MISSION STATEMENT
The primary mission of the Psychology Department at the undergraduate level is to introduce students to the science of the behavior of humans and other animals. We provide both a major and a minor in the discipline and a major and a minor in secondary school teacher preparation. We emphasize student learning of what psychology has to say about human nature, an ability to think critically and complexly about important issues, the ability to communicate ideas successfully, and the participation in the research process and the ability to critically analyze that process. At a practical level, we are aware that students have to exist in the real world once they leave our department, so we also emphasize explicit training in career options in order to help our students take their places as productive citizens of their state and country.

DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1. We emphasize student learning of what psychology has to say about human nature. (Discovery and Creativity to Serve Montana and the World).

2. We an ability to think critically and complexly about important issues. (Dynamic Learning Environment).

3. We emphasize the ability to communicate ideas successfully. (Partnering for Student Success).

4. We participation in the research process and the ability to critically analyze that process. (Dynamic Learning Environment).

5. We emphasize explicit training in career options in order to help our students take their places as productive citizens of their state and country. (Education for the Global Century, Discovery and Creativity to Serve Montana and the World).
## Student Learning Goals and Measurement Tools

<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Exit Survey of Seniors</th>
<th>Direct Knowledge Proficiency Exam</th>
<th>Student/Faculty Surveys of Participation in Psychology Activities</th>
<th>Alumni Survey</th>
<th>Curriculum Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Discipline-specific knowledge.</strong> We want students to understand the basic aspects of human nature (e.g., social, developmental, biological, learning), to have a basic awareness of the history of our field, and to understand important ethical issues.</td>
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<td><strong>2. Critical thinking.</strong> We want students to be able to think critically and complexly about their world. We want them to be able to work independently and evaluate ideas and research with a logical mind and a critical eye.</td>
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<tr>
<td><strong>3. Writing skills.</strong> We want students to be able to communicate psychology through the written medium, including gaining the skills to use the primary literature of the fundamental areas of psychology to prepare a clear written summary of a research topic, gaining the ability to create understandable graphical and tabular representations of psychological data and research results, and learning to write in accord with the style manual of the American Psychological Association.</td>
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</table>
4. **Data and research methodology.** We want students to learn the skills necessary to design and carry out independent research, the abilities to match basic statistical tests to research hypotheses, to collect and analyze data, to draw appropriate conclusions, to critically read existing research, and to more generally be passionate about and understand the scientific research process. We also want students to actively participate in the research process first-hand.

5. **Career knowledge and guidance.** We want students to understand their career options with respect to psychology and know relevant information about what persons with a psychology degree can and cannot do with respect to their career.

6. **Encourage active participation in the field.** We want students to be active participants in our scientific field and to use this experience to prepare them for careers in psychology; and to understand their career options with respect to psychology and know relevant information about what persons with a psychology degree can and cannot do with respect to their career.
<table>
<thead>
<tr>
<th>STUDENT LEARNING GOALS AND MEASUREMENT TOOLS</th>
</tr>
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<tbody>
<tr>
<td>7. Awareness of diversity issues. We want students to understand and appreciate differences between and among different cultural groups, to have knowledge of those groups, and to have an attitude of understanding towards them.</td>
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</table>

<table>
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<tr>
<th>RESULTS AND MODIFICATIONS</th>
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<tbody>
<tr>
<td><strong>Discipline-Specific Knowledge.</strong> Our last round of assessment data yielded general support for our Department’s continued success in undergraduate training, in particular in regards to discipline-specific knowledge. (See Appendix B). Analyses on our performance show that, in a comparison of entry-level and exit-level students, our students showed significant gains in knowledge -- across all nine measured focal areas -- throughout their time in the psychology department (all p’s &lt; .01).</td>
</tr>
</tbody>
</table>

| **Critical Thinking.** Exit surveys and performance on the Methods part of Knowledge test both suggest we are doing well on this domain. However, faculty discussions revolving around our newly-designed Curriculum Map suggested that more data would be useful. We currently do not have a very direct measurement of this construct. | At a 6-hour faculty retreat in November 2014, one of the major issues discussed was the newly-designed Curriculum Map (see discussion below and Appendix C). One point of discussion in this regard was to potentially pilot a more direct measurement of students’ critical thinking skills. This is an ongoing discussion, but there is a possibility this may happen as early as Spring 2015. |

