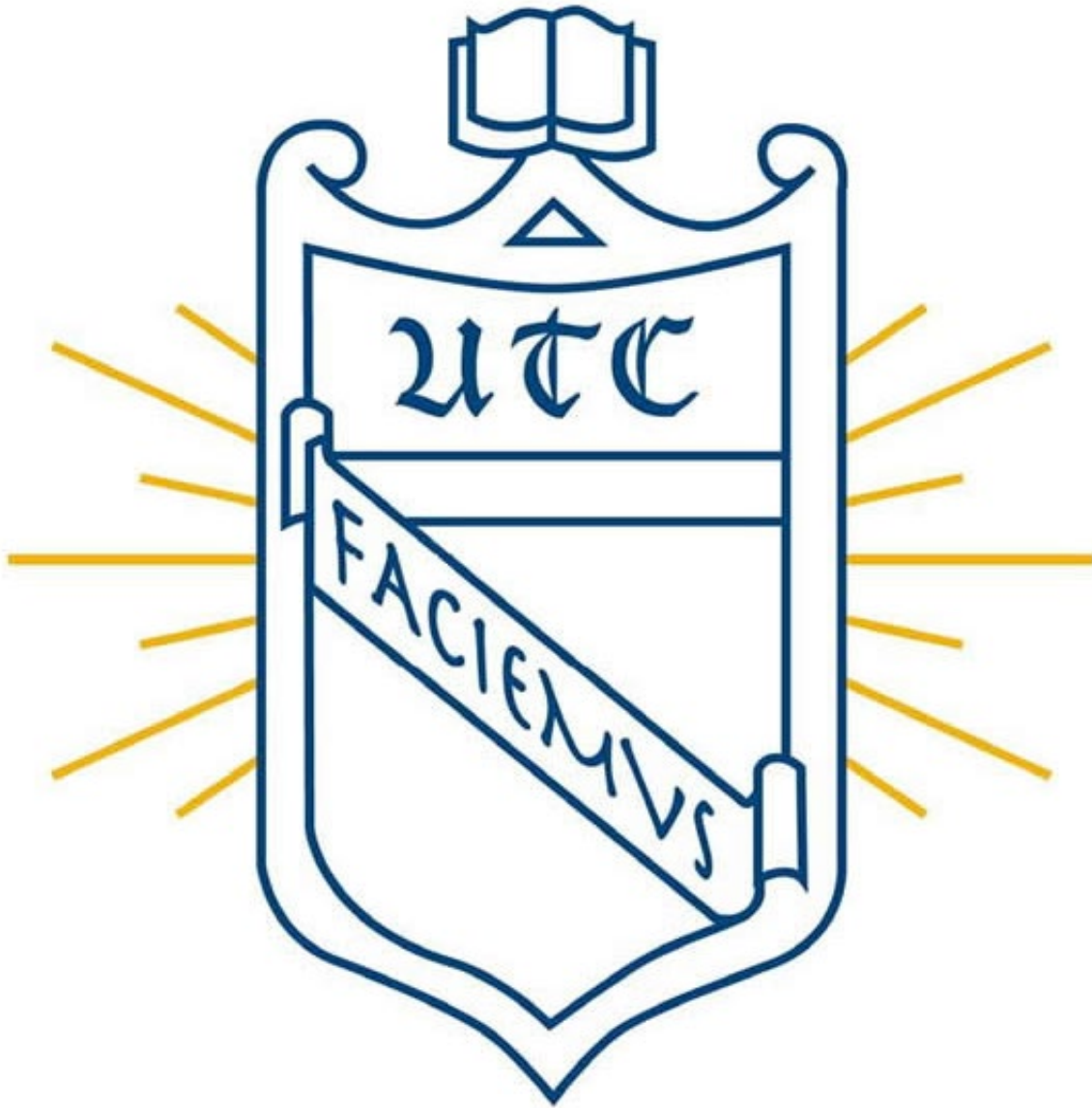


Academic Program Review



THE DEPARTMENT OF PSYCHOLOGY

The University of Tennessee at Chattanooga

Undergraduate Programs

Academic Years: 2019-2023

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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 of Science programs in Psychological Science (PS) 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 2019 to 2023, covering the Fall Semester of 2019 to the Spring semester of 2024, 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 2024 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 March 18-19, 2019. 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. Our Administrative Assistant, Allison Stone, left in late 2020 to become an Academic Advisor in the UTC Arts & Sciences Advising HUB. Our academic advisor, Angelique Cook, transitioned into

the role vacated by Allison in December 2020. The position title was changed to *Business & Academic Operations Coordinator* to reflect the growing responsibilities undertaken by the incumbent. The part-time role of Office Manager continues to be ably performed by Judy Gallagher.

This review period saw significant change in the composition of the faculty. Sadly, former Department Head, Dr. Paul Watson passed away in March 2019. A national search resulted in the hiring of Dr. Ashley Howell, a Clinical Psychologist, for Fall 2019. A voluntary retirement incentive offered in Fall 2019 resulted in the departures of long-time faculty members, Dr. Nicky Ozbek, a Clinical Psychologist, and Professor Ron Morris, a Senior Lecturer responsible for many of our Introductory Statistics courses. The changes for the period are summarized in the table below which reflects the hiring of **seventeen** faculty members, **seven** of whom were tenure track, and the departure of **eleven**, **seven** of whom were tenure track. **Six** of those who left, **one** of which was tenure track, were among those hired during the period. The net change in the number of full-time faculty at the end of the review period was four, from 14 to 18, although the growth came primarily from Lecturer and Visiting Lecturer positions.

Name	Rank	Hired	Left	Reason for Leaving
Dr. Ashley Howell	Assistant Professor	8/1/2019		
Dr. Hannah Osborn	Lecturer	8/1/2019	7/31/2021	Resigned
Dr. Julie Madden	Lecturer	8/1/2019		
Dr. Nicky Ozbek	Professor		7/31/2020	VRIP
Prof. Ron Morris	Senior Lecture		7/31/2020	VRIP
Dr. Danielle Graham	Visiting Lecturer	8/1/2019	7/31/2021	Resigned
Dr. Tomorrow Arnold	Assistant Professor	8/1/2020	7/31/2024	Resigned
Dr. Ruthie Walker	Assistant Professor	8/1/2020		
Dr. Tomas Yufik	Lecturer	8/1/2021	7/31/2021	Resigned
Prof. Molly Sloan	Visiting Lecturer	8/1/2021		
Dr. Thomas Huber	Lecturer	8/1/2021		
Prof. Luis Mendez	Visiting Lecturer	8/1/2021	7/31/2023	Resigned
Dr. Preston Foerder	Assistant Professor		7/31/2022	Not Tenured
Dr. Dave Ferrier	Assistant Professor		7/31/2022	Resigned
Dr. Bret Eschman	Assistant Professor	8/1/2022		
Dr. Feng Guo	Assistant Professor	8/1/2022		
Dr. Lauren Gilbert	Visiting Lecturer	8/1/2022		
Prof. Tracy Tabaczynski	Visiting Lecturer	8/1/2022	7/31/2024	Resigned
Dr. Alex Zelin	Assistant Professor		7/31/2023	Resigned
Prof. Stephanie Wells	Lecturer	8/1/2023		
Dr. Pratibha Deepak	Assistant Professor	8/1/2023		
Dr. Max Teaford	Assistant Professor	8/1/2023		
Dr. Ricardo Wilhelm*	Assistant Professor	8/1/2024		
Dr. Duncan Overton*	Visiting Lecturer	8/1/2024		
Dr. Amye Warren*	Professor		7/31/2025	Retired
Dr. Ralph Hood*	Professor		7/31/2025	Retired

*Last four rows are transitions occurring in AY 2024-2025

In addition to these personnel changes, we had three faculty members receive promotions and/or tenure over the review period. Dr. Kristen Black received tenure and was promoted to Associate Professor effective August 1, 2022. Dr. Jill Shelton was promoted to Full Professor effective August 1, 2023. Prof. Libby Byers was promoted to Senior Lecturer effective August 1, 2021, and Dr. Julie Madden was promoted to Associate Lecturer effective August 1, 2023. Dr. Thomas Huber, who was hired as a Visiting Lecturer, was transitioned into a Lecturer role in Fall 2022 to replace Dr. Tomas Yufik.

Significantly, declared undergraduate major enrollment was up **23.1%** over the five-year period, from **698** in Fall 2019 to **859** in Fall 2023, while our full-time faculty FTE only increased **11.1%**, from **18 to 20**, over the same period. This increase makes Psychology the largest single major on the UTC campus.

SECTION 1: LEARNING OUTCOMES

1. Learning Outcomes – Criteria for evaluation:	
1.1	Program and student learning outcomes are clearly identified and measurable.
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning 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 [Campus Syllabus](#) 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.

Syllabi from Fall 2023 and Spring 2024 are available at [this link](#).

Student Learning Outcomes (1.1)

Psychology faculty members 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 3.0 (August, 2023). 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: *Content Knowledge and Applications* - Students should demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behavior and mental processes. Students completing foundation courses demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity. Students are able to discuss psychological science's integrative themes and the respective sociocultural and historical backgrounds of those themes.

1.1	Describe key concepts, principles, and overarching themes in psychology
1.2	Develop a working knowledge of psychology's major subfields
1.3	Portray significant aspects of the history of psychological science
1.4	Apply psychological content to solve practical problems
1.5	Provide examples of psychology's integrative themes

SLO 2: *Scientific Inquiry and Critical Thinking* - Psychology is a STEM discipline that uses the same research practices found in other scientific fields (Dovidio et al., 2010). The skills in this domain involve the development of scientific reasoning and investigation, including developing proficiencies in research methods and statistics. Although these outcomes are introduced in foundation coursework, students typically develop these proficiencies mainly in required courses that focus on research methods and statistics. Students completing foundation courses learn basic skills and concepts in interpreting behavior using research, studying research, and applying research design principles to draw appropriate conclusions about behavior; students completing a baccalaureate design, evaluate, and execute research plans. Research skills reflect knowledge of and respect for diversity-related issues when targeting samples in study design. Research practice also includes an evaluation of the extent to which research findings can be generalized as applicable to groups beyond the research sample.

2.1	Exercise scientific reasoning to investigate psychological phenomena
2.2	Interpret, design, and evaluate psychological research
2.3	Incorporate sociocultural factors in scientific research practices
2.4	Use statistics to evaluate quantitative research findings

SLO 3: *Values in Psychological Science* - This goal promotes the development of ethical and socially responsible values and behaviors in personal, professional, organizational, and institutional settings. The goal includes ethical reasoning and practices, interpersonal and intercultural responsiveness, and strategies that promote and sustain strong communities and equitable opportunities. Novice students in psychology become familiar with the formal regulations that govern ethical obligations in psychology and begin to embrace the values that will help them contribute to socially responsible outcomes in academic and work settings and in society. Advanced psychology students have more direct opportunities to embrace and adhere to ethical practices that will help them optimize their personal and

professional achievements and contributions. Novice students recognize how diversity deriving from individual and intersectional differences can enrich human experience. Advanced students are adept at applying knowledge of individual and intersectional differences to improve outcomes. The final outcome addresses the ways in which psychological science can promote a more functional and fair society. Novice students explore the possibilities of using psychological knowledge to build better communities. Advanced students develop the skills to take appropriate action to improve community functions.

