**Trinity Washington University Mission Statement and Goals**

Trinity Washington University Mission Statement

Trinity is a comprehensive university offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize:

* *Commitment to the Education of Women* in a particular way through the design and pedagogy of the historic undergraduate women's college, and by advancing principles of equity, justice and honor in the education of women and men in all other programs.
* *Foundation for Learning in the Liberal Arts* through the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills, and values of liberal learning in all graduate and professional programs.
* *Integration of Liberal Learning with Professional Preparation* through applied and experiential learning opportunities in all programs.
* *Grounding in the mission of the Sisters of Notre Dame de Namur* and the Catholic tradition, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

Goals for Trinity Washington University from Its Mission Statement

1. Infusing the curriculum with the knowledge, skills, and values that characterize liberal learning
2. Infusing the curriculum with the principles of equity, justice, and honor in the education of women and men
3. Emphasize integration of liberal learning with professional preparation

**College of Arts and Science Mission Statement and Goals**

CAS Mission Statement

In designing the general education curriculum for the College of Arts and Sciences, Trinity Washington University endorses the development of the full intellectual capacities of women in order to prepare those women for leadership in their personal and professional lives. Honoring our tradition as a liberal arts Catholic college for women, Trinity offers this curriculum in order to foster and sustain in our students growth in the knowledge, skills, and values inherent in the liberal arts.

Goals for CAS from Its Mission Statement

*Goals of the General Education Curriculum*

Over the course of four years, students take courses within each of these areas to achieve eight goals linked to the completion of the general education curriculum. As a result of successfully completing Trinity’s general education curriculum, students will be able to:

1. Read, understand, and analyze texts
2. Communicate effectively in speech and in writing
3. Understand and use quantitative reasoning to solve problems
4. Locate, evaluate, and synthesize information in the construction of knowledge
5. Explore and connect fields of knowledge in the liberal arts
6. Apply diverse modes of inquiry to the study of human societies and the natural world
7. Develop facility for moral reasoning and examine the moral and religious dimensions of human experience;
8. Develop capacities for responsible citizenship and leadership in diversecommunities**.**

**Psychology Program**

**Introduction**

The study of psychology emphasizes the behavior and experience of the individual. Psychology investigates the effects on the individual on other individuals, groups, the environment, and the world of sensation and perception. This investigation can be undertaken from a number of different perspectives: physiological, socio-cultural, behavioral, cognitive, humanistic, and psychoanalytic. Psychology thus interfaces with fields such as sociology, economics, political science, education, biology, and philosophy. In summary, psychology contributes to an understanding of how people behave, think, interact, and make sense of the world around them.

Psychology supports a major and a minor in the College of Arts and Sciences, as well as the human relations major in the College of Arts and Sciences. Students majoring in Psychology have 30 credit of course work required of all majors which includes research methods and statistics courses, a course in ethics, an internship and senior seminar. In addition, majors must choose from concentrations in Developmental, Social and Forensic or a general Psychology focus, each of which requires 15 credit hours. This leads to a minimum requirement of 45 credits for the major.

**Goals and Objectives**

Our purpose is to ensure that students gain knowledge about the range and scope of psychology, recognize the validity of a multiplicity of approaches to understanding human behavior, and apply theory to everyday experience. The Psychology program serves three populations: undergraduates who take courses to fulfill General Education requirements and electives, Psychology majors and Human Relations majors.

For the Psychology and Human Relations majors we strive to prepare them to continue on to graduate training in psychology or related fields (such as counseling, education or social work); to enable students to apply psychological theory and research to everyday experience; and to provide students with the skills to devise, execute, analyze, and write reports of psychological studies. Many of our Psychology Majors go on to Trinity’s Graduate School of Education and Counseling or to graduate programs in Psychology or Social Work throughout the U.S. and abroad. Some majors also continue on to law, business, medicine, fine arts, journalism, and other fields.