| **Writing.** Writing has historically been an area of weakness in our assessment data. The last round of assessment data showed improvement but also revealed that it still needs work. | A historical overview: In response to assessment data, the department instituted a second writing course in AY 03-04. (Given an average class size of 88, and a few junior level courses that often exceed 120 students per section (e.g. abnormal, social), the only reasonable solution was to institute a second upper division writing course to supplement Psyc 320.) Thus, Psyc 400 became our second writing course and the faculty members teaching the course receive a full time assistant to help them with the grading. In addition, a new course which we hope to turn into a writing course, “Multicultural Psychology,” was developed. At the moment, however, we are unable to make it a writing course |
### RESULTS AND MODIFICATIONS

**because we do not have sufficient TA resources to devote to it. Until we get new TA positions, this course will remain as a non-writing course (although it does require a lot of writing). We will continue to seek the TA support from the University needed to make this a full writing course.**

**Our assessment data reveal improvement but this still remains a weakness. In discussions of the Curriculum Map at the faculty retreat in November 2014, there was a larger consensus that writing continues to be a problem. Discussions about how and where to aid with the problem, given limited resources, are ongoing.**

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**Career Knowledge and Guidance. This was a weakness identified in a previous report and was substantially improved in the most current data. However, our last round of assessment data also reveal that students are happier with our program when they want to go to graduate school; this suggests we are serving those students better than those who do not.**

**This used to be a weakness in the Department and, in response to Assessment data, the Department responded by adding a “Careers in Psychology” course and by improving advising practices. As a result of this feedback loop and Departmental action, our assessment reports have shown improvement on this dimension.**

**In response to the issue of serving students better who do not want to go to graduate school, faculty have met and discussed this issue and are pursuing curriculum changes designed to modernize our curriculum; these changes will be taking our assessment data into account. In other words, faculty have been made aware of the issue from our assessment data and are considering large-scale curriculum changes to accommodate.**

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### APPENDICES

1. Appendix A: Copy of the Performance-Based Knowledge Assessment Test
2. Appendix B: Summary of last round of student assessment data

### FUTURE PLANS FOR CONTINUED ASSESSMENT

We have a formal system in place for systematic evaluation of our assessment reports and discussion of possible changes to be made as a result (including a standing Assessment Committee). In other words, we have a feedback loop already in place, with an established history of necessary actions resulting from that feedback.

Accordingly, at our November 2014 Faculty Retreat, faculty evaluated and discussed a newly-generated Curriculum Map. This discussion led to many
FUTURE PLANS FOR CONTINUED ASSESSMENT

suggestions moving forward (see Results and Modifications section). For example, one point of discussion at our Faculty Retreat that emerged from viewing the Curriculum Map was the importance of critical thinking and the possibility of developing a test to better measure that variable in a more direct way. We are considering piloting a direct measurement of critical thinking (possibly as early as the Spring 2015 cycle) that compares Entry-level and Exit-level students on open-ended and subsequently-scored materials.

Further, this discussion at the retreat led to changes in the Curriculum Map itself, and these changes were implemented and formally approved via vote at our Wednesday, November 26 Faculty Meeting.

Our assessment process thus involves both discussions of student data and discussions of faculty-generated data. The Curriculum Map in particular is a new development that has generated much useful and thoughtful discussion. On the student data side, our next round of data to be collected will occur in Spring of 2015, to be analyzed and disseminated by at least Spring 2016.

In the last 8 years, the department has developed and successfully implemented a direct method of assessment in our Knowledge Assessment Test. This has been given to both Exit-Level and Entry-Level students. We plan to continue using this test in the future, as well as potentially developing other tests that might help us better understand our program and students’ learning in that program (see Results and Modifications section for one example).

In summary, we have a recent history of (1) actively developing and implementing assessment tests, (2) analyzing those tests, (3) producing clear assessment outlines and strategies (e.g., the Curriculum Map), (4) demonstrating that the department is largely effective at meeting its learning goals, (5) providing feedback to faculty about the results of assessment, and (6) directly addressing weaknesses revealed by that assessment. We plan to continue doing all of these things in the future.