3.1	Employ ethical standards in research, practice, and academic contexts
3.2	Develop and practice interpersonal and intercultural responsiveness
3.3	Apply psychological principles to strengthen community and improve quality of life

SLO 4: *Communication, Psychological Literacy, and Technology Skills* – The skills in this category address the ability of students to build and maintain effective communication skills in processing and expressing information. Novice students develop the capacity to distinguish appropriate and inappropriate communication strategies in developing interpersonal relationships. Advanced students use their knowledge of equity, diversity, and inclusion to improve the effectiveness of their communication skills. Novice students grow in their ability to express their own ideas with clarity, explain the ideas of others, discuss psychological concepts, communicate a cogent scientific argument, and present information using a scientific approach. Toward the end of their major, students are able to communicate the results of a research study or other psychology-related project, explain scientific results, and present information to professional audiences in different formats. Students develop psychological literacy, including applying knowledge of research skills necessary to be an informed consumer of research or a critic regarding unsupported claims about behavior. Ultimately, the psychology student possesses the tools and motivation to evaluate whether claims have merit. They also develop some sophistication in using appropriate technology to improve communication outcomes.

4.1	Interact effectively with others
4.2	Write and present effectively for different purposes
4.3	Provide evidence of psychological literacy

SLO 5: *Personal and Professional Development* - The skills in this domain refer to abilities that sharpen students' readiness for the workplace whether the student's future involves graduate school or a job following the associate or baccalaureate degree. A background in psychological science may confer a workplace advantage because of the specific applicability of content that focuses on understanding human diversity and behavior. The skills related to this goal have been influenced by The Skillful Psychology Student, a document developed by APA's Committee on Associate and Baccalaureate Education that articulates what skills students will need to be successful. The emphasis in this domain involves self-regulation, project management skills, professional judgment, collaboration skills, and proficiency in workplace technology and career planning. Curriculum design within psychology programs needs to address how to provide explicit

feedback to promote development of these skill sets over the duration of study in psychological science. These skills can be developed and refined in traditional academic settings and through experiences acquired during internships, full- or part-time jobs, leadership positions, and extracurricular engagement (cf. National Association of Colleges and Employers' Job Outlook, 2022). Educators commit to facilitating inclusive opportunities for psychology students from different backgrounds. Campus career professionals can be enlisted to support planning and execution of goals related to selection and pursuit of a professional direction.

5.1	Exhibit effective self-regulation
5.2	Refine project management skills
5.3	Display effective judgment in professional interactions
5.4	Cultivate workforce collaboration skills
5.5	Demonstrate appropriate workforce technological skills
5.6	Develop 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 Content Knowledge and Applications	SLO 2 Scientific Inquiry and Critical Thinking	SLO 3 Values in Psychological Science	SLO 4 Communication, Psychological Literacy, & Technology	SLO 5 Personal and 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	R	I
PSY 2230 – Psychology of Aging	I, R	R	R	R	I
PSY 2410 – Psych of Individual Differences	I, R	R	R	R	I
PSY 2420 – Psych of Black Experience	I, R	R	R	R	R
PSY 3080 – Abnormal Psychology	I, R	R	R	R	R
PSY 3100 – Comparative Psychology (discontinued)	I, R	R	R	R	R

Course	SLO 1 Content Knowledge and Applications	SLO 2 Scientific Inquiry and Critical Thinking	SLO 3 Values in Psychological Science	SLO 4 Communication, Psychological Literacy, & Technology	SLO 5 Personal and Professional Development
PSY 3110 – Learning & Motivation	I, R	R	R	R	R
PSY 3120 – Sensation & Perception	I, R	R	R	R	R
PSY 3130 – Cognitive Science	I, R	R	R	R	R
PSY 3140 – Biological Psychology	I, R	R	R	R	R
PSY 3180 – Principles of Neuropsychology	I, R	R	R	R	R
PSY 3300 – Drugs and Behavior	I, R	R	R	R	R
PSY 3310 – Social Psychology	I, R	R	R	R	R
PSY 3350 – Positive Psychology	I, R	R	R	R	R
PSY 3400 – Applied Developmental Psychology	I, R	R	R	R	R
PSY 3450 – Tests & Measurement	I, 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	I, R	R	R	R	R
PSY 4060 – Industrial-Organizational Psychology	I, R	R	R	R	R
PSY 4080 – Contemporary Psychotherapies	I, R	R	R	R	R
PSY 4120 – Psychological Processes	I, R	R	R	R	R
PSY 4480 – Theories of Personality	I, R	R	R	R	R
PSY 4510 – Psychology of Women	I, 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	I, R	M	M	M	R
PSY 4995 – Thesis	R, M	M	M	M	M
PSY 4997 – Independent study	R, M	R	R	R	R

Course	SLO 1 Content Knowledge and Applications	SLO 2 Scientific Inquiry and Critical Thinking	SLO 3 Values in Psychological Science	SLO 4 Communication, Psychological Literacy, & Technology	SLO 5 Personal and Professional Development
PSY 4998 – Research Experience	R, M	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 Pearson's Ciccarelli and White (5th ed) text which provides a table linking the various topics to the APA SLOs (see [Appendix VII](#)).

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 2017-18 and 2022-23 respectively. As shown in [Table 1.2](#), our student performance declined approximately **5.5%** overall between these administrations. We should note that the test was administered relatively shortly after the COVID-19 pandemic, although national standard scores did not reflect a similar decline. While the exam is required for graduation, and the number of our majors taking the ACAT was up significantly, from **122** in 2017-18 to **191** in 2022-23, 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 for funding purposes.

Table 1.2. Psychology ACAT Score Comparison

UTC Psychology ACAT Comparison 2017-18 to 2022-23											
Area	National Standard Score 2017-18	AY 2017-18			National Standard Score 2022-23	AY 2022-23			Change		
		UTC Standard Score	%ile	National Reference N Size		UTC Standard Score	%ile	National Reference N Size	UTC Standard Score	%ile	% Change
Abnormal	492	467	37	17829	491	477	41	14128	10.00	4.00	2.1%
Experimental Design	496	482	43	19035	496	451	31	15289	(31.00)	(12.00)	-6.9%
History & Systems	487	445	29	9386	478	473	39	6697	28.00	10.00	5.9%
Human Learning/Cognition	492	481	42	12184	476	460	34	10048	(21.00)	(8.00)	-4.6%
Personality	492	485	44	12835	489	482	43	10148	(3.00)	(1.00)	-0.6%
Sensation & Perception	502	484	44	4861	499	466	37	3638	(18.00)	(7.00)	-3.9%
Social	497	487	45	16946	491	452	32	13178	(35.00)	(13.00)	-7.7%
Statistics	503	476	41	16812	495	455	33	13488	(21.00)	(8.00)	-4.6%
OVERALL PERFORMANCE	496	458	34	5491	489	434	25	5016	(24.00)	(9.00)	-5.5%
		N = 122				N = 191					

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 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 information on placement and progression to graduate education does not represent a lack of interest. UTC administers the First Destination Survey, which collects information from graduates regarding post-graduation activities, but response rates are very low, with roughly 3% of Psychology graduates responding, and results can be seen in the linked document, [Program Overview BS Psychology](#).

We have continued to emphasize the value of our experiential learning course, PSY 3560, which enabled **298** students to receive undergraduate credit for working with local organizations over the review period. Employers have been very happy with our students as indicated in their evaluations of student performance collected through a [Qualtrics survey](#). Several students were hired by the organizations for which they worked.

Students were supportive of the benefits of PSY 3560 as indicated in their student evaluations, with ratings at or near 7 out of 7 in every category over the review period. Here are links to evaluations for [Fall 2023](#) and [Spring 2024](#) as an example. 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 suggest general satisfaction with graduates.

As indicated in the previous section, the PSY 3560, *Practicum*, provides our students opportunities to work with local and regional organizations involved in providing psychology-related services. The current PSY 3560 coordinator, Dr. Amye Warren, revised the supervisor evaluation form which is attached as [Appendix VIII](#), and the evaluations were very positive, scores at or above 9 out of 10 in virtually every category. All of the supervisor evaluations for *Fall 2022 to Spring 2024* can be found at [this link](#).

Student Satisfaction with UTC (1.3)

Table 1.3 represents the responses of a sample of Psychology Freshman and Senior majors who completed the National Survey of Student Engagement (NSSE) during the review period ($N = 408$) which examines student attitudes toward different components of the university. These data reveal that 84.5% of the sample of psychology majors rated their overall educational experience as “good” or “excellent” versus 82.5% for UTC as a whole and 83.6% for the College of Arts & Sciences. When asked whether they would go to UTC again if they could start over, **40.7%** of Psychology majors indicated that they would “definitely” return to UTC versus **37.1%** for the College and **37.7%** for UTC as a whole. Significantly, this positive gap for the Department of Psychology grew to 53.6% in 2024 vs. 38.1% for the College and 37.7% for UTC as a whole.

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 1.3. NSSE Student Satisfaction with UTC

SATISFACTION WITH UTC														
	1. How would you evaluate your entire educational experience at this institution?													
	Dept					College				UTC				Valid N: (Dept)*
	Percentages					Percentages				Percentages				
	Poor	Fair	Good	Excellent	Total Positive	Poor	Fair	Good	Excellent	Poor	Fair	Good	Excellent	
2024	0.0	7.4	51.9	40.7	92.6	2.4	10.3	51.6	35.7	3.0	15.2	48.2	33.7	27
2023	2.2	10.1	57.3	30.3	87.6	4.1	10.8	51.0	34.2	3.4	12.7	51.2	32.7	76
2022	2.2	17.8	52.2	27.8	80.0	1.6	18.1	51.3	29.0	2.1	16.7	52.4	28.9	77
2021	3.9	26.5	46.1	23.5	69.6	1.9	17.6	53.7	26.8	2.6	16.1	52.4	28.8	98
2020	1.4	6.1	59.9	32.7	92.6	2.3	12.9	55.0	29.8	1.9	13.8	53.8	30.6	130
Average	1.9	13.6	53.5	31.0	84.5	2.46	13.94	52.5	31.1	2.6	14.9	51.6	30.94	408
	2. If you could start over again, would you go to the same institution you are now attending?													
	Dept					College				UTC				Valid N: (Dept)*
	Percentages					Percentages				Percentages				
	No	Maybe	Probably	Definitely	Total Positive	No	Maybe	Probably	Definitely	No	Maybe	Probably	Definitely	
2024	3.6	10.7	32.1	53.6	85.7	4.0	7.1	50.8	38.1	4.9	10.9	46.7	37.5	28
2023	2.2	12.4	48.3	37.1	85.4	4.5	12.0	43.1	40.4	4.3	12.6	44.2	39.0	76
2022	3.4	16.9	43.8	36.0	79.8	3.3	15.1	46.0	35.6	4.3	14.0	44.8	36.9	77
2021	4.9	12.7	49.0	33.3	82.3	3.0	13.7	48.4	34.9	3.3	14.4	45.1	37.2	98
2020	4.8	9.5	42.2	43.5	85.7	4.6	14.6	44.1	36.7	3.8	13.6	44.8	37.8	130
Average	3.8	12.4	43.1	40.7	83.8	3.9	12.5	46.5	37.1	4.1	13.1	45.1	37.7	409

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.

