is looking for volunteers from our psychology department to help with a program that will support the adolescents at Maclellan Shelter. This is an opportunity to help build a new program from the ground up while learning about the structure, function, and resources that the shelter provides. It's a great opportunity

Coordinator: Nancy Soto: nancys@homelesschattanooga.org or 423-756-4222 ext. 3301.

Chattanooga Community Kitchen

The goal of the Community kitchen is to lessen the poverty and despair among the homeless in the City of Chattanooga and to restore dignity and self-reliance to those we serve. In all that we do, we strive to serve the physical, social and spiritual needs of the homeless and less fortunate without expectation of recompense but instead out of love and compassion for mankind. Students would be helping with training programs, interviewing, and aiding with the application process along with other various responsibilities.

Any student who is interested will need to complete the Online Volunteer Application on the Community Kitchen's website.

1) Go to http://community-kitchen.org/
2) On the side of the page, there is a link that states "Apply to Volunteer". The student would need to click on that link and fill out the Online Volunteer Application (or they can click this link to be directed to the actual page: http://community-kitchen.org/community-kitchen-online-volunteer-application/ on the application, the student would have the opportunity to choose what department they would be interested in working in. This is where you can select the kitchen of the shelter
   Please note: There is a question that states: "Is this for school or community service hours?" **The student would need to check "YES" in answering that question**. There is also a question that states "Are you volunteering with a group?" Now even though the student would be earning practicum hours on their own, it would probably be a good idea to state somewhere in the Volunteer Application that the student would be earning Practicum Hours as part of their Practicum Experience at UTC for their Psychology Degree. There is also any option to put your name and number as "Group Contact Name and Number" so you can be updated on how everything's going with the students.

3) In addition to completing the "Online Volunteer Application", there is a printable Volunteer Policy Manual that each student would need to print off, complete and bring with them for when they meet with Matt Hollis (the volunteer coordinator) or Nancy.

Miscellaneous Opportunities

<u>The United Way's Volunteer Center</u>

Use the link to look at all of the volunteer opportunities for Chattanooga and surrounding areas:

http://www.ihelpchattanooga.org/HOC__Volunteer_Opportunity_Search_Page

The register to become a volunteer using the link below:

http://www.ihelpchattanooga.org/HOC__Volunteer_Registration_Page

APPENDIX IV – PSYCHOLOGY CHECK SHEET

The following is the current check sheet for the Bachelor of Science in Psychology:

I. GENERAL EDUCATION CURRICULUM .... **41 Hours**
PSY 1010 & PSY 2410 may not fulfill a general education requirement for Psychology majors. PSY 2010 satisfies Gen Ed statistics requirement.

II. GENERAL ELECTIVES .... **20 Hours**

III. MAJOR REQUIREMENTS (includes Statistics requirement from Gen Ed)**..41 Hours**
2. 0 major GPA is required for graduation. Major GPA calculation will include all courses taken in the major department, plus any other courses under Sections II & III below. Minimum of 18 semester hours of courses taken to fulfill major requirements must be courses offered by UTC.

A. Introduction to Discipline (6 cr.)
   PSY 1010 _____ (3) Introduction to Psychology
   PSY 2070 _____ (3) The Profession of Psychology (Pre: PSY 1010)

B. Research Methods (8 cr.) *(*Grade of "C" or better required for Psychology majors)*
   PSY 2010***___**(3) Introduction to Statistics) *(Pre: MAT 1010)* **AND** PSY 2040***___**(1) Statistics Lab
   PSY 2020 ___(4) Research Methods in Psychology (includes PSY 2020L lab) *(Pre: PSY 1010, PSY 2010/PSY 2040 w/min grade C)*

C. Foundations of Psychological Science (12 cr.) - Choose *at least one* course from *each* of the following course categories: (*PSY 1010 is a prerequisite/co-requisite for these courses **plus** any additional prerequisites listed for each course*)

1) DEVELOPMENTAL:
   PSY 2210___(3) Child Psychology
   PSY 2220___(3) Adolescent Psychology
   PSY 2230___(3) Psychology of Aging

2) SOCIOCULTURAL:
   PSY 2410___(3) Psychology of Individual Differences
   PSY 2420___(3) Psychology of the Black Experience
   PSY 3310___(3) Social Psychology (Pre: 6 hours of Psychology or Sociology)

3) LEARNING & COGNITION:
   PSY 3110___(3) Learning & Motivation (*Pre: PSY 2020*)
   PSY 3130___(3) Cognitive Science (*Pre: PSY 2020*)
   PSY 3100___(3) Comparative Psychology (Pre: PSY 2020)

4) BIOLOGICAL:
   PSY 3120___(3) Sensation & Perception(*Pre: PSY 2020*)
   PSY 3140___(3) Biological Psychology(Pre: PSY 2020 or 6 hours of Biology)
   PSY 3180___(3) Principles of Neuropsychology (Pre: PSY 2020)

D. Applying Psychology (3 cr.) - Choose from the following: (*A maximum of **9 hours** from this category can be applied to your degree **and** your upper level, 3000+ credits required for graduation*)
   PSY 3350___(3) Positive Psychology
   PSY 3560___(1-6) Practicum in Psychology (*This course is Pass/Fail. Requires Pre/Co: PSY 3590 Practicum in Psychology Camp Training. Max 6 hours*)
   PSY 3570___(3) Teaching Psychology (Pre: PSY 2020, max 2 semesters)
   PSY 3580___(3) Modern Psychological Studies/Research (*This course is Pass/Fail. Max 2 semesters*)
   PSY 3590___(1) Practicum in Psychology Camp Training – (*REQUIRED for summer camps at Creative Discovery Museum and Camp Zooability*)
   PSY 4997___(1-6) Independent Study (Max 6 hours)
   PSY 4998___(1-6) Research Experience *(Max 6 hours)*

E. Advanced Electives (6 cr.) – Choose *at least two* courses from the following

(Pre: 6 hours of Psychology which can include additional prerequisites listed for each course)

PSY 3080___(3) Abnormal Psychology   PSY 4060___(3) Industrial-Organizational Psychology

PSY 3450___(3) Tests & Measurements (*Pre: PSY 2020*)   PSY 4480___(3) Theories of Personality

PSY 4250___(3) Psych & Law (*Pre: PSY 2010, or 6 hrs. Beh. & Soc. Sci.*) PSY 4080___(3) Contemporary Psychotherapies *(Pre: PSY 3080)*