In accordance with the overall goals of Trinity, the Psychology Program strives to heighten student awareness of the diversity of human behavior and experience, notably with respect to gender, ethnicity, and age, as well as to teach and instill an ethical approach to the study of human behavior and cognition.

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Following the APA Guidelines for the Undergraduate Psychology Major (APA, 2007), Trinity’s Psychology Department has adopted four goals from their suggested goals for the current assessment period. These include: knowledge base of Psychology, research methods, critical thinking skills, and application of Psychology. As the assessment process continues, we plan to add to the goals and devise assessments in future cycles to address values in psychology, socio-cultural and international awareness and career planning and development. We expect students to have differing levels of knowledge based on where they are in the program. As suggested by APA (2008), students should be evaluated in a developmental context. Students entering the major are expected to be at a basic level where they should be able to retain and comprehend a limited set of Psychology concepts and theories. Students at the junior level are developing, and thus should have the ability to analyze and apply psychological concepts, theories and research. Finally, at the senior level, we expect students to evaluate psychological science as a means of understanding behavior and mental processes and the strengths and weaknesses of Psychology.

**Program Goal #1: Students will develop a broad knowledge base of Psychology.**

*Objectives:*

*Students will understand the major concepts, theories and research methods in Psychology. Students will develop mastery of psychological models and apply them in a particular context, starting in the Introductory course (PSYC 101). To this end, students will:*

1. use the major theoretical models to interpret behavior. These models include those based on the behavioral, cognitive, biological and psychodynamic theories.

2. learn the differences between the major theories (listed in #1) and how the theories may complement each other

3. understand how many factors interact to contribute to an individual’s behavior, using the bio-psycho-social paradigm.

4. appreciate Psychology as a science that uses the empirical approach to conduct research.

**Program Goal #2: Students will understand and apply basic research methods in psychology, including design, data analysis and interpretation of research results.**

*Objectives:*

*Students will be familiar with the basic types of research designs (experimental, correlational, etc.) and the kinds of questions that can be answered by each type of research, as well and the limitations of the various research designs. Students will also be able to conduct research in an ethical manner. To this end students will:*

1. design basic experiments.

2. formulate hypotheses, variables, and operational definitions.

3. select and apply general research methods to address different kinds of research questions.

4. calculate and interpret simple statistics from research results and journal articles, including correlational and experimental findings.

5. understand and adhere to the basic principles in the APA code of ethics in designing and conducting research with human participants.

6. explain in a written report, the methods, results and conclusions of a data collection project.

7. analyze the generalizability of research results based on the strengths and weaknesses of the research design.

**Program Goal #3: Critical thinking skills.**

**Students will use critical thinking to identify arguments based on empirical evidence compared to those based on personal/anecdotal experiences and use the scientific process to solve problems related to behavior and mental processes.**

*Objectives:*

*Students will be able to apply critical thinking skills learned in previous psychology courses as well as General Education Courses (e.g. PHIL 103) to theories and research findings in Psychology. To apply these skills, students must be able to:*

1. identify contradictory or oversimplified arguments based on their knowledge of psychological theories and research.

2. differentiate between poorly defined and well defined questions.

3. detect and reject claims based on myths, stereotypes and unsubstantiated assertions about behavior.

4. develop sound, integrated arguments based on empirical evidence and scientific reasoning.

**Program Goal #4: Application of Psychology.**

**Understand and apply psychological principles to personal, social and organizational issues.**

*Objectives:*

*In the internship course, students must be able to apply principles of psychology learned in previous coursework to individuals with whom they are working (e.g. children in a school or adults with mental illnesses) or organizations with whom they are creating or implementing a program (e.g. creating and implementing a behavior modification system). In order to do this, students will:*

1. apply psychological principles to facilitate a positive change in a client’s behavior or in an organization.

2. evaluate the client or organization to determine if change has occurred.

3. differentiate between effective and less effective methods of testing and ensure that these methods show respect for individuals’ culture and gender.