In its [2021-2025 Strategic Plan](#), UTC also set four broad strategic goals:

1. UTC will transform the lives of our students and the futures of our region by increasing access to a distinctive model of education, grounded in the liberal arts and tied closely to workforce opportunities.
2. UTC will respond to the needs of students and our region by modeling inclusive excellence through diverse representation and aligned benchmark indicators.
3. UTC will impact our community and enhance the educational experience of our students by sustaining the scholarly, creative and entrepreneurial activity of our faculty and students.
4. UTC will ensure the sustainability of our institution and the vitality of our students, faculty, staff and community by excelling in resource development and stewardship.

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 the largest single major on campus, we impact the future of our region through the large percentage of UTC students who complete our General Education offerings (PSY 1010 and PSY 2010) and the varied courses taken by our majors (***UTC Goal 1***). We prepare students through a variety of classroom, research and practicum experiences that support their intellectual and social growth (***UTC Goal 1***). Each of our courses focuses 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 2***). 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 2***). Further, demographic diversity of the faculty has increased significantly over the review period, including gender, race, sexual orientation, and nationality, providing varying role models for our diverse student population (***UTC Goal 2***). 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 3***). 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 continuing 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, faculty in the Department have submitted proposals for and received a multitude of internal and external grants and supplements which

enable them to expand research opportunities for our students and engage the community (*UTC Goals 3 & 4*).

SECTION 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 [BS degree in 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).

The Department continuously reviews the curriculum and has updated SLOs to reflect the [APA's Guidelines for the Undergraduate Psychology Major, Version 3.0](#) (2.5). The details of the curriculum are included in [Appendix IV](#) and further described below. Details of the current catalog can be found at [this link](#).

The Department maintains *Scheduling* and *Curriculum Committees* that regularly review 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. The current General Education requirements are summarized at [this link](#). The Department provides two courses in the General Education curriculum that are available to all UTC students, both of which are required for our majors. These courses are PSY 1010, *Introduction to Psychology*, and PSY 2010, *Introduction to Statistics*. 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*. Majors are also required to take PSY 2070, *Psychology as a Profession* which is designed to provide our majors with the options available to them upon graduation and how to prepare to take advantage of those options.

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. We continually review the assigned textbook common to all sections, both in-person and online, to ensure both affordability and the adequacy of the student support materials provided by the publisher.

PSY 2010/2040, *Introduction to Statistics*, and PSY 2020/2020L, *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 2020/2020L 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 2010/2040/2020/2020L 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)*. 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 align with [UTC Strategic Goal 3](#) by exposing our majors to the breadth of opportunities available to them and provide them an opportunity to experience psychology in action.

Majors must also take six hours of *Advanced Electives* which include a host of courses to expand the breadth of options available to students to meet their individual needs and interests. Courses in this category include PSY 3080, *Psychopathology* (previously *Abnormal*), PSY 4480, *Theories of Personality*, and PSY 4060, *Industrial-Organizational Psychology*.

Finally, all Psychology majors must 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*. Each of the capstone course options allow 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, ensuring that course offerings include at least one course from each category of the Psychology major. We also make an effort to provide enough night and asynchronous online sections for those who need more flexible enrollment options to accommodate work or family schedules. In addition, we teach a full complement of courses during the three summer sessions, almost all of which have been asynchronous online since the COVID-19 pandemic. The [CAS Hub](#) advisors, along with the Psychology Department Head and Angelique Cook, work with students who may experience scheduling conflicts to find suitable alternative courses to ensure that the student will graduate within a reasonable time.

Our very active *Departmental Scheduling Committee* reviews our scheduling practices and student demand to enhance the breadth and modality of courses offered each semester to improve flexibility for both faculty and students. Because of the large number of majors and limited number of faculty, the Department has not been able to routinely offer some courses. We regularly review our course offerings which results in the removal of some courses from the catalog and the addition of others to meet changes in major requirements and student demands. Our current course catalog is available at [this link](#) (scroll down to *Psychology*).

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 provided a broad array of psychology courses to meet the needs of our majors and the university community.

Courses appearing in the 2022-2023 or 2023-2024 undergraduate catalog that have not been offered in the last two academic years are highlighted in yellow in [Table 2.1](#). In some cases (e.g., PSY 3150, *Primate Behavior*), the course remains on the books despite not being taught in over a decade. In other cases (e.g., PSY 3450, *Psychological Tests & Measurements*), we have not had the instructional resources to continue to offer important courses that have smaller, but significant, demand (less than 15). We also have several courses that we added to the schedule during the review period (e.g., PSY 4420, *Psychology of Men and Masculinities*) where the faculty member who developed the course has since left UTC without another faculty member having the requisite background to teach the course.

Descriptions of individual classes are linked below and available in the online catalog at [this link](#) (scroll down to Psychology).

Table 2.1. Courses Offered by Department in Last Two Years

Course Information		Academic Year 2022-2023			Academic Year 2023-2024		
No.	Title (Credit Hours)	Fall	Spring	Sum	Fall	Spring	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	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	X	X	X
2200	Psychology of Lifespan Development	X	X		X	X	
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			
2410	Psychology of Individual Differences (3)	X	X	X	X	X	X
2420	Psychology of Black Experience (3)	X	X		X	X	
3080*	Psychopathology (3)	X	X		X	X	X
3100	Comparative Psychology (3)						
3110	Learning and Motivation (3)	X	X	X	X	X	
3120	Sensation and Perception (3)		X		X		X
3130	Cognitive Processes (3)	X	X		X	X	X
3140	Physiological Psychology (3)	X	X	X	X	X	X
3150	Primate Behavior (3)						
3180	Principles of Neuropsychology (3)	X	X		X		
3220	Health & Illness: Socio-cultural Perspectives (3)						
3300*	Drugs & Behavior (3)					X	
3310	Social Psychology (3)	X	X		X	X	
3350	Positive Psychology (3)	X	X	X	X	X	X
3370*	Psychology of Human Sexuality						
3400	Applied Developmental Psychology (3)	X	X		X	X	
3450	Psychological Tests & Measurements (3)						
3560r	Practicum in Psychology (1-9)	X	X	X	X	X	X

Course Information		Academic Year 2022-2023			Academic Year 2023-2024		
No.	Title (Credit Hours)	Fall	Spring	Sum	Fall	Spring	Sum
3570r	Practicum in Teaching Psychology (1-9)	X	X	X	X	X	
3580	Modern Psychological Studies	X	X	X	X	X	X
3590	Psychology Camp Training			X			X
3600	Ape Language (3)						
3670*	Culture, Race and Ethnicity	X					
3990r*	Psychology Abroad (3)						X
3999r*	Group Studies (3)						
4060	Industrial/Organizational Psychology (3)	X	X		X	X	
4080	Contemporary Psychotherapies (3)	X			X		
4120	Adv. Seminar for Psych Processes (3)	X	X		X	X	
4130r*	Topics in Advanced Cognitive Psychology						
4140r*	Topics in Advanced Biological Psychology						
4150	Health Psychology (3)	X					
4250	Psychology and Law (3)		X			X	
4310	Topics in Advanced Social Psychology (3)						
4320r*	Topics in Advanced Developmental Psychology						
4420	Psychology of Men and Masculinities (3)*						
4480	Theories in Personality (3)	X	X	X	X	X	X
4510	Psychology of Women (3)	X	X				
4600	Systems of Psychology (3)	X	X	X	X	X	X
4610	Philosophical Psychology (3)	X	X		X	X	
4700	Psychology of Religion (3)					X	
4995r	Departmental Honors (1-9)	X	X		X	X	X
4997r	Research (1-9)	X	X	X	X	X	X
4998r	Individual Studies (1-9)	X	X	X	X	X	X
4999r	Group Studies – Various Topics (1-9)						
*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. Here are links to syllabi for [Fall 2023](#) and [Spring 2024](#).

Syllabi Include Clearly Stated Goals For All Courses (2.6)

Course syllabi follow [guidelines outlined by the UTC Walker Center for Teaching and Learning](#), the current template for which can be found at [this link](#). 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. UTC also implemented a [Campus syllabus](#) during the review

period which contains information common to all courses, such as the Code of Conduct, and Counseling Center and Library resources.

Hybrid and Online courses (2.2)

Since piloting our first online course, PSY 1010, in the Fall of 2015, the world has survived a global pandemic and the incursion of technology into every facet of the academic experience. While we currently have no intentions of developing a fully online degree, we have embraced hybrid and online courses as a means of providing scheduling flexibility and simply providing enough seats to meet the demands of our burgeoning student population. As our experience with these modalities has increased, we have built a greater understanding of how to structure these courses to maximize student learning. Many of our faculty members have taken advantage of the resources available through the [Walker Center for Teaching and Learning](#), such as [Quality Matters training](#).

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 [Canvas Learning Management System](#) (LMS) which provides a variety of tools for distributing and collecting class-related content.

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 faculty members to determine the best ways to assess critical thinking in their course. With the rapid advance of AI technology, faculty are reassessing their assignments to minimize cheating and increase student motivation to learn.