PSY 3400___(3) Applied Developmental *(Pre: PSY 1010 **and** PSY 2210 or PSY 2220 or ECHD 2420 or ECHD 2430)*

F. Capstone Course (3 cr.) – Choose at *least one* course from the following:

*(Min. of 15 cr. in Psychology and Senior standing (90 credit hours) required for each of these courses **including** any specific prerequisites listed for each course)*

PSY 4120___(3) Advanced Seminar for Psychological Processes (Pre: 2020), **OR**

PSY 4600___(3) Systems of Psychology, OR

PSY 4610___(3) Philosophical Psychology

G. Psychology Elective Courses (3 cr.) *(PSY 1010 is a prerequisite/co-requisite for each of these courses)*

Choose at least 3 hours from other psychology courses beyond the requirements outlined in section C

IV. MINOR/CONCENTRATION .... **18 Hours**

Psychology majors may either complete an 18 credit hour minor in a specific discipline as designated in the UTC course catalog or select one of the Option B concentrations that cover a broad array of topics within a given discipline, 9 hours of which must be at the 2000 level or above.

APPENDIX V – ONLINE TASK FORCE REPORT

Final Report of the Psychology Online Curriculum Review Task Force
Fall 2018

Christopher Cunningham, Kate Rogers, David Ferrier, Libby Byers, and Svetlana Chesser

Purpose of Task force

The Department of Psychology Online Curriculum Review task force was assembled to evaluate, identify, and address opportunities for new online and hybrid courses within the Department of Psychology. The members of this task force worked intensely from Fall 2017 through summer 2018 to complete the work summarized in the rest of this report.

What We Did

We identified courses in the Psychology curriculum that could improve student progression to degree completion by increasing scheduling flexibility through the development of online/hybrid sections. We identified several core courses in the Bachelor's of Science curriculum as valuable targets for this purpose. The primary criteria for course selection were high levels of student demand, limited available teaching resources for specialty courses, and/or a desire to provide more flexibility to undergraduate students working toward their degree. By tackling this review as a task force, we were able to ensure that the quality of the courses ultimately developed as a result of our efforts would be consistent with the educational standards of all other courses in this degree program.

Recommendations for Course Development

The task force's guiding philosophy was to identify courses that would provide our majors the flexibility to progress toward graduation *and* obtain a consistently excellent education from our talented (but limited in terms of numbers) faculty, rather than developing a fully online degree. We, therefore, focused on evaluating lower-level and select upper-level course offerings for online/hybrid development, while leaving capstone seminars to remain in their current and preferred form as in-person offerings.

Due to increased undergraduate enrollment and student needs, several Psychology instructors had already created online versions of their courses. These courses met curriculum requirements such as: general education, introduction to the discipline, foundations, biological, and advanced electives. This provides students options in most sections of the psychology curriculum. Although the Psychology faculty developing and teaching online courses have coordinated their efforts with the UTC Walker Center for Teaching and Learning, we felt it would be advantageous to construct detailed standards for courses within the Psychology program, including structure/function and development, enrichment of learning, and accessibility.

The task force reviewed the structure and development of our online/hybrid courses to ensure consistency with our existing face-to-face offerings. Although each course has specific curricular outcomes, objectives, and expectations; we agreed that maintaining stability for learners in an online environment would be beneficial. As a result, we established guidelines to 1) use standard

units and/or modules when presenting material, 2) apply the "drip-feed" method (release components of information over time), and 3) develop a structure of natural progression throughout courses.

We also reviewed ways in which online courses could enrich learning and provide interaction among instructors and their students in an online environment. We concluded that courses should integrate, to the extent called for by the particular topic area, videos, interactive activities, discussion posts, articles, quizzes, and web tools to promote learning and interaction. We reviewed various methods for communicating with learners across courses and found that students were receptive to continuous feedback on their progress. Additionally, course evaluations showed that students liked the "Announcements" function in UTC Learn for receiving reminders from faculty regarding information about units/modules, and timely instructor responses to their emails. These communication methods also resulted in a greater sense of connection to the instructor and fellow students. Furthermore, we felt communication and interaction were key components of an online/hybrid Psychology course as some theories in the field are not as straightforward as in other disciplines; therefore, frequent and consistent feedback is required as students must critically analyze and apply concepts throughout Psychology courses.

We also focused on accessibility to all online learners. We identified the available accessibility resources available at UTC, including the Disability Resource Center, The Walker Center for Teaching and Learning, and the closed captioning service managed by Troy Carroll. These resources are critical to the success of online course development and we strongly recommend their use.

Based on our review, we identified the following courses as targets for online/hybrid development. Task force members then took responsibility for redesigning and developing these courses in their new forms. Clicking the hyperlinks below will take you to the course syllabus for each of the newly developed online courses (with brief justification):

- [Psychology as a Profession (PSY 2070)](#) – Being taught online only beginning Fall 2018
- [Psychology of Child Development (PSY 2210)](#) – offered online starting Summer 2018
- [Psychology of Individual Differences (PSY 2410)](#) – offered online starting Summer 2018
- [Biological Psychology (PSY 3140)](#) – offered online starting Summer 2018
- [Theories of Personality (PSY 4480)](#) – offered online starting Summer 2018

Next Steps

The task force identified two important next or ongoing steps to be taken related to the present set of online/hybrid courses within the Psychology department.

First, transforming traditional face-to-face classes into online/hybrid offerings is a rigorous task. Therefore, continuous Departmental review of our online offerings will be beneficial. The present review process provided us the opportunity to discuss the Quality Matters (QM) standards required for constructing online/hybrid courses. During course creation, instructors review the QM rubric provided by The Walker Center for Teaching and Learning. The rubric contains various *Specific Review Standards* that the course must meet to become QM certified.

Our review of the newly developed online/hybrid courses indicated that they adhered to both the QM and Departmental standards. We are confident that we can create and deliver online/hybrid courses that are as informative and academically challenging as our traditional face-to-face classes. The Psychology department has made great strides in the QM process as we currently have one course that is QM certified and six that will be going through this review process within the next 6 to 12 months. Our plan is to continuously review all online/hybrid offerings to ensure adherence with QM standards.