APPENDIX A: General Psychology Knowledge Assessment Test
Psychology Department, The University of Montana

Please circle the letter of the answer that best answers each question (or, if instructed to do so, fill in your scantron appropriately). Although this will not count towards your grade in this course, we ask that you try your best to answer the questions correctly:

Biopsychology:

1. The tree-like branches of a neuron that receive information from other neurons are called:
   a. axons  b. dendrites  c. soma  d. myelin

2. The insulating material that covers some axons is called a(n) ______.
   a. axon hillock  b. myelin sheath  c. axonic spine  d. Owens-Corning fiber

3. The limbic system is believed to be important for which kind of responses?
   a. reflexes.  b. fine motor control.  c. spatial orientation  d. emotional
4. Where is the primary visual cortex located?
   a. occipital lobe
   b. parietal lobe
   c. temporal lobe
   d. frontal lobe

5. What is the name given to the specialization of function between the two hemispheres?
   a. hemispherization
   b. lateralization
   c. polarization
   d. somatization

Cognitive:
6. In research on categorization, “typicality effects” are common. For example, people are usually faster at identifying “robin” as a bird, than “ostrich” as a bird. When evaluating typicality effects it should be taken into account that
   a. "typical" exemplars are always objectively superior.
   b. all humans are born with the idea that some exemplars are better than others.
   c. “typical” exemplars will be different in different cultures.
   d. these effects have been repeatedly refuted by modern research.

7. Processes that are directed by expectations derived from knowledge are called
   a. bottom-up processes.
   b. top-down processes.
   c. contextual processes.
   d. controlled processes.

8. Interference from material encountered before learning is called ____.
   a. proactive interference.
   b. retroactive interference.
   c. release from proactive interference.
   d. pre-categorical interference.

9. Information that has general meaning (e.g., knowledge of state capitals) but is not specific to any particular event is called
   a. episodic memory information.
   b. semantic memory information.
   c. procedural memory information.
   d. memory information in the long term.

10. In a classic problem known as the Luchins "Water Jars" problem, people tend to keep using the same formula to solve each consecutive case even when simpler, easier-to-use formulas are available. This phenomenon is referred to as
    a. functional fixedness.
    b. working backward.
    c. hillclimbing.
    d. mental set.

Abnormal:
11. How is the diagnosis of PTSD distinct from other anxiety disorders, and indeed, all other disorders in the DSM?
   a. It involves feelings of distress when confronted with feared stimuli
   b. People with PTSD have activation of the sympathetic nervous system, or the “fight or flight” response
c. It can only be given to adults
  d. It requires that some sort of event happened that caused the person to develop the condition

12. What is one way that the DSM system accounts for variations in cultural presentations of psychological distress?
   a. There is a separate DSM for making a diagnosis in non-Western cultures
   b. The appendix of the DSM contains a list of culture-bound syndromes, which only occur in specific environments
   c. It is required that the person giving the diagnosis be from the same cultural background as the person receiving the diagnosis
   d. There are clear guidelines on how a condition may vary from culture to culture; for example, how depression might look in someone from an Asian country

13. What information is contained on Axis II of the DSM system?
   a. Physical conditions that the person experiences
   b. A Global Assessment of Functioning (GAF) score, which indicates the severity of the person’s problems
   c. Any relevant personality disorders, and whether or not the person has mental retardation
   d. Psychosocial stressors that may modify treatment

14. George meets criteria for both Major Depressive Disorder and Generalized Anxiety Disorder. This is an example of _____________.
   a. misdiagnosis
   b. negative symptoms
   c. assessment
   d. comorbidity

15. Which of the following are NOT possible symptoms of schizophrenia?
   a. Delusions, or having fixed false beliefs
   b. Cognitive disorganization, or confused thoughts
   c. Hallucinations, or experiencing a stimulus that is not actually present
   d. Flashbacks, or experiencing an event as if it is happening again

Developmental:

16. Unlike Freud’s psychosexual theory, Erikson's psychosocial theory emphasizes:
   a. the social and cultural influences on development. 
   b. the logic that underlies thought processes.
   c. inherent rewards and punishments of daily life.
   d. active mental processes.