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 Microsoft EXCEL and other statistical tools to solve statistical problems. They revisit the use of these tools 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 PSY 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)

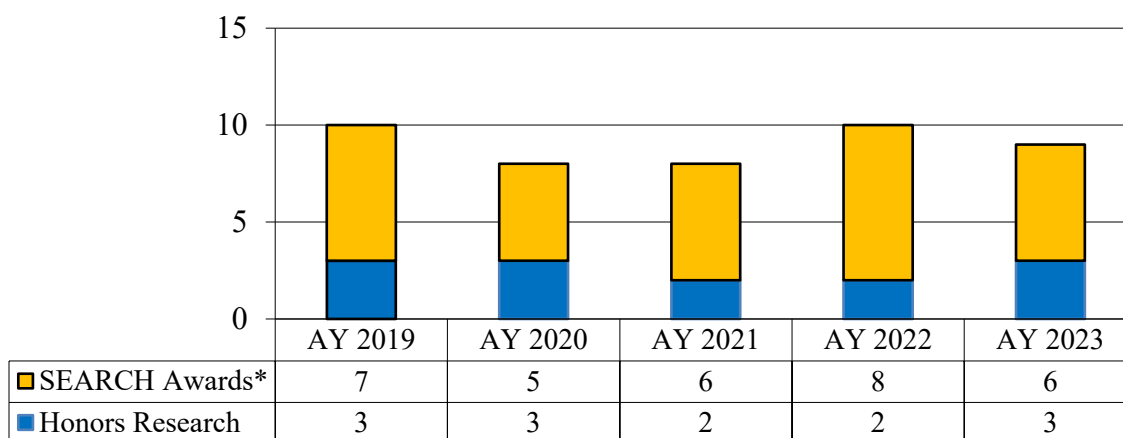
In every course, undergraduate students are exposed to the relevant academic research in the various sub-disciplines of psychology. They have many opportunities to participate in and/or conduct research with students and faculty in the Psychology Department. Applied and research opportunities are a particular point of emphasis in our curriculum, with 3-credit hour requirement under the heading of “*Applying Psychology*.” This category includes PSY 3580, *MPS* (described below), our experiential learning practicum course, and PSY 3560, coordinated by Dr. Amye Warren, 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, with total enrollments of almost **270** during the review period.

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 **1.3 million** times by individuals from **almost 12,000** institutions located in virtually **every country in the world**. In addition to providing undergraduate students an outstanding experiential learning opportunity, MPS has enhanced the reputation of both the Department and UTC on a global basis. In recognition of this contribution, UTC provided a full graduate assistantship to the Department to support MPS throughout the review period.

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 [Scholarship, Engagement, the Arts, Research, Creativity and Humanities \(SEARCH\)](#) awards are presented annually to support outstanding student research in each college, providing funding up to \$1,000. Of particular note is that Psychology majors and graduate students consistently receive greater than 30% of the SEARCH awards for the entire University! Details can be found in **Table 5.1** of the *Graduate Program* review document.

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



*Includes Graduate Students

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. Ashley Howell, whose national headquarters is located in Chattanooga.

Student Satisfaction Survey Results for Curriculum (2.8)

Table 2.2 summarizes the NSSE results for curriculum-related questions for 2024 and those results are summarized in the following narrative. Full results for the review period are available in the linked [Program Overview BS Psychology](#) file under the NSSE tab. Psychology majors were more likely to feel that they had acquired “quite a bit” or “very much” job-related knowledge and skills (Q3, 78.6%) than was the case in the College (59%) or UTC (60.3%). This positive result reflects a **24% increase** over the period and is 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 significant majority of students in the most recent cycle believed that we had *helped them develop effective speaking* (Q4, 71.5%) and *writing* (Q5, 89.3%) *skills*, which were much better than those for both the College (59.9% & 74.1%) and UTC (59.2% & 68.0%) which reflects the emphasis we place on writing and presentations in our courses. Our results for *contributing to their ability to solve complex, real-world problems* (Q6; 71.5%) were again significantly higher than those of the College (60.3%) and UTC (61.7%). Notably, in the area of *critical thinking and analytic skills* (Q7), **100%** of students responded positively (i.e., Quite a Bit or Very Much) showing a marked increase from the 77.6% at the beginning of the period, and much higher than the results for the College (84.8%) and UTC (79.2%). The results related to *working effectively with others* (Q8; 67.8%) were not significantly different than the College (68.5%) or UTC (63.7%). However, *developing or clarifying a personal code of values and ethics* (Q9; 71.4%) and *becoming an informed and active citizen* (Q11; 78.6%) were higher than those for the College (59.8% & 61.4%) and UTC (56.5% & 54.7%). Finally, the Department (64.3%) fared better than the College (60.6%) and UTC (57.6%) in *encouraging contact between students from different backgrounds* (Q10).

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

Table 2.1. NSSE Student Satisfaction Survey Questions regarding Curriculum

	3. Institution contributes to you acquiring job or work related knowledge and skills.														
	Dept						College				UTC				Valid N: (Dept)*
	Percentages						Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much		
2024	3.6	17.9	28.6	50.0	78.6	16.5	24.4	29.1	29.9	13.7	26.0	33.3	27.0	28	
2023	9.6	26.1	34.3	30.0	64.3	10.8	32.0	31.0	26.2	9.6	26.1	34.3	30.0	76	
2022	9.0	38.2	31.5	21.3	52.8	13.5	31.7	33.5	21.3	11.4	28.5	34.1	26.0	77	
2021	9.8	32.4	40.2	17.6	57.8	15.2	32.0	34.5	18.4	13.2	26.5	34.6	25.7	98	
2020	12.3	33.6	34.2	19.9	54.1	12.7	36.0	30.8	20.5	11.6	30.8	33.2	24.4	130	
Average	8.9	29.6	33.8	27.8	61.5	13.7	31.2	31.8	23.3	11.9	27.6	33.9	26.6	409	
	4. Institution contributed in developing clear and effective speaking skills.														
	Dept						College				UTC				Valid N: (Dept)*
	Percentages						Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much		
2024	7.1	21.4	42.9	28.6	71.5	8.7	31.5	32.3	27.6	11.7	29.1	33.1	26.1	28	
2023	9.1	22.9	39.1	29.0	68.1	10.3	23.8	39.4	26.4	9.1	22.9	39.1	29.0	76	
2022	10.0	29.2	36.0	24.7	60.7	9.6	28.9	33.6	27.9	9.2	28.3	36.1	26.4	77	
2021	10.9	31.7	43.6	13.9	57.5	11.3	29.7	36.1	22.9	11.4	28.8	36.6	23.2	98	
2020	12.3	37.0	30.8	19.9	50.7	7.9	33.1	33.7	25.3	9.8	30.6	34.4	25.3	130	
Average	9.9	28.4	38.5	23.2	61.7	9.6	29.4	35.0	26.0	10.2	27.9	35.9	26.0	409	
	5. Institution contributed in developing clear and effective writing skills.														
	Dept						College				UTC				Valid N: (Dept)*
	Percentages						Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much		
2024	0.0	10.7	53.6	35.7	89.3	6.3	19.7	40.2	33.9	7.7	24.3	37.7	30.3	28	
2023	5.3	20.0	39.0	35.7	74.7	4.8	18.6	38.1	38.6	5.3	20.0	39.0	35.7	76	
2022	3.4	21.3	34.8	40.4	75.2	4.5	22.7	37.5	35.2	5.2	22.2	40.6	32.0	77	
2021	4.9	23.5	46.1	25.5	71.6	3.4	23.8	40.6	32.2	4.7	23.4	41.6	30.4	98	
2020	5.4	25.2	39.5	29.9	69.4	4.9	23.4	40.9	30.8	6.0	25.7	40.6	27.7	130	
Average	3.8	20.1	42.6	33.4	76.0	4.8	21.6	39.5	34.1	5.8	23.1	39.9	31.2	409	

	6. Institution contributed to your ability to solve complex real-world problems.													
	Dept					College				UTC				Valid N: (Dept)*
	Percentages					Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	
2024	3.6	25.0	28.6	42.9	71.5	11.9	27.8	32.5	27.8	13.0	25.3	35.7	26.0	28
2023	8.4	26.9	34.9	29.9	64.8	10.4	28.0	34.5	27.2	8.4	26.9	34.9	29.9	76
2022	6.7	28.1	38.2	27.0	65.2	10.4	29.0	34.8	25.8	10.0	28.6	35.1	26.3	77
2021	7.8	33.3	39.2	19.6	58.8	11.2	30.9	35.8	22.1	11.2	27.9	36.0	24.9	98
2020	8.2	34.7	36.7	20.4	57.1	10.8	34.1	35.8	19.4	10.4	31.7	35.2	22.7	130
Average	6.9	29.6	35.5	28.0	63.5	10.9	30.0	34.7	24.5	10.6	28.1	35.4	26.0	409
	7. Institution contributed to thinking critically and analytically.													
	Dept					College				UTC				Valid N: (Dept)*
	Percentages					Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	
2024	0.0	0.0	42.9	57.1	100.0	2.4	12.8	36.8	48.0	5.0	15.8	39.6	39.6	28
2023	2.7	13.8	40.2	43.4	83.6	3.1	15.1	35.8	45.9	2.7	13.8	40.2	43.4	76
2022	2.2	20.2	34.8	42.7	77.5	1.2	18.4	37.2	43.1	1.9	17.6	40.8	39.7	77
2021	1.0	11.8	54.9	32.4	87.3	1.7	15.0	45.0	38.3	3.3	14.9	43.1	38.7	98
2020	2.0	20.4	42.2	35.4	77.6	3.0	16.6	41.8	38.6	3.0	16.1	42.8	38.1	130
Average	1.6	13.2	43.0	42.2	85.2	2.3	15.6	39.3	42.8	3.2	15.6	41.3	39.9	409
	8. Institution contributed to working effectively with others.													
	Dept					College				UTC				Valid N: (Dept)*
	Percentages					Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	
2024	0.0	32.1	32.1	35.7	67.8	6.3	25.2	35.4	33.1	10.0	26.3	35.0	28.7	28
2023	10.1	24.7	42.7	22.5	65.2	5.8	24.5	40.9	28.8	5.4	21.7	39.7	33.2	76
2022	4.5	30.3	33.7	31.5	65.2	6.4	27.9	36.9	28.9	5.3	25.4	39.4	30.0	77
2021	9.8	26.5	46.1	17.6	63.7	7.5	26.8	41.2	24.5	8.2	24.3	39.7	27.8	98
2020	5.4	34.7	40.8	19.0	59.8	5.3	29.1	42.3	23.3	5.3	26.2	41.2	27.2	130
Average	6.0	29.7	39.1	25.3	64.3	6.3	26.7	39.3	27.7	6.8	24.8	39.0	29.4	409
	9. Institution contributed to developing or clarifying a personal code of values and ethics.													
	Dept					College				UTC				Valid N: (Dept)*
	Percentages					Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	
2024	7.1	21.4	39.3	32.1	71.4	15.0	25.2	29.9	29.9	15.0	28.7	30.7	25.7	28
2023	7.9	31.5	38.2	22.5	60.7	9.1	27.4	34.6	28.8	8.0	24.6	37.0	30.4	76
2022	6.7	23.6	42.7	27.0	69.7	11.5	26.6	35.2	26.8	10.2	25.9	36.4	27.4	77
2021	10.8	26.5	45.1	17.6	62.7	10.7	27.8	36.7	24.8	12.4	25.9	36.3	25.5	98
2020	7.5	35.4	34.0	23.1	57.1	11.3	32.2	34.7	21.9	12.1	28.8	35.9	23.3	130
Average	8.0	27.7	39.9	24.5	64.3	11.5	27.8	34.2	26.4	11.5	26.8	35.3	26.5	409