Second, after discussing the arduous process of designing, creating, and submitting the course for QM review; we determined that a departmental workshop series could be helpful to share best-practices associated with online/hybrid course design and management. Departmental faculty could participate in these periodic "Lunch Bunch" meetings to learn from and collaborate with faculty, both within and outside the Department of Psychology, who have experience with this type of teaching. These collaborative sessions should help to make the process of online/hybrid course creation less daunting. We are currently working on an agenda and meeting times that will be conducive to faculty members and their schedules. We also recommend that other core courses within the Psychology curriculum be considered for redevelopment and inclusion into our online/hybrid offerings, including research methods, learning and cognition, and applying psychology.

APPENDIX VI – ADVISING MATERIALS

Sample of Advising Materials – Graduation Plan

UTC Psychology Senior Graduation Plan (90 + hours)   FALL 2015 CATALOG and AFTER

Last Name: _____   First Name: _____   UTCID: _____

Minor: ____   Concentration: ____   Double Major: ____   Name: ____

2.000 Minimum GPA Required. Has this requirement been met? Yes: ___ No: ___   General Education Requirements met? Yes: ___ No: ___

Spring 2019 Registration Date and Time: ____   ****NO PIN** Your registration hold will be lifted before your registration date**

Graduation Summary

120 hours are required for graduation. You need a total of _____ hours and at least _____ of these hours MUST be at 3000/4000 level. REMEMBER: 3000/4000 level hours can come from major courses, minor or concentration courses and general electives.

Spring 2019 Semester — Course or Category	Credit Hours
Total Hours:	

Summer 2019 Semester — Course or Category	Credit Hours
Total Hours:	

Fall 2019 Semester — Course or Category	Credit Hours
Total Hours:	

Spring 2020 Semester — Course or Category	Credit Hours
Total Hours:	

Summer 2020 Semester — Course or Category	Credit Hours
Total Hours:	

Fall 2020 Semester — Course or Category	Credit Hours
Total Hours:	

Spring 2019 Graduation Candidates: To apply for graduation, go to your MYMOCSNET Account, click on the "Academics Tab", and look for the link "Apply to Graduate" Graduation Application deadline: May 2019 = October 15th 2018

This graduation plan is based off of a 15 hour – Spring/Fall schedule interval. Any double major, extra hours over what is required for graduation, summer school, etc. are at YOUR discretion. I will not change your graduation plan to reflect these additions However, you are welcome to make edits as you wish. This plan is for PSYCHOLOGY ONLY. It is your responsibility to be familiar with and meet all requirements for graduation; the Advisor's review is preliminary; and final certification requires an audit by the UTC Registrar's Office after grades are posted in your final semester

Sample of Advising Materials – Advisement Checklist

REQUIREMENT CHECKLIST FOR THE B.S IN PSYCHOLOGY

		Title	Units	√	Prerequisite/Corequisite
Psychology Core Requirements					
	PSY 1010	Introduction to Psychology	3	☐	
	PSY 2070	Psychology as a Profession	3		PSY 1010; PSY majors only
Take all:	PSY 2010	Research Meth: Intro to Stats in Psychology	3		ACT 22 or Gen Ed Math, Sub for Math Stats
	PSY 2040	Statistics in Psychology Laboratory	1		Co-req: 2010 Required of ALL PSY majors
	Psy 2020/2020L	Research Meth: Lab and Field Research Tech	4	☐	PSY 1010, 2010, 2020, and 2040
Foundations of Psychological Science					
DEVELOPMENTAL					
	PSY 2210	Psychology of Child Development	3		PSY 1010
Take one:	PSY 2220	Psychology of Adolescence and Adulthood	3	☐	PSY 1010
	PSY 2230	Psychology of Aging	3		PSY 1010
SOCIOCULTURAL					
	PSY 2410	Psychology of Individual Differences	3		
Take one:	PSY 2420	Psychology of Black Experience	3	☐	
	PSY 3310	Social Psychology	3		6 hours of PSY or SOC courses
LEARNING AND COGNITION					
	PSY 3100	Comparative Psychology	3		PSY 2020 or 6 hours of Biology
Take one:	PSY 3110	Learning and Motivation	3	☐	PSY 2020
	PSY 3130	Cognitive Science	3		PSY 2020
BIOLOGICAL					
Take one:	PSY 3140	Biological Psychology	3	☐	PSY 2020 or 6 hours of Biology
	PSY 3180	Principles of Neuropsychology	3		PSY 2020
Applying Psychology					
A maximum of 6 hours may be applied towards this category.					
	PSY 3350	Positive Psychology	3		Required if overall GPA below 2.5
	PSY 3560	Practicum	3		Junior and overall GPA of 2.5 or higher
	PSY 3570	Teaching Psychology (TA for professor)	3		Max 2 semesters
Take one:	PSY 3580	Modern Psychological Studies	3	☐	Max 2 semesters
	PSY 3590	Practicum in Psychology Camp Training	3		Requires Spring/Summer Commitment
	Psy 4997	Independent Study	3		Max 2 semesters
	PSY 4998	Research Experience	3		Max 2 semesters
Advanced Electives					
	PSY 3080	Abnormal Psychology	3		6 hours of PSY courses
Choose TWO	PSY 3400	Applied Developmental Psychology	3	☐	PSY 2210 or 2220, or ECHD 2420 or 2430
	PSY 4060	Industrial Organizational Psychology	3		6 hours of PSY courses
	PSY 4250	Psychology and Law	3		Intro Statistics and Junior Standing
Psychology Elective					
Take one:	Psychology Elective	Take a PSY elective of your choice. Any Level ☐ 3000/4000 Level ☐	3	☐	