17. “Theory of mind” reflects an understanding that:
   a. other people think, imagine, pretend, have feelings, and wonder about the world around them.
   b. memory is specific only to certain areas of the brain.
   c. the mind, not actual experiences, creates memory.
   d. the mind is the source of all behavior.

18. Piaget's theory of development focused primarily on:
   a. how our thinking changes as we grow older.
   b. biological and physical changes over time.
   c. our unconscious issues and problems.
   d. the ways in which our environment influences our daily lives.
19. Environmental agents that cause damage during the prenatal period are called
   a. teratogens.  
   b. birth defects.  
   c. biohazards.  
   d. amniocentesis  

20. Which of the following statements is true, according to attachment theory?
   a. Descriptions of children as “difficult” or “slow-to-warm-up” refer to their attachment styles.
   b. Parent-child attachment patterns are only relevant in the early years of life.
   c. Infants throughout the world become attached only to their mothers, regardless of cultural variations in caregiving practices.
   d. The security of an infant’s attachment to the primary caregiver has important implications for later behavior and social relationships.

History and systems:

21. The early roots of modern psychology emerged primarily from the disciplines of western:
   a. education & medicine  
   b. theology & religion  
   c. history & philosophy  
   d. philosophy & physiology  

22. According to Watson, the goal of psychology should be to:
   a. Discover the locations and functions of mental processes in the brain.
   b. Predict and control behavior.
   c. Explain how motivation and emotions influence behavior.
   d. Study the unconscious workings of the mind.

23. Why was the U.S Supreme Court’s “Brown vs. Board of Education” decision in 1954 an important event for psychology?
   a. This was the decision establishing the American Psychological Association as the accrediting board for the profession.
   b. This decision, mandating the right to equal education for children of all races, was influenced by evidence from psychological studies of the negative effects of segregation on African-American children.
   c. Brown vs. Board of Education marked the beginning of the field of School Psychology in the U.S.
   d. This led to the requirement that psychologists should be represented in all School Boards throughout the country.

24. Which one of the following people developed the idea of “client-centered therapy” and became a pioneer in the Humanistic Psychology movement?
   a. Sigmund Freud  
   b. Carl Rogers  
   c. John Dewey  
   d. Lightner Witmer

25. The sudden interest in tests & measurements in the early 1900’s was influenced largely by:
   a. a focus on special education  
   b. World War I and the need to assess military recruits.
   c. an increase in women entering the field of psychology.
   d. the rising opposition to behaviorism.

Personality:
26. According to Jung’s analytic psychology, the collective unconscious results from:
   a. a person’s experiences since birth
   b. the interactions among the ego, the id and the superego
   c. parental indifference and the development of hostility
   d. the synchronicity between defense mechanisms and anxiety
   e. the accumulated experiences of our ancestors over time

27. Skinner’s radical behaviorism and Freud’s psychoanalytic approach share an emphasis on:
   a. internal drives
   b. determinism
   c. environmental causes of behavior
   d. early childhood development

28. Albert Bandura’s Bobo Doll experiments were a remarkable demonstration of:
   a. children’s abilities to behave conscientiously and ignore inappropriate adult aggression.
   b. the application of negative reinforcement to the acquisition of prosocial (i.e., helping) behavior.
   c. the application of negative punishment to decrease the frequency of aggressive behavior.
   d. the fact that we can learn novel behavior vicariously, or without direct experiences of reinforcement.