4. follow the APA principles of ethical behavior in their interactions with individuals and community organizations.

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| **University Goal** | **CAS Goals** | **Program Goals** | **Student Outcome** |
| 1. Liberal learning | 1. Read/understand texts  2. Communicate effectively  3. Quantitative reasoning  4. Synthesize information  5. Connect knowledge  6. Diverse modes of inquiry | Students will develop a broad knowledge base of Psychology | Use the major theoretical models to interpret behavior.  Learn the differences between the major theories and how these theories may complement each other.  Understand how many factors interact to contribute to an individual’s behavior using the bio-psycho-social paradigm   * PSYC 101, PSYC 499, BIO 101, Ethics   Appreciate Psychology as a science that uses the empirical approach to conduct research.   * PSYC 101, PSCY 301, PSYC 311, PSYC 331 |
| 2. Equity, justice and honor | 6. Diverse modes of inquiry  7. Moral reasoning  8. Responsible citizenship | Students will use critical thinking to identify arguments based on empirical evidence compared to those based on personal/anecdotal experiences and use the scientific process to solve problems related to behavior and mental processes. | Identify contradictory or oversimplified arguments based on their knowledge of psychological theories and research  Differentiate between poorly defined and well defined questions.  Detect and reject claims based on myths, stereotypes, and unsubstantiated assertions about behaviors.  Develop sound, integrated arguments based on empirical evidence and scientific reasoning.   * PSYC 201, PSYC 211, PSYC 213, PSYC 221, PSYC 231, PSYC 233, PSYC 235, PSYC 262, PSYC 301, PSYC 311, PSYC 317, PSYC 323, PSYC 331, PSYC 325, PSYC 343, PSYC 363, PSYC 385 |
| 3. Professional preparation | 2. Communicate effectively  3. Quantitative reasoning  4. Synthesize information | Students will understand and apply basic research methods in psychology, including design, data analysis, and interpretation of research results. | Design basic experiments.  Formulate hypotheses, variables, and operational definitions.  Calculate and interpret simple statistics from research results and journal articles, including correlational and experimental findings.  Understand and adhere to the basic principles in the APA code of ethics in designing and conducting research with human participants.  Analyze the generalizability of research results based on the strengths and weaknesses of the research design.   * PSYC 301, PSYC 311, PSYC 331, PSYC 499   Select and apply general research methods to address different kinds of research questions   * PSYC 301, PSYC 311, PSYC 317, PSYC 331, PSYC 343, PSYC 365, PSYC 499 |
| Students will understand and apply psychological principles to personal, social and organizational issues. | Apply psychological principles to facilitate a positive change in a client’s behavior or in an organization  Evaluate the client or organization to determine if change has occurred  Differentiate between effective and less effective methods of testing and ensure that these methods show respect for individuals’ culture and gender.  Follow the APA principles of ethical behavior in their interactions with individuals and community organizations   * PSYC 490 |

1. Psychology Curriculum Map

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goals: Students will** | **PSYC 101** | **Research Methods I & II** | **General Psyc Electives** | **Social Psyc Electives** | **Developmental Psych Electives** | **Forensic Psych Electives** | **Psyc 490 - Practicum** | **Psyc 499 - Senior Seminar** |
| **1. Develop a broad knowledge Base of Psychology** | **\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*\*** | **\*\*\*** |
| **2. understand and apply basic research methods in psychology, including design, data analysis, and interpretation of research results.** | **\*** | **\*\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*\*** |
| **3. use critical thinking to identify arguments based on empirical evidence compared to those based on personal/anecdotal experiences and use the scientific process to solve problems related to behavior and mental processes.** | **\*** | **\*\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*\*** |
| **4. Understand and apply psychological principles to personal, social and organizational issues.** | **\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*\*** | **\*\*\*** |

**\* introduced**

**\*\* reinforced**

**\*\*\* mastered**