APPENDIX VII – OPENSTAX PSYCHOLOGY TEXT CORRELATION TO APA GUIDELINES FOR THE UNDERGRADUATE MAJOR

Chapter	Module	APA Standards
1—Introduction to Psychology	1.1—What is Psychology?	1.1, 5.1
1—Introduction to Psychology	1.2—History of Psychology	1.1, 1.2, 2.2, 2.5
1—Introduction to Psychology	1.3—Contemporary Psychology	1.1, 1.2, 1.3, 2.2, 2.5, 3.3
1—Introduction to Psychology	1.4—Careers In Psychology	1.1, 5.1, 5.5
2—Psychological Research	2.1—Why Is Research Important?	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
2—Psychological Research	2.2—Approaches to Research	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.3
2—Psychological Research	2.3—Analyzing Findings	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.3
2—Psychological Research	2.4—Ethics	1.1, 1.3, 2.2, 2.1, 2.5, 3.1, 3.3
3—Biopsychology	3.1—Human Genetics	1.1, 1.2, 2.1, 2.2
3—Biopsychology	3.2—Cells of the Nervous System	1.1, 1.2, 2.1, 2.2
3—Biopsychology	3.3—Parts of the Nervous System	1.1, 1.2, 1.3, 2.1, 2.2
3—Biopsychology	3.4—The Brain and Spinal cord	1.1, 1.2, 1.3, 2.1
3—Biopsychology	3.5—The Endocrine System	1.1, 1.2, 2.1
4—States of Consciousness	4.1—What is Consciousness	1.2, 1.2, 1.3, 2.1, 2.2
4—States of Consciousness	4.2—Sleep and Why We Sleep	1.1, 1.2, 1.3, 2.1, 2.2
4—States of Consciousness	4.3—Stages of Sleep	1.1, 1.2, 2.1, 2.2
4—States of Consciousness	4.4—Sleep Problems and Disorders	1.1, 1.2, 1.3, 2.1, 2.2
4—States of Consciousness	4.5—Substance Use and Abuse	1.1, 1.2, 1.3, 2.1, 2.2
4—States of Consciousness	4.6—Other States of Consciousness	1.1, 1.2, 1.3, 2.1, 2.2
5—Sensation and Perception	5.1—Sensation vs. Perception	1.1, 1.2, 1.3, 2.1, 2.2

Chapter	Module	APA Standards
5—Sensation and Perception	5.2—Waves, Wavelengths, and Vision and Hearing	1.1, 1.2, 1.3, 2.1, 2.2
5—Sensation and Perception	5.3—Vision	1.1, 1.2, 1.3, 2.1, 2.2
5—Sensation and Perception	5.4—Hearing	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
5—Sensation and Perception	5.5—The Other Senses	1.1, 1.2, 1.3, 2.1, 2.2
5—Sensation and Perception	5.6—Gestalt Principles of Perception	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 3.3
6—Learning	6.1—What is Learning?	1.1, 1.2, 1.3, 2.1, 2.2
6—Learning	6.2—Classical Conditioning	1.1, 1.2, 1.3, 2.1, 2.2
6—Learning	6.3—Operant Conditioning	1.1, 1.2, 1.3, 2.1, 2.2
6—Learning	6.4—Observational Learning (Modeling)	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
7—Thinking and Intelligence	7.1—What is Cognition?	1.1, 1.2, 1.3, 2.1, 2.2
7—Thinking and Intelligence	7.2—Language	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
7—Thinking and Intelligence	7.3—Problem Solving	1.1, 1.2, 1.3, 2.1, 2.2
7—Thinking and Intelligence	7.4—What Are Intelligence and Creativity?	1.1, 1.2, 1.3, 2.1, 2.2
7—Thinking and Intelligence	7.5—Measures of Intelligence	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.3
7—Thinking and Intelligence	7.6—The Source of Intelligence	1.1, 1.2, 1.3, 2.1, 2.2
8—Memory	8.1—How Memory Functions	1.1, 1.2, 1.3, 2.1, 2.2
8—Memory	8.2—Parts of the Brain Involved with Memory	1.1, 1.2, 1.3, 2.1, 2.2
8—Memory	8.3—Problems with Memory	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1
8—Memory	8.4—Ways to Enhance Memory	1.1, 1.2, 1.3, 2.1, 2.2, 5.1

Chapter	Module	APA Standards
9—Lifespan Development	9.1—What is Lifespan Development?	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.3
9—Lifespan Development	9.2—Lifespan Theories	1.1, 1.2, 1.3, 2.1, 2.2
9—Lifespan Development	9.3—Stages of Development	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
9—Lifespan Development	9.4—Death and Dying	1.1, 1.2, 1.3, 2.1, 2.2
10—Motivation and Emotion	10.1—Motivation	1.1, 1.2, 1.3, 2.1, 2.2
10—Motivation and Emotion	10.2—Hunger and Eating	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
10—Motivation and Emotion	10.3—Sexual Behavior	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.3
10—Motivation and Emotion	10.4—Emotion	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
11—Personality	11.1—What is Personality?	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.2—Freud and the Psychodynamic Perspective	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.3—Neo-Freudians: Adler, Erikson, Jung, and Horney	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.4—Learning Approaches	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.5—Humanistic Approaches	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.6—Biological Approaches	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.7—Trait Theorists	1.1, 1.2, 1.3, 2.1, 2.2
11—Personality	11.8—Cultural Understandings of Personality	1.1, 1.2, 1.3, 2.1, 2.2, 2.5
11—Personality	11.9—Personality Assessment	1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5
12—Social Psychology	12.1—What is Social Psychology?	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.3
12—Social Psychology	12.2—Self-presentation	1.1, 1.2, 1.3, 2.1, 2.2, 3.1
12—Social Psychology	12.3—Attitudes and Persuasion	1.1, 1.2, 1.3, 2.1, 2.2

Chapter	Module	APA Standards
12—Social Psychology	12.4—Conformity, Compliance, and Obedience	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1
12—Social Psychology	12.5—Prejudice and Discrimination	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.3
12—Social Psychology	12.6—Aggression	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
12—Social Psychology	12.7—Prosocial Behavior	1.1, 1.2, 1.3, 2.1, 2.2
13—Industrial-Organizational Psychology	13.1—What Is Industrial and Organizational Psychology?	1.1, 1.2, 1.3, 2.1, 2.2
13—Industrial-Organizational Psychology	13.2—Industrial Psychology: Selecting and Evaluating Employees	1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 5.1
13—Industrial-Organizational Psychology	13.3—Organizational Psychology: The Social Dimension of Work	1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 5.1, 5.5
13—Industrial-Organizational Psychology	13.4—Human Factors Psychology and Workplace Design	1.1, 1.2, 1.3, 2.1, 2.2
14—Stress, Lifestyle, and Health	14.1—What is Stress?	1.1, 1.2, 1.3, 2.1, 2.2
14—Stress, Lifestyle, and Health	14.2—Stressors	1.1, 1.2, 1.3, 2.1, 2.2, 2.4
14—Stress, Lifestyle, and Health	14.3—Stress and Illness	1.1, 1.2, 1.3, 2.1, 2.2
14—Stress, Lifestyle, and Health	14.4—Regulation of Stress	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.3
14—Stress, Lifestyle, and Health	14.5—The Pursuit of Happiness	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
15—Psychological Disorders	15.1—What Are Psychological Disorders?	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.3
15—Psychological Disorders	15.2—Diagnosing and Classifying Psychological Disorders	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
15—Psychological Disorders	15.3—Perspectives on Psychological Disorders	1.1, 1.2, 1.3, 2.1, 2.2
15—Psychological Disorders	15.4—Anxiety Disorders	1.1, 1.2, 1.3, 2.1, 2.2