	10. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).														
	Dept						College				UTC				Valid N: (Dept)*
	Percentages						Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much		
2024	7.1	28.6	35.7	28.6	64.3	15.0	24.4	37.0	23.6	14.8	27.6	34.9	22.7	28	
2023	9.0	32.6	36.0	22.5	58.5	10.9	30.9	33.6	24.6	10.3	30.2	34.6	24.9	76	
2022	8.9	22.2	42.2	26.7	68.9	13.0	29.3	35.8	22.0	10.8	31.6	36.4	21.2	77	
2021	12.7	26.5	41.2	19.6	60.8	12.4	30.3	36.0	21.3	12.2	30.1	36.4	21.2	98	
2020	9.5	34.0	39.5	17.0	56.5	11.9	32.1	36.2	19.8	12.7	29.5	36.4	21.5	130	
Average	9.4	28.8	38.9	22.9	61.8	12.6	29.4	35.7	22.3	12.2	29.8	35.7	22.3	409	
	11. Institution contributed to being an informed and active citizen.														
	Dept						College				UTC				Valid N: (Dept)*
	Percentages						Percentages				Percentages				
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much		
2024	0.0	21.4	42.9	35.7	78.6	14.2	24.4	35.4	26.0	17.7	27.7	32.0	22.7	28	
2023	11.2	36.0	27.0	25.8	52.8	12.5	27.4	32.5	27.6	12.2	27.4	32.6	27.9	76	
2022	10.1	25.8	42.7	21.3	64.0	13.7	27.6	32.1	26.6	13.0	28.2	34.5	24.2	77	
2021	8.8	32.4	40.2	18.6	58.8	11.4	32.5	32.6	23.5	12.1	31.5	32.6	23.7	98	
2020	12.2	40.1	24.5	23.1	47.6	13.3	32.8	31.5	22.4	13.3	32.4	31.6	22.7	130	
Average	8.5	31.1	35.5	24.9	60.4	13.0	28.9	32.8	25.2	13.7	29.4	32.7	24.2	409	

SECTION 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 [APA Guidelines for the Undergraduate Psychology Major, Version 3.0](#).

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 items on a 7-point scale related to student satisfaction with the instructor and the course, 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. As shown in [Table 3.1](#), overall results for the review period were excellent, with averages **over 6 out of 7** in every category. Particularly notable is that our results were above the averages for the College of Arts & Sciences and UTC as a whole, with one exception. The Department Head considers these results in the annual *Evaluation and Development by Objectives* (EDO) for each faculty member, focusing primarily on significant deviations from the norm for a particular course or changes from previous ratings. Given known biases in these evaluations for women and minorities, the focus of these results are intended to be developmental and not punitive. 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.

Table 3.1. Composite Summary of Student Evaluations for Fall 2024

Description	Total	Strongly agree (%)	agree (%)	Somewhat agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)	Avg	CAS Mean	UTC Mean
I have read and understand the course learning outcomes in the syllabus and/or in Canvas.	1208	936 (77%)	224 (19%)	34 (3%)		7 (1%)			6.72	6.65	6.66
The course content addresses the course learning outcomes.	1208	926 (77%)	204 (17%)	49 (4%)	14 (1%)				6.65	6.56	6.57
The course structure (organization) helps me in achieving the course learning outcomes.	1208	840 (70%)	207 (17%)	80 (7%)	16 (1%)	37 (3%)	15 (1%)	13 (1%)	6.41	6.26	6.3
I believe that I am achieving the course learning outcomes.	1208	818 (68%)	231 (19%)	88 (7%)	25 (2%)	20 (2%)	15 (1%)	11 (1%)	6.42	6.25	6.31
Student Contributions to Learning	Total 1208	Strongly agree (%) 67	agree (%) 22	Somewhat agree (%) 9	Neither Agree nor Disagree (%) 1	Somewhat Disagree (%) 1	Disagree (%) 0	Strongly Disagree (%) 0	Avg 6.53		
I keep up with all course readings and assigned work.	1208	811 (67%)	265 (22%)	108 (9%)	12 (1%)	8 (1%)			6.53	6.39	6.45
Course Content and Delivery	Total 2416	Strongly agree (%) 66	agree (%) 18	Somewhat agree (%) 8	Neither Agree nor Disagree (%) 2	Somewhat Disagree (%) 2	Disagree (%) 1	Strongly Disagree (%) 1	Avg 6.36		
The course encourages my use of critical thinking skills.	1208	830 (69%)	243 (20%)	84 (7%)	26 (2%)	11 (1%)	7 (1%)	7 (1%)	6.5	6.35	6.38
The way this course is delivered encourages me to be actively engaged.	1208	768 (64%)	202 (17%)	119 (10%)	33 (3%)	43 (4%)	24 (2%)	19 (2%)	6.22	6.06	6.11
Course Instruction	Total 3600	Strongly agree (%) 65	agree (%) 17	Somewhat agree (%) 6	Neither Agree nor Disagree (%) 6	Somewhat Disagree (%) 2	Disagree (%) 2	Strongly Disagree (%) 1	Avg 6.27		
The instructor assists students with achieving the course learning outcomes.	1200	826 (69%)	215 (18%)	71 (6%)	41 (3%)	25 (2%)	16 (1%)	6 (1%)	6.42	6.25	6.31
The instructor provides constructive feedback on graded coursework.	1201	741 (62%)	191 (16%)	101 (8%)	81 (7%)	42 (3%)	29 (2%)	16 (1%)	6.13	5.98	6.08
The instructor responds to questions and emails within the time frame stated in the syllabus.	1199	789 (66%)	207 (17%)	41 (3%)	107 (9%)	19 (2%)	22 (2%)	14 (1%)	6.27	6.24	6.32
Course Learning Outcomes	Total 4832	Strongly agree (%) 73	agree (%) 18	Somewhat agree (%) 5	Neither Agree nor Disagree (%) 1	Somewhat Disagree (%) 1	Disagree (%) 1	Strongly Disagree (%) 1	Avg 6.55		

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

Academic Advisement is currently centralized within the [Center for Academic Support and Advisement](#) for Freshmen, and the [College of Arts & Sciences HUB Advisement Center](#) for upper level students. Angelique Cook, our Business and Academic Operations Coordinator, also provides significant support based on her years of advisement experience. Based on the growth of the major, and retention and graduation numbers, it appears our majors are benefiting from this approach. Department faculty maintain regular office hours and practice an open-door policy to provide career and academic mentoring on an informal basis, generally based on relationships they develop in their courses and research labs. With over 860 majors and 20 to 22 full-time faculty, a more formal process would place an undue burden on an already busy group of committed academics. We will continue to emphasize to faculty the importance of responding to student inquiries about career and continuing educational opportunities.

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* and PSY 3590 *Camps* courses. 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)

At the end of the review period, approximately **12%** of undergraduate Psychology majors are Black, with a total of **32.6%** non-white and an incredible **82.5%** are women. We do not have data at the Department level for sexual orientation or gender identity. Details can be seen in the [Program Overview BS Psychology](#) spreadsheet under the Diversity tab. The gender inequity of the majors reflects a common national trend for all levels of the discipline. Departmental data appear similar in some respects with national data from the [National Center for Education Statistics](#) for 2021-2022 indicating that approximately **11.7%** of psychology majors receiving degrees were Black, although **49%** were non-white and **79.9%** of all undergraduate psychology majors receiving BS degrees in the US were women. See NCES Tables [322.40](#) and [322.50](#) for more details. The most significant difference between the Department's representation and the national data is in the Hispanic population which hovers around 6.8% for the Department vs. a national 21.8%. However, the Department representation is slightly above that of UTC for both Blacks and Hispanics.

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, and Social Psychology). However, virtually every course in our curriculum addresses the diversity of the human experience through the study of human cognition and behavior. [Table 3.2](#) provides a summary of the responses to diversity-related questions on the Student Satisfaction Survey for the review period. The Departmental results are generally slightly higher than those for the College and UTC and demonstrate a consistent positive pattern.

Table 3.2. NSSE Student Survey Results for Cultural Experience

	16. Had discussions with students of a different race or ethnicity than your own.													
	Dept					College					UTC			
	Percentages					Percentages					Percentages			
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	Valid N: (Dept)*
2024	0.0	21.4	28.6	50.0	78.6	1.6	20.6	35.7	42.1	5.3	25.5	32.7	36.5	28
2023	2.2	24.7	32.6	40.4	73.0	3.3	21.7	33.2	41.8	4.0	23.5	33.5	39.0	76
2022	2.2	16.5	40.7	40.7	81.4	2.8	19.8	36.2	41.1	3.8	22.5	35.0	38.7	77
2021	2.0	30.4	36.3	31.4	67.7	3.7	26.9	34.8	34.6	4.7	27.1	32.8	35.5	98
2020	1.4	27.9	34.0	36.7	70.7	2.7	25.0	35.3	37.0	3.0	23.6	34.1	39.4	130
Average	1.6	24.2	34.4	39.8	74.3	2.8	22.8	35.0	39.3	4.2	24.4	33.6	37.8	409
	17. Had discussions with students from different economic background other than your own.													
	Dept					College					UTC			
	Percentages					Percentages					Percentages			
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	Valid N: (Dept)*
2024	0.0	21.4	32.1	46.4	78.5	1.6	21.3	40.2	37.0	4.1	26.0	36.7	33.2	28
2023	3.4	21.3	41.6	33.7	75.3	2.4	21.7	36.8	39.1	3.4	22.9	36.3	37.4	76
2022	3.3	18.7	40.7	37.4	78.1	3.6	20.6	39.4	36.4	4.2	23.7	37.2	34.9	77
2021	5.9	30.4	35.3	28.4	63.7	4.1	26.0	38.1	31.8	4.3	24.7	37.6	33.5	98
2020	2.0	24.5	40.1	33.3	73.4	2.4	20.0	39.7	37.8	2.7	20.2	38.1	39.0	130
Average	2.9	23.3	38.0	35.8	73.8	2.8	21.9	38.8	36.4	3.7	23.5	37.2	35.6	409
	18. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.													
	Dept					College					UTC			
	Percentages					Percentages					Percentages			
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	Valid N: (Dept)*
2024	7.1	25.0	21.4	46.4	67.8	4.7	27.6	29.1	38.6	6.0	30.8	30.8	32.4	28
2023	5.6	27.0	29.2	38.2	67.4	4.5	23.9	30.3	41.3	5.8	23.6	34.4	36.1	76
2022	5.5	18.7	40.7	35.2	75.9	5.5	21.0	38.2	35.4	6.1	24.9	35.3	33.7	77
2021	4.9	35.3	34.3	25.5	59.8	5.8	27.0	36.3	30.9	7.2	26.5	35.2	31.1	98
2020	1.4	28.6	34.7	35.4	70.1	2.9	23.4	34.6	39.1	4.3	24.5	34.4	36.7	130
Average	4.9	26.9	32.1	36.1	68.2	4.7	24.6	33.7	37.1	5.9	26.1	34.0	34.0	409
	19. Had discussions with students who are very different from you in terms of their political opinions or personal values.													
	Dept					College					UTC			
	Percentages					Percentages					Percentages			
	Very little	Some times	Quite a bit	Very much	Total Positive	Very little	Some times	Quite a bit	Very much	Very little	Some times	Quite a bit	Very much	Valid N: (Dept)*
2024	7.1	42.9	25.0	25.0	50.0	6.3	33.9	30.7	29.1	6.3	32.4	31.4	29.9	28
2023	4.5	31.5	24.7	39.3	64.0	3.3	31.3	29.8	35.6	5.4	26.7	33.6	34.3	76
2022	3.3	24.2	38.5	34.1	72.6	3.8	26.9	35.2	34.1	5.4	25.7	35.3	33.6	77
2021	7.8	33.3	34.3	24.5	58.8	5.8	30.1	32.7	31.4	5.7	25.2	35.6	33.5	98
2020	2.7	29.3	40.1	27.9	68.0	2.9	25.6	36.0	35.5	3.7	24.5	34.9	36.9	130
Average	5.1	32.2	32.5	30.2	62.7	4.4	29.6	32.9	33.1	5.3	26.9	34.2	33.6	409

Academic Support 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.