29. The fact that there are individual differences in __________________ is a cognitive explanation for the fact that people demonstrate wide variety in their responses to specific stressors.
   a. appraisal
   b. access to the unconscious
   c. aggression
   d. extroversion

30. A group of persons who speak a common language and share customs and values can be said to share a common ____________.
   a. ethnicity
   b. race
   c. genetic heritage
   d. idiolect

31. Miller (1984) looked at the attributional tendencies of adults and children in White American and persons from India. Her results suggested that:
   a. the correspondence bias is not learned culturally
   b. among young children, White Americans made more dispositional attributions than people from India
   c. among adults, White Americans made more dispositional attributions than people from India
   d. among adults, People from India made more dispositional attributions than White Americans

Social:
32. Any tendency to gather or interpret information concerning the self in a way that leads to overly positive evaluations is called:
   a. self-enhancing bias                    d. self-handicapping
   b. correspondence bias                   
   c. self-perception theory

33. Steele and Aronson’s (1995) famous study on stereotype threat demonstrated that:
   a. Thinking that a test was highly related to academic ability caused poorer performance among White Americans
   b. Thinking that a test was highly related to academic ability caused better performance among White Americans
   c. Thinking that a test was highly related to academic ability caused poorer performance among Black Americans
   d. Thinking that a test was highly related to academic ability caused better performance among Black Americans

34. Bushman (2002) had one group of participants hit a punching bag while thinking about a person who had angered them (punching bag/rumination), another group hit a punching bag while thinking about becoming physically fit (punching bag/distraction), and a third group do nothing at all (control). Then, he gave all participants the opportunity to behave aggressively toward the person who had made them angry. Which of the following best represents the pattern of results?
   a. participants in all three conditions showed very little aggression
   b. participants in the punching bag/rumination group showed the least amount of aggression (compared to the other two groups)
   c. participants in the punching bag/distraction group showed the least amount of aggression (compared to the other two groups)
   d. participants in the control group showed the least amount of aggression (compared to the other two groups)

35. “People can sometimes engage in behavior solely intended to help someone else (without the prospect of personal rewards for the helper), but they don’t do it all the time.” This statement would most likely be uttered by someone who held which of the following ideas about helping?
   a. cynicism theory
   b. social complexity perspective
   c. mood management view
   d. empathy-altruism hypothesis

Methods:
36. In within-subjects experiments, each subject’s performance is compared with its performance during a __________
   a. experimental period
   b. random sampling period
   c. baseline period
   d. benchmark session

37. Experiments done in natural settings are called ________
   a. natural experiments
   b. spontaneous experiments
   c. unplanned experiments
   d. field experiments

38. Any variable an experimenter manipulates is a/an ________ variable
   a. autonomous
   b. dependent
   c. independent
39. Any variable that is allowed to vary freely is a/an __________ variable
   a. autonomous
   b. dependent
   c. independent
   d. synchronous

40. In group-design experiments, researchers often use __________ to reduce differences among participants.
   a. Clones
   b. Statistics
   c. DNA matching
   d. Matched sampling

**Learning:**

41. Pairing a novel CS with an already-conditioned CS results in the learning of the conditioned response to the novel CS. This illustrates the phenomenon of:
   a. Pseudoconditioning
   b. Higher order conditioning
   c. Sensitization
   d. Sensory preconditioning

42. The law of effect says that __________.
   a. Satisfying consequences are more powerful than annoying consequences
   b. Behavior is a function of its consequences
   c. How an organism perceives events is more important than the events themselves
   d. Effective behavior drives out ineffective behavior

43. The free operant procedure is most associated with __________.
   a. Skinner
   b. Thorndike
   c. Pavlov
   d. Watson

44. The one thing that all reinforcers have in common is that they __________.
   a. Strengthen behavior
   b. Are positive
   c. Feel good
   d. Provide feedback

45. Whether children imitate an aggressive model depends largely on ______________.
   a. The nature of the aggressive model
   b. Whether the model’s behavior is reinforced or punished
   c. Whether the child is encouraged to imitate the model
The relationship between the child and the model

Methods (part 2)

46. Which of the following is likely to allow the investigator to make the strongest causal statements about the relationships among variables?
   a. surveys
   b. case studies
   c. naturalistic observation
   d. experiments

47. The typical correlation coefficient varies from
   a. 0 to +1.00
   b. -1.0 to 0
   c. -1.0 to +1.0
   d. -10.0 to +10.0

48. Which of the following is an example of a negative correlation?
   a. Height increases as weight decreases.
   b. Weight decreases as height decreases.
   c. Height increases as weight increases.
   d. Weight stays the same as height increases.