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Chapter	Module	APA Standards
15—Psychological Disorders	15.5—Obsessive-Compulsive and Related Disorders	1.1, 1.2, 1.3, 2.1, 2.2
15—Psychological Disorders	15.6—Posttraumatic Stress Disorder	1.1, 1.2, 1.3, 2.1, 2.2
15—Psychological Disorders	15.7—Mood Disorders	1.1, 1.2, 1.3, 2.1, 2.2
15—Psychological Disorders	15.8—Schizophrenia	1.1, 1.2, 1.3, 2.1, 2.2
15—Psychological Disorders	15.9—Dissociative Disorders	1.1, 1.2, 1.3, 2.1, 2.2
15—Psychological Disorders	15.10—Personality Disorders	1.1, 1.2, 1.3, ,2.1, 2.2
15—Psychological Disorders	15.11—Disorders in Childhood	1.1, 1.2, 1.3, 2.1, 2.2, 2.4
16—Therapy and Treatment	16.1—Mental Health Treatment: Past and Present	1.1, 1.2, 1.3, 2.1, 2.2, 3.3
16—Therapy and Treatment	16.2—Types of Treatment	1.1, 1.2, 1.3, 2.1, 2.2
16—Therapy and Treatment	16.3—Treatment Modalities	1.1, 1.2, 1.3, 2.1, 2.2
16—Therapy and Treatment	16.4—Substance-Related and Addictive Disorders: A Special Case	1.1, 1.2, 1.3, 2.1, 2.2
16—Therapy and Treatment	16.5—The Sociocultural Model and Therapy Utilization	1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 3.3

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APPENDIX VIII – PSY 1010 KNOWLEDGE BASE, SCIENTIFIC AND CRITICAL THINKING QUESTIONS TIED TO APA GUIDELINES FOR THE UNDERGRADUATE PSYCHOLOGY MAJOR

Dr. Paul Watson taught our large sections of PSY 1010 for over 20 years and engaged in a process of continuous improvement through assessment of student results. The following are example questions he developed for exams focusing on **APA SLO 1**, *Knowledge Base in Psychology*, and **SLO 2**, *Scientific and Critical Thinking,* keyed to the specific sub-SLO.

Chapter 1: Introduction to Psychology

1. Which of the following exemplifies the empirical method?

A. A student in a psychology class writes his term paper on whether or not fish feel pain.
B. A student writes a letter to his professor requesting a change in course policy.
C. Dr. Hysock-Witham decides to start her course later because so many students arrive late.
*D. Dr. Sarkeesian observes and records how watching cartoons influences heart rates.
APA Standard: 1.1, 2.4

2. Char heard from her friends that marijuana use can cure glaucoma so it should be legal in all 50 states. Char knows that she is biased in favor of marijuana legalization, so she decides to exercise some skepticism about this claim. She researches where her friends got their information, how reliable it is, and what other sources say about legalizing marijuana. Char is _____.

A. acting unconsciously
B. hypothesizing
C. theorizing
*D. thinking critically
APA Standard: 1.3, 2.1, 2.2, 2.4

3. In a study of mate preference differences between men and women that spanned 37 cultures, Buss (1989) found that men value youthful appearance more than women. Why?

A. Men are more sexually responsive with younger women.
B. Men need to display their mates as a trophy.
C. Women are not as superficial as men.
*D. Youthful looks provide fertility clues.
APA Standard: 2.2

4. Which of the following is a criticism of evolutionary psychology?

*A. It ignores non-genetic factors in determining human behavior.
B. It is easy to disprove theories developed by evolutionary psychologists.
C. It places too much emphasis on genetic factors in determining human behavior.

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D. There are no female evolutionary psychologists.
APA Standard: 1.1, 1.2, 2.4

Chapter 2: Psychological Research

1. Spurling et al. investigated the effects of two vocabulary learning strategies on word retention two weeks later. In this example, learning strategy is the _____ variable and word retention is the _____ variable.

A. control; experimental
B. dependent; independent
C. experimental; control
*D. independent; dependent
APA Standard: 1.1, 1.2, 2.2

2. Lesley, a sociology major, believes that money is the key to happiness. Her friend Stephen, a psychology major, believes that good health is the key to happiness. How might the two friends resolve their disagreement?

A. They could ask their friends and see which perspective has the most support.
B. They could conduct a study with students on their campus to see which perspective has the most support.
C. They could research archives of newspapers, magazines, and other media to see if there are reports on the topic.
*D. They could research peer-reviewed articles to see if either perspective is supported.
APA Standard: 1.2, 1.3, 2.1

3. Dr. Mattar is interested in knowing more about brain injury to the occipital cortex, and he studies patients individually in order to gain in-depth knowledge about their behaviors. These studies would best be described as _____.

*A. case studies
B. correlational
C. cross-sectional
D. surveys
APA Standard: 2.2

4. In order to assess whether viewpoints on decriminalization of marijuana for medical purposes change with age, four groups of participants, ages 20, 30, 40, and 50, are asked whether they support this issue. What is one flaw of this design?

A. Longitudinal research is time consuming.
B. Marijuana has already been decriminalized in some places.
C. Recruitment could be a challenge because people of different ages are difficult to sample.
*D. Social or cultural factors may influence the results, not age.

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APA Standard: 1.1, 1.3, 2.1, 2.2, 2.4, 2.5

Chapter 3: Biopsychology

1. Of adoptees whose biological mothers had schizophrenia and who were raised in disturbed family environments, 36.8% were likely to develop schizophrenia; of adoptees whose mothers did not have schizophrenia and who were raised in disturbed family environments, 5.3% were likely to develop schizophrenia. What is the most appropriate conclusion of these results?

*A. Environmental factors and genetic factors interact to determine whether a person is likely to develop schizophrenia.
B. Environmental factors are most important to determining whether a person is likely to develop schizophrenia.
C. Genetic factors are most important to determining whether a person is likely to develop schizophrenia.
D. Not enough information is provided in order to make a conclusion about environmental versus genetic contributions to schizophrenia.

APA Standard: 1.2, 2.1, 2.2

2. Which of the following conclusions can be drawn from the case study of Phineas Gage's accident, which led to brain injury?