SECTION 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 sciences. 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 required 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. Students express their appreciation and respect for Psychology faculty as 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 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, author books, books chapters and textbooks, and are principal investigators on various grants. The faculty also direct or participate in supervising numerous 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

As of Fall 2024, the Department had four Lecturers and three Visiting Lecturers who teach critical courses in the program, four of whom have PhDs. This represented a growth of **five** from the beginning of the review period, but only one permanently funded position, although we anticipate being able to convert two of the Visiting Lecturer positions to Lecturers for the 2025 academic year. Table 4.1 provides a summary with courses taught.

Table 4.1. Summary of Lecturers and Visiting Lecturers

Name	Courses Taught
Libby Byers, MS – University of Tennessee at Chattanooga	PSY 1010, PSY 2410, PSY 3310
Lauren Gilbert, PhD - University of Kentucky	PSY 1010, PSY 2020, PSY 2200
Thomas Huber, PhD - University of Detroit	PSY 1010, PSY 3350, PSY 4080, PSY 4480
Julie Madden, PhD – Florida State University	PSY 3120, PSY 3130, PSY 4120,
Duncan Overton, PhD – University of Tennessee at Knoxville (new Fall 2024)	PSY 2020, PSY 2200, PSY 3350, PSY 4600
Molly Sloan, MS - University of Tennessee at Chattanooga	PSY 1010, PSY 2210, PSY 2220, PSY 3400
Stephanie Wells, MS - University of Tennessee at Chattanooga	PSY 1010, PSY 3110, PSY 3130

Tenured and Tenure Track Faculty

As of Fall 2024, the Department of Psychology had **fifteen** 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 Psychological Science and Industrial-Organizational. **Table 4.2** provides a quick overview of their degrees and research interests. More detail is available on the [Psychology website](#).

Table 4.2. 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
Pratibha Deepak	Industrial-Organizational – Florida Institute of Technology	Leadership and Leader Transgressions

Name	PhD and Granting Institution	Research Focus
Bret Eschman	Developmental Cognitive Neuroscience – University of Tennessee at Knoxville	Visual Cognition in Children and Young Adults
Feng Guo	Industrial-Organizational – Bowling Green State University	Machine Learning, Psychometrics, and Research Methods
Ashley Howell	Clinical Psychology – Ohio University	Transdiagnostic Elements of Interpersonal Fear
Ralph Hood	Social – University of Nevada at Reno	Psychology of Religion – snake-handling tradition
Brian O’Leary	Organizational Behavior – Tulane University	Organizational Justice
David Ross	Developmental – Cornell University	Psychology of Law; Eyewitness testimony
Jill Shelton	Experimental – Cognitive/Developmental – Louisiana State University	Prospective Memory
Max Teaford	Brain, Cognitive and Developmental Science – Miami (Ohio) University	Multisensory integration, Body Ownership, and Spatial Integration
Ruthie Walker	Adult Development and Aging – The University of Akron	Social Inequalities Across the Lifespan
Amye Warren	General Experimental – Developmental /Cognitive – Georgia Institute of Technology	Child developmental; Child memory and eyewitness testimony
Ricardo Wilhelm	Experimental Social Psychology – University of Alabama (New Fall 2024)	Emotion, Attention, and Motivational Processing

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. It should be noted that the review period included the ***COVID-19 pandemic*** which disrupted research activity, particularly for those collecting in-person data, as well as conference participation, for much of the period. The Department also experienced a significant amount of primarily voluntary turnover in the tenured and tenure-track faculty, with six untenured faculty establishing their research agendas by the end of the period, with a seventh, Dr. Ricardo Wilhelm, starting in Fall 2025.

Copies of CVs for each of the faculty members are included at [this link](#).

Table 4.3 summarizes scholarship activities of the Psychology Department taken as a whole for academic years 2019 to 2023. Data is based on Digital Measures which is input by faculty and may not be complete for all faculty for all years. Further, individual works may not be accounted for in the appropriate period in **Table 4.3**. However, the total for the review period is a

reasonable approximation of the activity which clearly shows a high level of scholarship by the faculty in the Department, particularly given their significant teaching loads.

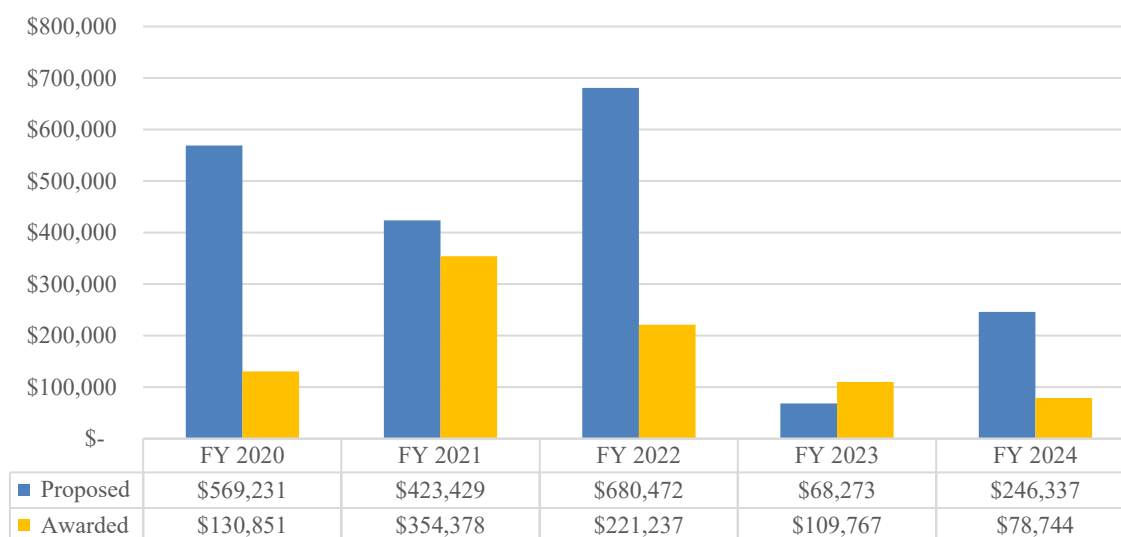
Table 4.1. Summary of Scholarly Productivity of Psychology Department (academic year)

Activity	AY 2019	AY 2020	AY 2021	AY 2022	AY 2023	Total
Books or Chapters	9	5	10	11	9	44
Journal Articles Published	15	20	14	13	6	68
Journal Articles Accepted not Published	3	1	4	4	3	15
Other Publications	3	14	7	6	16	46
Other Presentations	1	5	0	1	1	8
Conference Presentations	37	54	68	74	83	316
Total	68	99	103	109	118	497

External Grants (4.1)

As shown in [Figure 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 **\$2 million** for the period, with total awards of **\$894,977**. Faculty were also co-PIs in collaborative efforts with researchers within and outside the College of Arts & Sciences on numerous proposals and awards. Details can be found in the [Annual Reports](#) from the [Office of Research and Sponsored Programs](#).

Figure 4.1. External Grant Proposals and Awards FY 2020-2024



Faculty Service (4.1)

Psychology faculty members continue to be linked to the local community and beyond through a variety of projects and positions. All faculty in the Department serve on at least one Department, College, or UTC-level committee, and usually more than one. 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. Many of these projects provide opportunities for I-O graduate students to receive valuable, paid experience in their field of study. Dr. Cunningham is also a Board Member for Catholic Charities of East Tennessee.

The faculty associated with the Psychological Science MS 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. Howell is a licensed and practicing clinical psychologist who acts as a consulting therapist for *Community Psychotherapy Services*. 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 and is Faculty Advisor to the UTC Lions Club. Dr. Walker is a Board Member for the League of Women Voters of Chattanooga. Dr. Warren was a member of the *Chattanoogans in Action for Love, Equality and Benevolence* ([CALEB](#)) Education Task Force and is also heavily involved with the autistic community through the *Chattanooga Autism Center*. Finally, Dr. Hood is involved in a variety of international efforts, including a number in Pakistan.

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* course 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 (4.2)

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. The teaching load is significant with tenure-track and tenured faculty teaching a 3/3 load, usually a double section and a single section each semester, while Lecturers teach a 4/4 load, being assigned two single courses with enrollments of roughly 30 to 45, and one double section of 46 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 **23.6%** from the beginning of the review period, the number of full-time Faculty FTE has not kept pace as indicated in [Table 4.4](#), with an increase of only **two**

full-time faculty (**10%**) over the same period. Further, all of the growth in the faculty ranks is attributable to an increase in Lecturer and Visiting Lecturer positions. While we highly value our Lecturers, they are admittedly not well-paid for the value they provide to the Department, particularly given that many of them have earned a PhD. I believe it is suboptimal to address the Department's instructional needs by further shifting that burden to Lecturers. With the increasing demands placed on the Department to support student research, grow external funding, *and* grow our graduate programs, particularly our MS in Psychological Science, we, our students, and UTC would be better served by providing additional tenure-track lines.