49. The standard deviation is a measure of
   a. variability
   b. central tendency
   c. correlation
   d. significance

50. A researcher has developed a test that is intended to predict success in employment. He finds that for African Americans, the test is an excellent predictor of success in employment. However, for Caucasian Americans scores on the test have no relation at all to success in the job. This means that as a measure of potential success on the job the test appears to be
   a. Valid for African Americans but not for Caucasian Americans
   b. Valid for Caucasian Americans but not for African Americans
   c. Valid for both groups
   d. Not valid for anyone

APPENDIX B: 2009 Undergraduate Assessment Survey Results

Knowledge Test: Pre/Post Psychology Education
We directly measured students’ knowledge gains in specific areas of psychology by giving the same Psychology Knowledge Test to students who had not been through our program (entry-level) with those who had been through it (exit-level). In particular, we sampled students from two psychology 100 classes (N = 116) and students from two exit-level classes (N = 42). The results were overwhelming: On the overall test score, as well as on each specific category of knowledge targeted by the psychology department, our exit level students performed substantially better than entry-level students (all p’s <= .001). Please see Table below for specific percentages.

In additional analyses, we further partially controlled for general interest in psychology (or prior learning in psychology) by removing all people who were not psychology majors. The results (though in some cases inferentially weaker, as expected with a lower number in the sample) exactly parallel those presented below descriptively. This is consistent with the notion that our department’s education specifically caused an increase in knowledge among the students.
**Self-Report Survey of Exit-Level Students**

In addition to this direct measurement of student knowledge, we also surveyed exit-level students’ own impressions of their education in our department \((N = 42)\). These self-report surveys confirmed the results from the knowledge test, and were further consistent with similar surveys from prior assessment years.

In particular, students reported that they were very satisfied with their education in the psychology department: On a 0-2 scale (where 0 = “not at all,” 1 = “somewhat,” and 2 = “very much”), 64% of our students said they were “very much” satisfied with their education (and not a single student said they were “not at all” satisfied). A one-sample t-test (with the scale midpoint as the test value) confirmed that this was a positively skewed distribution \((p < .001)\).

We further assessed the degree to which students perceived that the psychology departments’ classes had further developed specific skills in particular areas that are consonant with our departmental goals. (See Figure below for details). We used one-sample t-tests (with the scale midpoint as the test value) to determine which categories were significantly skewed in a positive or negative direction. In particular, students reported that their UM psychology training was especially helpful in developing their content knowledge (objective 1), critical thinking skills, and their ability to work on their own (both relevant to objective 2), in helping them with their writing skills (objective 3), in helping them develop their reading and listening skills (relevant to objective 4), and also in aiding them in making career choices (relevant to objective 5), all \(p\)'s < .001. Both Objective 3 and Objective 5 are particularly noteworthy given that these both used to be weaknesses in the department which we have tried to rectify -- in particular, our recent efforts to improve the dissemination of information about career options in psychology early and often in students’ progress here. This suggests that the changes instituted by the department are having a positive impact on students towards meeting objective 5. On the flip side, students reported that their education in psychology did not contribute very much to the development of their speaking, computer, and working in groups skills of students \((p\)'s > .05). To the degree that the department considers changes in what we do in our undergraduate program, we ought to consider especially these areas of weakness. Though instruction relevant to speaking and computer skills
are not primary departmental objectives, and thus it is not entirely surprising that students report a lack of training and development on these skills, they are clearly not getting a very thorough training along these lines.

Appendix C: Curriculum Map

UM Curriculum Mapping Template: Psychology Degree

Key:
I = Introduced
D = Developed/reinforced, with opportunities to practice
M = Mastery
A = Assessment evidence collected
Italics = Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome 1: Discipline-Specific Knowledge</th>
<th>Outcome 2: Critical Thinking</th>
<th>Outcome 3: Writing Skills</th>
<th>Outcome 4: Data and Research Methodology</th>
<th>Outcome 5: Career Knowledge and Guidance</th>
<th>Outcome 6: Encourage Active Participation</th>
<th>Outcome 7: Awareness of Diversity Issues</th>
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<tr>
<td>Psyx 100 (Intro)</td>
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<td>Psyx 105 (Careers)</td>
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