A. Frontal lobe injury causes people to be incapable of controlling their emotional impulses.
B. Injury to the brain causes changes in behavior, but specific brain areas are not linked to specific behaviors.
C. Injury to the frontal lobe does not affect behavior.
*D. Injury to the brain causes changes in behavior, and specific brain areas are linked to particular behaviors.

APA Standard: 1.2, 2.1, 2.3

3. Elaina has been diagnosed with a small brain tumor. She first went to see her doctor after experiencing symptoms such as feeling very cold, almost fainting, a reduced appetite, and reduced sexual desire. Which of the following structures is her tumor most likely affecting?

A. Broca's area
*B. hypothalamus
C. substantia nigra
D. thalamus

APA Standard: 1.2, 1.3, 2.1

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4. Ainsley is participating in a study that aims to determine whether the occipital cortex becomes more active in response to moving versus stationary stimuli. When she arrives at the lab, she ingests a "tracer" and then enters the scanning machine. What type of brain imaging is most likely being conducted in this study?

A. computerized tomography (CT) scan
B. electroencephalograph (EEG)
C. magnet resonance imaging (MRI)
*D. positron emission tomography (PET)
APA Standard: 1.2, 2.4

Chapter 4: States of Consciousness

1. Isla is describing her dream to a friend. She explains that in her dream she being chased by zombies and she escaped them by hiding in a refrigerator. Her description of her dream is focused on _____ content.

A. Freudian
B. Jungian
C. latent
*D. manifest
APA Standard: 1.1, 2.1

2. Shoresh suggests that Ted cluck like a chicken during the hypnosis not because he is experiencing an altered state of consciousness but because he is playing the role of a hypnotized person. This is a good example of the _____ theory of hypnotism.

A. cognitive-behavioral
B. dissociative
C. hypnotic mediation
*D. social-cognitive
APA Standard: 1.1, 1.3, 2.2

3. What should be changed to make the following sentence *true*? "A theta wave is a very high amplitude pattern of brain activity that may in some cases occur in response to environmental stimuli."

A. The word "high" should be changed to the word "low."
B. The word "theta" should be changed to the word "alpha."
C. The words "environmental stimuli" should be changed to the words "sleep spindles."
*D. The words "theta wave" should be changed to the phrase "K-complex."
APA Standard: 1.1, 1.2, 2.2

4. Why can amphetamines be used to treat ADHD in children?

A. They decrease neurotransmitter activity within certain areas of the brain associated with hyperactivity.
B. They decrease neurotransmitter activity within certain areas of the brain associated with impulse control.
C. They increase neurotransmitter activity within certain areas of the brain associated with emotions.
*D. They increase neurotransmitter activity within certain areas of the brain associated with impulse control.

APA Standard: 1.2, 1.3, 2.2. 2.4

Chapter 6: Learning

1. You call a friend on the phone and repeatedly get sent to voicemail, so you continue to call her every 5–20 minutes hoping to speak to her personally. Which reinforcement schedule is this?

A. fixed interval
B. fixed ratio
*C. variable interval
D. variable ratio

APA Standard: 1.3, 2.1

2. Which of the following is an example of instinct: unlearned knowledge that involves complex patterns of behavior?

*A. baby seeking food by rooting and suckling
B. believing that nudity is wrong
C. teacher demonstrating algebra to students
D. toddler who is toilet training

APA Standard: 1.2, 2.1

3. Molly attempts to condition her puppy to greet her when she enters the house. She repeatedly pairs her entry to the house with a treat for the puppy. The puppy eventually acquires this ability, and Molly realizes how irritating it is for the puppy to run up to her every time she enters the house. She attempts to make the puppy stop, and eventually the puppy no longer feels motivated to greet her when she enters the house. The puppy no longer greeting her when she enters the house is an example of _____.

A. acquisition
B. conditioning
*C. extinction
D. learning

APA Standard: 1.2, 1.3, 2.1

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4. Which of the following is an example of vicarious reinforcement?

*A. Babs saw Martin receive a candy bar for completing his reading list. She is careful to complete her reading list because she saw Martin get a reward for doing it.
B. Lana wants to receive a candy bar and she knows from reading the rulebook that she will receive one if she earns enough good behavior tokens.
C. Park wants to avoid detention, so he follows the school rules and does not smoke on the playground.
D. Ryan observes Cameron getting a time out for spitting out her toast. Because he saw his friend punished, he does not spit out his toast.

APA Standard: 1.2, 1.3, 2.1

Chapter 7: Thinking and Intelligence

1. An anchoring bias occurs when you focus on _____.

A. direct experience versus indirect experience
B. empirical knowledge versus personal opinion
*C. one piece of information versus all of the information
D. personal opinion versus empirical knowledge

APA Standard: 1.1, 1.2, 2.5

2. Carmela believes her assistant, Lian, is incompetent. She notices only what Lian does wrong while ignoring the above average quality of most of her work. This exemplifies _____ bias.

A. anchoring
*B. confirmation
C. hindsight
D. representational

APA Standard: 1.1, 1.2, 2.5

3. Illnesses such as diabetes and stomach cancer kill more than twice the number of Americans than murder or car accidents. However, Zale sees car accidents as more dangerous because he often hears about car accident fatalities on the nightly news, and he doesn't know anyone with diabetes or stomach cancer. Therefore, Zale takes more precautions against car accidents. This exemplifies _____.

A. algorithm
*B. availability heuristic
C. functional fixedness
D. hindsight bias

APA Standard: 1.1, 1.2, 2.5

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4. Which of the following is key to generating a bell curve?

A. Flynn effect
B. norming
C. population size
*D. sample size

APA Standard: 1.1, 1.2, 2.2, 2.4

Chapter 8: Memory

1. According to the Atkinson-Shiffrin model, _____.

A. colors are more easily named when they appear printed in that color
B. happy memories are processed better than sad memories
*C. memories are processed the same way that a computer processes information
D. short-term memory itself has different forms

APA Standard: 1.1, 1.2, 2.4

2. For many in the baby-boom generation, the Kennedy assassination represents a _____, an exceptionally clear recollection of an important event.

*A. flashbulb memory
B. flashpoint
C. hyperthymesia
D. sensory memory

APA Standard: 1.1, 1.3, 2.5

3. Which of the following examples illustrates that the Deese-Roediger-McDermott paradigm?

A. Jerome can perfectly describe and diagram a medical illustration of a dog, even though he has never seen it before.
B. Jerome is asked to name all the body parts of a dog in alphabetical order. Instead, he names the parts of a dog beginning in the front and moving backward toward the tail.
*C. Jerome is required to memorize 15 words associated with dog. When he is asked to repeat the words he has learned, dog is among them, even though dog was not a word on the original list.
D. Jerome is told to memorize 15 words that describe what a dog does. He is then able to repeat them back in the order he memorized them.