Table 4.4. Student Enrollment and Faculty FTE/SCH

	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollment and Student Credit Hours					
Total Major Enrollment²	698	766	862	855	859
Total SCH					
Fall SCH	8,241	8,856	9,132	8,915	8,715
Spring SCH	7,170	7,782	7,760	7,362	7,016
Total AY SCH	15,411	16,638	16,892	16,277	15,731
Total SCH and FTE					
FT Faculty FTE ^{3,4}	18.00	17.00	20.00	19.00	20.0
PT Faculty FTE ⁴	2.00	1.75	1.79	2.63	2.3
Total Faculty FTE	20.0	18.8	21.8	21.6	22.3
Total AY SCH/FTE	770.6	887.4	775.2	752.7	707.0
Full Time SCH/FTE					
FT Faculty Fall SCH	6909	7575	7664	6853	6921
FT Faculty Spring SCH	6647	6849	6686	5367	5437
Total FT Faculty SCH	13556	14424	14350	12220	12358
SCH/FT FTE	753	848	718	643	618
Part Time SCH/FTE					
PT Faculty Fall SCH	789	1,101	1,042	1,155	1,494
PT Faculty Spring SCH	523	933	867	1,278	981
Total PT Faculty SCH	1312	2034	1909	2433	2475
SCH/PT FTE	656	1,162	1,066	927	1,100

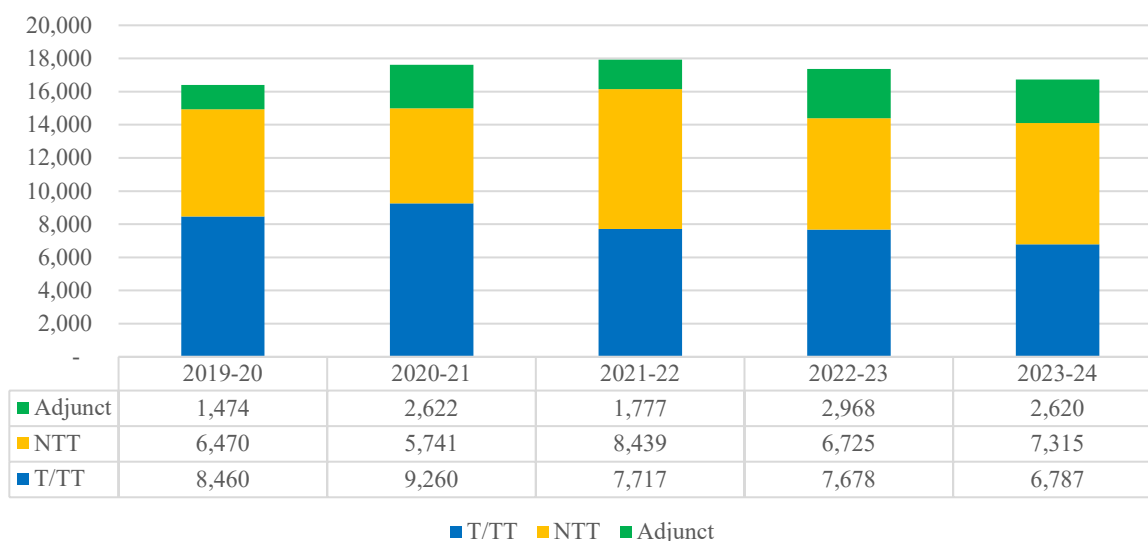
Faculty Workloads (4.2)

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, due to the inadequate compensation and difficulty finding qualified instructors for these classes. [Figure 4.2](#) shows the breakdown of student credit hours by faculty type (i.e., T/TT, NTT, and Adjunct).

Covering our existing curriculum is further complicated by the number of course releases granted to faculty, primarily for administrative purposes. The University's growing emphasis on external grant funding as UTC moves toward Carnegie R2 status can only serve to exacerbate this issue in the future. Full-time faculty are frequently asked to take on course 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 \$3,000

per three credit hour course. Overloads for full-time faculty are compensated at the same rate. Our ability to attract adjuncts has been somewhat improved by offering online courses but, as mentioned elsewhere in this document, we are working to minimize our dependence on online courses to better meet the perceived needs of our target student population.

Figure 4.2. Student Credit Hour (SCH) Production by Faculty Classification



The University expects tenured and tenure-track faculty to teach nine hours (three courses) each semester. Typical course load includes one single section and one double section. Enrollment for a double section is based on one-and-a-half times plus one of that in a single section. So, minimum enrollment to be considered a double is 46 if a single is 30. However, the size of a course considered to be a single section continues to rise, along with the associated instructional responsibilities.

[Table 4.5](#) provides a summary of the course releases provided to Department faculty for administrative duties, and grant work for Academic Year 2023-2024. We also provide new tenure-track faculty with a one course load reduction in each of their first two semesters to assist them in organizing their research agenda and setting up their research labs. While these releases are critical to the Department and CAS, the resultant loss of the equivalent of **three** tenured/tenure track instructional faculty limits our ability to expand the breadth and depth of our course offerings.

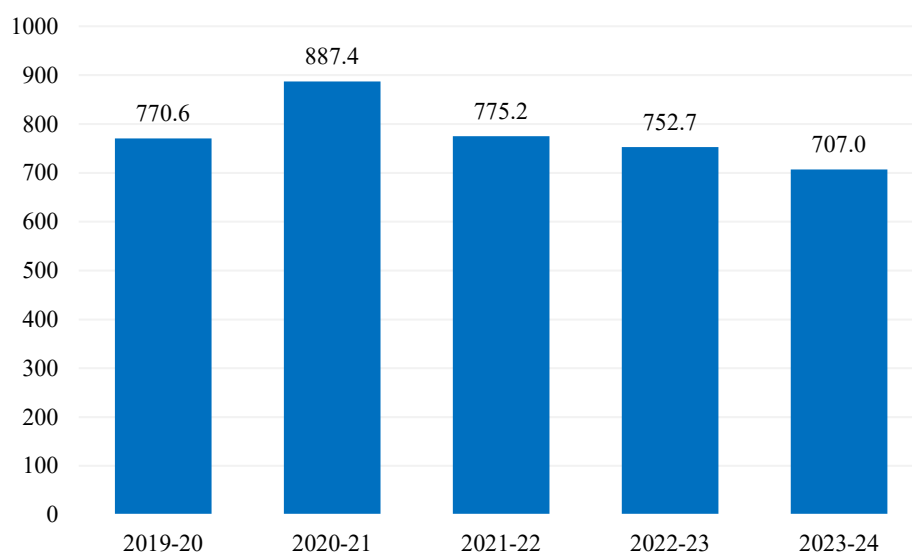
Table 4.5. Faculty Load Reductions AY 2023-2024

Name	Load Reduction
Clarke	Two courses/semester as Associate Dean of CAS
Cunningham	One course/semester as I-O coordinator
Deepak	One course/semester as new TT faculty
Hood	One course/semester, Templeton Grant
O'Leary	Two courses/semester as Department Head
Shelton	One course/semester as PS coordinator
Teaford	One course/semester as new TT faculty
Total	Nine course releases/semester

Figure 4.3 summarizes the SCH production for the Department per full-time FTE for each Fall semester from Fall 2019 to Spring 2024. These figures for SCH/FTE reflect a historical trend of Psychology having significantly higher levels of SCH/FTE than both the current College of Arts & Sciences (~540) and University (~480) averages.

What **Figure 4.3** does not reveal, however, are the hidden and undocumented efforts of the faculty. For example, most faculty supervise the development of graduate and honors student theses. This table also fails to reflect the fact that our tenured and tenure-track 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 4.3. Student Credit Hour (SCH) Production Per Full-Time FTE Faculty



Balance Between Full Time and Adjunct Faculty (4.2)

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 \$3,000 (increased from \$2,400 in Spring 2021) per course compensation offered by UTC. Adjunct faculty in the Department of Psychology almost always teach only one class a semester and rarely 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. Prof. Libby Byers and then Dr. Amye Warren coordinated the efforts of student and adjunct PSY 1010 instructors during the review period. Graduate students also teach our PSY 2040 Statistics Labs and PSY 2020L Research Methods labs which are now under the supervision of Dr. Julie Madden and Dr. Bret Eschman, respectively which counts as one, three-hour course in their instructional load. **Figure 4.2** shows the distribution of student credit hours across faculty classifications.

Although they are few, the Department's primary adjuncts are outstanding teachers who have supported us for many years and include Prof. Dorothy (Dot) Stevens, Prof. Linda Gehron. Dr. Les Kertay, Prof. Brandi Mangan, Dr. Eddie Christopher, and Prof. Claire Stockman. Prof. Stevens teaches our *Psychology of the Black Experience*. Dr. Christopher teaches PSY 1010 and graduate *Advanced Statistics*. Prof. Gehron teaches large sections of PSY 1010. Prof. Mangan teaches developmental courses. Dr. Kertay teaches *Psychopathology* and *Contemporary Psychotherapies*, and Prof. Stockman teaches the PSY 3590, *Psychology Camp Training*, course in the Summer.

Retirement Outlook (4.2)

Dr. Ralph Hood will retire after the Spring 2025 term after **54 years** at UTC. Dr. Amye Warren will also retire in the Spring after **40 years** at UTC. Because they both took the retirement incentive offered in the Fall of 2024 which offered six months salary, at this time we are told that we will not be authorized to replace them until Fall 2026. However, we were authorized to hire an additional TT faculty member (total 2) on our existing search for Dr. Tomorrow Arnold's replacement for Fall 2025. Dr. Charlotte Moser has agreed to fill the initial position, and we plan to offer another finalist, Dr. Jason Miller, to fill the additional line.

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 the latest data available from the American Psychological Association, [approximately 20%](#) of all psychologists are members of a minority group and 69% are female. Of course, we would hope that the faculty mirrors the greater population. As shown in [Table 4.6](#), at the end of the review period, the full-time faculty in the Department included 12 females and 9 males. In terms of ethnicity, 17 (81%) were White, one (4.8%) was Black, two were Asian/South Asian (9.5%), and one was Hispanic (4.8%). One was Canadian. One was visually impaired as defined by the Americans with Disabilities Act.

Table 4.6. Psychology Full-time Faculty Diversity AY 2023-2024

	Female	% Female	Male	% Male	Total	Total %
African American	1	8.3%	0	0.0%	1	4.8%
Asian	1	8.3%	1	11.1%	2	9.5%
Hispanic		0.0%	1	11.1%	2	4.8%
White	10	83.3%	7	77.8%	17	81.0%
Total	12	59%	9	41%	22	

These results suggest that the Department's demographic diversity is relatively consistent with UTC and national trends. However, we have continued to have difficulty hiring and retaining full-time Black faculty members. With Dr. Tomorrow Arnold's departure at the end of the 2023-2024 academic year to pursue other interests, we have no full-time Black faculty. Increasing racial diversity continues to be a point of emphasis in our recruitment process, but attracting a racially diverse candidate pool for our open tenure-track and Lecturer positions, even working

closely with the [UTC Office of Access and Engagement](#), remains difficult. There are many possible reasons for this outside the Department's control, including Tennessee state politics and strong competition from other universities and industry for the available minority candidates.

Faculty Performance Evaluation (4.4)

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

The *Evaluation and Development by Objectives* (EDO) process is outlined in [UTC Faculty Handbook](#) section 3.4 for tenured and tenure-track faculty, and section 4.4 for Lecturers. This process, directed by the Department Head in coordination with the faculty member, takes into account all areas of performance relevant to the particular faculty position based on the [UTC Faculty Handbook](#), the [College of Arts & Sciences Bylaws](#), and the [Department of Psychology Bylaws](#). Instructional performance includes consideration of student course evaluations as summarized in [Table 3.1](#). The Department Head discusses EDO results in all areas of performance with individual faculty members and works with the faculty member to set performance objectives for the next evaluation cycle. It should be noted that the annual performance review is not the only performance feedback faculty receive during the academic year. The Department Head maintains an open-door policy and regularly interacts with faculty on his daily rounds to ensure that they have the resources and assistance they need. He also provides feedback as necessary throughout the academic year to assist faculty in achieving their goals and the goals of the Department.