APA Standard: 1.1, 1.2, 1.3, 2.2

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Chapter 9: Lifespan Development

1. A developmental psychologist might use _____ to observe how children behave on a playground, at a daycare center, or in the child's own home.

A. case studies
B. experiments
*C. naturalistic observation
D. surveys

APA Standard: 1.1, 1.2, 2.4

2. Emily is a doctoral student in psychology. She plans to use _____ to complete her doctoral paper, asking individuals to self-report important information about how their thoughts, experiences, and beliefs differ over a 10-year period.

A. assessments
B. case studies
C. naturalistic observations
*D. surveys

APA Standard: 1.1, 1.2, 2.4

3. 18-month-old Gordon learned the schema for apples. When Gordon sees tomatoes at the grocery store, he says, "Look mommy, apples!" His mother tells him that the food he sees at the store is a tomato, not an apple. He now has separate schemata for tomatoes and apples. This exemplifies _____.

*A. accommodation
B. assimilation
C. exclusion
D. inclusion

APA Standard: 1.1, 1.2, 1.3, 2.1

4. Madeline is seven months old. Her mother is eating a cookie and Madeline wants some. Her mother hides the cookie under a napkin, but Madeline is not fooled. She knows the cookie is still there. What does this exemplify?

A. egocentrism
*B. object permanence
C. reversibility
D. stranger anxiety

APA Standard: 1.1, 1.2, 1.3, 2.1

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Chapter 10: Motivation and Emotion

1. Which of the following describes the Yerkes-Dodson law?

A. An individual's belief in his own capabilities or capacities to complete a task influences his ability to complete the task.
B. Deviations from homeostasis create physiological needs that result in psychological drive states that direct behavior to meet the need and ultimately bring the system back to homeostasis.
C. Humans experience a spectrum of needs ranging from basic biological needs to social needs to self-actualization.
*D. Simple tasks are performed best when arousal levels are relatively high, yet complex tasks are performed best when arousal levels are low.
APA Standard: 1.1, 1.2, 2.2

2. Motivation describes the wants or needs that direct behavior toward a goal. In the following sentence, what is the motivation? Sheila wants to complete a marathon so she buys new running shoes and spends every day timing how long it takes her to run the high school track.

A. buying new running shoes
*B. completing a marathon
C. running the high school track
D. timing how long it takes to run the track
APA Standard: 1.3, 4.4 1.1, 1.3, 2.1, 2.2

3. Thalia suffers from insomnia. She tries everything, and she finally develops the habit of counting backward when she wants to sleep but cannot. Thalia finds that she falls asleep much easier once she starts counting backward, so she continues to do so. _____ theory suggests that she continues this habit because it results in homeostasis.

*A. drive
B. feedback
C. James-Lange
D. motivational
APA Standard: 1.1, 1.2, 1.3, 2.1, 2.2

4. Motivation describes the wants or needs that direct behavior toward a goal. What is the motivation in the following sentence? Giorgio works part-time at a diner so he can afford to attend culinary school because he wants to become a chef, even though he is in debt.

A. attending culinary school
B. being in debt
*C. wanting to become a chef
D. working part-time at a diner

Difficulty: Moderate

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APA Standard: 1.1, 1.3, 2.1, 2.2

Chapter 11: Personality

1. Carl Jung's view of extroverted and introverted types serves as a basis of the _____.

A. collective unconscious
*B. Myers-Briggs Type Indicator
C. Rorschach Inkblot Test
D. Tell-me-a-story thematic Apperception Test (TEMAS)
APA Standard: 1.1, 1.2, 2.4

2. Asa is buying a gift for his mother, an overbearing woman who is difficult to please. When a clerk asks him who he is shopping for he replies, "my smother" instead of "my mother." What does this exemplify?

A. archetype
B. collective unconscious
*C. Freudian slip
D. repressed memory
APA Standard: 1.3, 2.1, 2.2

3. After Mike does not get the job he interviewed for, he moves back in with his parents and spends his days playing video games. Which defense mechanism does this exemplify?

A. reaction formation
*B. regression
C. repression
D. sublimation
APA Standard: 1.1, 1.2, 1.3, 2.1

4. Max's behavior and self-presentation is relaxed and informal with his friends. When he goes on a job interview he projects professionalism and formality with his attire and language. What would Carl Jung suggest about Max?

*A. Max adopted a professional persona for his job interview.
B. Max has an Oedipus complex.
C. Max is an archetype.
D. Max is an introvert.
APA Standard: 1.1, 1.2, 1.3, 2.1, 2.2

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Chapter 12: Social Psychology

1. Kara gets an F on her social psychology exam. Then she goes home and gets into an argument with her roommate, Lee. Lee assumes Kara is yelling at him because she likes to bully him, not because she had a bad day. Lee is making a _____.

A. central attitude shift
B. central attribution error
C. fundamental attitude shift
*D. fundamental attribution error

APA Standard: 1.1, 2.2

2. What should be changed to make the following sentence *true*? Social exchange is people's desire to help others even if the costs outweigh the benefits.

A. The phrase "costs outweigh the benefits" should be replaced by the phrase "benefits outweigh the costs."
B. The phrase "help others" should be replaced by the phrase "hurt others."
C. The phrase "people's desire" should be replaced by the word "motivation."
*D. The phrase "social exchange" should be replaced by the word "altruism."

APA Standard: 1.1, 1.3, 2.1, 2.2, 2.5

3. Mark and Rosa commit to support each other, but they have no real physical passion and do not share their thoughts and feelings. Their love is called _____.

A. companionate
B. consummate
*C. empty
D. romantic

APA Standard: 1.1, 2.2, 2.5

4. Which example best exemplifies homophily?

A. Georgia, a young White woman, is a math major. She met John, a Black man, on the way to her class, but he doesn't attend her college. He was dropping his son off at a campus art show. They begin to date.
B. John is a delusional man obsessed with a future apocalypse. He has no money, does not go to church, and steals to support himself. Sarah is a waitress living in a small apartment and attending college classes. They begin to date.
*C. Latara and Vaughn are the same race and attend the same church. They met in their psychology class, a subject they both major in. They begin to date.
D. Maude is 80 years old and meets Harold, a 17-year-old, at a funeral. They share common interests, but their religious and class backgrounds are very different. They begin to date.

APA Standard: 1.1, 1.3, 2.2, 2.5

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Chapter 14: Stress, Lifestyle, and Health

1. Which of the following is an example of a stimulus-based definition of stress?

*A. Caroline experiences stress because she is home alone and hears unusual noises outside.
B. Carrie experiences stress because she notices her car is almost out of gas and worries about being stranded on the highway, but then she feels better when she sees a gas station nearby.
C. Grace experiences stress when she sees the coyote, but Mary thinks the coyote is a dog so she does not experience stress.
D. Laura experiences stress because her heart rate increased when she noticed the spider.
<div align="center">**APA Standard: 1.1, 1.2, 2.2**</div>

2. Which of the following is an example of a secondary appraisal of a stressor?

*A. Berkley believes she can end an argument with her wife by apologizing or buying her wife a gift. She decides apologizing is more effective.
B. Jensen decides the risk of being caught shoplifting is very low, and the risk of being caught during an armed robbery is very high.
C. Mahmoud experiences an intense and irrational fear of dogs.
D. Victoria believes paragliding is a frightening activity.
<div align="center">**APA Standard: 1.1, 2.1, 2.2**</div>

3. Heather considers taking a new job. She focuses on the increased opportunities for promotion and the higher salary rather than her increased responsibilities; therefore, she views the new position as a _____ rather than a _____.

A. challenge; distress
*B. challenge; threat
C. distress; eustress
D. threat; challenge
<div align="center">**APA Standard: 1.1, 1.3, 2.1, 2.2**</div>

4. Which of the following is an example of the alarm reaction stage of the general adaptation syndrome?

*A. A burst of energy enables Hassan to run fast when he sees a skunk in his path.
B. Bill collapses by the side of the road after the marathon.
C. Sheila almost drowned, but she was able to keep her head out of the water and focus on swimming to shore.
D. William sleepwalks when he eats too much candy before bed.
<div align="center">**APA Standard: 1.1, 1.3, 2.2**</div>

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Chapter 15: Psychological Disorders

1. Donna exhibits two separate personalities, each well-defined and distinct from one another, so Dr. Paulson diagnosed Donna with _____ disorder.

A. anxiety
*B. dissociative identity
C. personality
D. schizophrenia

APA Standard: 1.1, 1.3, 2.2

2. Miguel worries excessively about things beyond his control, and his worries often interfere with his life. He avoids driving because he worries about car accidents. He calls his parents twice a day because he worries they are dead. He checks his credit card statement three times a day because he worries about identity theft. Miguel probably suffers from _____.

A. free-floating anxiety disorder
*B. generalized anxiety disorder
C. obsessive-compulsive disorder
D. persistent depressive disorder

APA Standard: 1.1, 1.3, 2.2

3. Cordelia, an active duty marine, served in Afghanistan. While she was on patrol with her friend, an IED went off, killing her friend and injuring her. In the two months since her friend died, Cordelia has been jumpy, irritable, avoids talking about her friend, and once every few days experiences a flashback to the explosion. Cordelia is experiencing a _____ disorder.

A. antisocial personality
B. mood
*C. posttraumatic stress
D. schizotypal personality

APA Standard: 1.1, 1.3, 2.2

4. Which of the following is *not* a reason that ADHD may be overdiagnosed?

A. Doctors are too quick to medicate children as a behavior treatment.
*B. The amount of ADHD in the population has increased tenfold since it was first identified.
C. There is greater awareness of ADHD now than in the past.
D. What might seem like inattention to some parents and teachers could simply reflect exposure to too much technology.

APA Standard: 1.1, 2.2

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Chapter 16: Therapy and Treatment

1. Cultural competence is a therapist's understanding of, and attention to, _____.

A. issues related to being a female therapist treating a male client
B. issues related to whether the client is considered normal or deviant
*C. race, culture, and ethnicity in providing treatment
D. treating everyone the same regardless of cultural background

APA Standard: 1.2, 2.2, 2.5

2. Rafael is in therapy, and one of his goals is to overcome his pessimistic attitude. His therapist helps him eliminate thought patterns that lead to distress. For example, he helps Rafael learn to not overgeneralize his likelihood of failing his sociology class based on doing poorly on his first exam. What kind of psychotherapeutic orientation does this exemplify?

*A. cognitive therapy
B. non-directive therapy
C. play therapy
D. psychodynamic psychotherapy

APA Standard: 1.1, 1.2, 1.3, 2.2

3. According to research, how does the public view children and teens with mental health disorders?

A. A statistically insignificant number of U.S. adults do not believe children can develop a mental health disorder.
*B. Over 1,300 U.S. adults believe children with depression are prone to violence.
C. Research has not been conducted regarding how the public views children and teens with mental health disorders.
D. The majority of U.S. adults do not believe depressed children are capable of violence.

APA Standard: 1.1, 1.2, 2.2, 2.5

4. Svetlana admires her boss, Helga. One day Helga forgets her briefcase and Svetlana loses all admiration for Helga. Svetlana thinks that a boss is either always perfect or not worthy of admiration. What kind of cognitive distortion is this?

*A. all-or-nothing thinking
B. collapsing boundaries
C. jumping to conclusions
D. overgeneralization

APA Standard: 1.1, 1.2, 1.3, 2.1, 2.2

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APPENDIX IX – PRACTICUM EVALUATION FORM

Practicum Evaluation Form
The University of Tennessee at Chattanooga
Practicum Coordinator: Libby M. Byers
540 McCallie Avenue Room 375
Dept. 2803
Chattanooga, TN 37403

Intern/Volunteer Name:_____

Name of Organization/Facility:_____

**If applicable, please initial after the following statements pertaining to the efficacy of the particular intern/volunteer.

1. This intern/volunteer always arrived on time.   Y_____   N_____

Comments: _____

_____

2. This intern/volunteer was actively engage in duties assigned.   Y_____   N_____

Comments: _____

_____

3. They were respectful and fulfilled all their delegated duties.   Y_____   N_____

Comments: _____

_____

4. The intern/volunteer completed the total amount of hours.   Y_____   N_____

5. Would you work with this student again?   Y_____   N_____

6. Provide any additional comments (if necessary):_____

_____

_____

Supervisor:_____ **Contact Phone #**:_____
                    (Print Name)

Supervisor: _____**Date**:_____ **Total Hours Completed**:_____

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(Signature)