The Psychology Bylaws also outline the requirements for each area of performance in the tenure and promotion processes for all full-time faculty. The process for tenured and tenure-track faculty is directed by the Department's Reappointment, Tenure and Promotion (RTP) committee, currently co-chaired by Dr. David Ross and Dr. Ralph Hood. More details of the RTP process can be found at [this link](#). The Lecturer reappointment and promotion process is directed by the Department Head. Recommendations based on the evaluation process are submitted to the Dean of the College of Arts and Sciences for approval.

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 review period.

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 Department faculty have participated in these workshops and have received these grants. As can be seen from student

evaluations in [Table 3.1](#), 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 performance and professional expectations. 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.

Members of the 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 retention and progression toward graduation.

SECTION 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)

We continue to call the 540MC Building (the former Tennessee State Office Building) at 540 McCallie Avenue home, where we have been housed since December 2016. We currently have over 9,000 square feet of office, lab, meeting and classroom space on the third floor. 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. Further, all of our tenured/tenure track faculty have at least one office-sized lab space. We also have an office for adjunct faculty and other student study spaces.

While the SOB is not ideally located on the far Southwest corner of campus, the available space and nine classrooms on the first floor (shared primarily by residents of the building), 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 a University [computer refresh program](#) that replaces computers every five years. While the program currently does not cover either computer lab or research lab computers, we have been able to upgrade these computers with new faculty startup funds, online fees, and other F&A.

The University offers adequate technical support through the [Information Technology](#) division which can assist faculty, staff and student with most technical issues. The University also has site licenses for necessary computer software such as Microsoft Office, *SPSS*, *Adobe*, and *SAS*.

UTC Library Holdings and Services (5.2, 3.5)

Mission

The mission of the UTC Library is to connect our community with the information, skills, and resources needed to discover, create, and share knowledge. We provide access to high quality services and materials in a welcoming environment that supports the journey toward academic success and lifelong learning. The UTC Library offers a comprehensive suite of materials, services, and programming to help students, faculty, and staff succeed. 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 2023 was approximately **\$4.1 million**.

UTC opened the current library facility in January 2015. This 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

As of June 30, 2023, the library makes available **124,100** journal titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. In support of the Psychology program within the College of Arts and Sciences (CAS), the library makes available **531** print journals and **5,900** electronic journals as well as **55** electronic conference proceedings. [Click here for a list of Psychology journal titles](#).

Psychology students and faculty have access to several large, multidisciplinary full-text journal packages and databases to support their scholarship. In FY2023, the Library spent **\$54,821** for ongoing serial and subscription Psychology-related resources, as part of the **\$558,933** for all of CAS. The library spent **\$1,369,363** on ongoing serial and database subscriptions for all UTC programs. The UTC community used these resources **418,768** times in the past year.

The majority of journal content is current and online from publishers including APA, EBSCO Host, JSTOR, ProQuest, Gale, Springer, Wiley, Taylor and Francis, Elsevier, Sage, O'Reilly, and SciTech. 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*, *Personality and Individual Differences*, *Developmental Psychology*, *Journal of Applied Psychology*, *Organization Science*, *Personnel Psychology*, and *Leadership Quarterly*. See the linked [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](#), [APA PsycTESTS](#), [https://liblab.utc.edu/scripts/LGForward.php?db=190Sage Journals](https://liblab.utc.edu/scripts/LGForward.php?db=190Sage), [ScienceDirect](#),

[*Applied Social Services Index and Abstracts*](#), [*Counseling and Therapy in Video*](#), [*Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*](#), and [*Social Science Premium Collection*](#). In addition, the Library makes available numerous multidisciplinary databases such as [*ProQuest Central*](#), [*Academic OneFile*](#), and [*Web of Science*](#), to complement subject-specific resources.

Monographs, Audio-Visuals, and One-Time Expenditures

As of June 30, 2023, the library's collection consisted of **327,546** print monographs and **784,056** electronic books for a total of **1,111,602** titles. Of those, **36,378** print books and **54,466** electronic books bear the Library of Congress call numbers related to the study of Psychology. Additionally, the library holds a collection of **349,749** physical and streaming audio/visual materials, **1,572** of which are especially relevant to Psychology.

Each year, a portion of the library's materials budget is allocated for books, audio-visual materials, and other resources that need only be purchased once. The FY2023 library allocation for Psychology is **\$24,181** out of the total CAS allocation of **\$109,070**. The total one-time budget to support all UTC academic programs is **\$334,205**.

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 for materials not owned or accessible through the UTC Library. Patrons can easily submit requests through the library's online account management system, which also allows them to track the progress and status as well as receive email notifications for arrival of materials. In FY2023, **2,392** ILL requests were filled for the UTC community and **100** of those were filled for Psychology students and faculty. A Psychology faculty member also placed **1** high-demand library item on reserve to ensure ongoing access for students in their course.

Circulation of Physical Materials

The library has generous circulation policies to support ongoing research and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In FY2023, physical monographs and audio-visual materials circulated **9,496** times and **1,671** of those were Psychology materials.

The library also circulates laptop computers, and other tech equipment (cameras, calculators, digital recorders, external hard drives, etc.) to patrons. In FY2023, these resources were used **17,450** times.

Research and Instructional Services

The library boasts a busy and well-respected instruction program that combines traditional information literacy and research skills instruction sessions with skills-based workshops on a wide range of topics. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. The library's [*Research and Instruction*](#) department 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 effective research skills.

In FY2023, Instruction Librarians taught **442** (in-person + online) instruction sessions and workshops that reached **6,424** participants across all academic disciplines. Of those, **13** presentations were offered in Psychology classes, reaching **282** students.

Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a particular area. In FY2023, Instruction Librarians provided **294** individual research consultations.

Departmental Liaisons

A Library Liaison program is in place where a librarian is assigned to each academic department to enhance communication and offer custom support. Librarians are assigned based on educational background, work experience, and subject expertise. [Natalie Haber](#) is the Psychology liaison and coordinates library services with the department:

Professor Haber and the Instruction team have developed a strong relationship with the Psychology Research Methods lab course, aided by developing two tutorials for the students to complete: [PSY 2020 Library Research](#) (**1,119** submissions since Fall 2020), and [Avoiding Plagiarism](#) (**332** submissions since Fall 2023). Additionally, the library regularly teaches a face-to-face library skills session with the Psychology graduate students taking research methods and thesis courses. The library has also provided **55** one-on-one research consultations with students taking Psychology courses in the past 5 years.

Professor Haber maintains a [Psychology Research Guide](#) which showcases available library databases, important association websites, and links to library services like research appointments and related guides like Citing Sources and Data and Statistics. This online guide has been visited **1,094** times in the past year.

The library also maintains a [Psychology Research Methods Course Guide](#) which provides step by step suggestions for creating a research question and links to important resources for research in the course. This guide was created with input from the teaching faculty and input is solicited each year for edits and updates. This guide has had **401** views in the past year.

Professor Haber regularly communicates with the Psychology department faculty via email and provides timely updates regarding collections decisions, funding opportunities, affordable course materials initiatives, library services, and faculty workshops. The liaison also meets with the Psychology Department Head as needed.

Information Commons

The Information Commons is a staffed service point that offers in-person and online research help to students, faculty, staff, and members of the community. In FY2023, the Info Commons was staffed **97.25 hours/week** and fielded **1,437** research questions.

Within the Information Commons' physical space, patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of the **86 computers** loaded with [a variety of software programs supporting all university disciplines](#), or scan and print important documents.

Studio

The [UTC Library Studio](#) provides a space for the campus community to learn innovative technology and media creation skills. This well-used space provides access to 24 workstations with specialized software including the Adobe Creative Suite, the AutoDesk Suite, Camtasia, and other digital design programs. In addition, the Studio lends cameras and other high-end production equipment as well as reservable spaces for students to use as they complete media projects. In FY2023, these resources circulated **3,543** times.

The Studio team provides one-on-one consultations, small group and course-specific instruction, curriculum development, and answers point-of-need questions. In FY2023, the Studio offered **143** individual consultations and taught **234** classes, reaching **2,798** students.

Writing and Communication Center

The [Writing & Communication Center](#) (WCC) supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. 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, the WCC also offers workshops, a library of writers' resources, and a supportive environment for working independently.

In FY2023, the WCC conducted **2,511** individual consultations, and taught **96** classes, reaching **1,131** students across campus. Of those, **52** appointments were for Psychology courses, and an additional **167** appointments were held with Psychology students who needed assistance with courses outside their major and job materials.

Special Collections

The [Special Collections](#) team facilitates open access to UTC's research, creative works, and publications, including masters theses and doctoral dissertations. These can be accessed through the institutional repository, [UTC Scholar](#), which makes available **2,762** items in FY2023. Special Collections also provides free and open access to cultural heritage resources that support undergraduate and graduate students, faculty, members of the community, and other scholars whose work relies on primary source materials. In FY2023, there are **102,884** cultural heritage resources available in the [Digital Collections](#).

This unit also provides instruction on using these primary sources. In FY2023, Special Collections taught **22** classes to reach **235** students across campus.

Affordable Course Materials and Data Management Planning

The library offers [Data Management](#) consultations to researchers and created the Affordable [Course Materials Initiative \(ACMI\)](#) to improve educational outcomes by lowering the cost of course materials. ACMI has saved students over **\$1,000,000** over a 5-year period.

Library Classrooms, Spaces, and Instructional Learning Technologies

The UTC Library is a state-of-the-art facility that provides students, faculty, and staff with access to private and group study rooms, conference meeting rooms, a theater classroom, and computer classrooms. The library offers the necessary technology to support the teaching, learning, and research needs of faculty and students, including a [variety of software programs](#) as well as:

- Study rooms containing LCD monitors and whiteboards.
- Conference rooms for hosting and attending online events; these rooms are equipped with projectors, podiums with Windows computers, HDMI cables, and whiteboards.
- Classrooms containing computers, presentation podiums, and built-in speakers.
- Borrowable Windows laptops, Chromebooks, high-end A/V equipment, scientific calculators, and a variety of cables, chargers, and other accessories.
- Multifunctional printing, copying, and scanning machines throughout the library.

The library coordinates with the [Disability Resource Center](#) to offer a dedicated space with the following specialized resources:

- - Dragon NaturallySpeaking
- - Echo Desktop
- - Optelec (CCTV) printed material magnifier
- - JAWS speech synthesizer
- - Kurzweil 1000/3000
- - ZoomText keyboard & screen magnifier

SECTION 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 review period, with fluctuations due to one-time funds made available by the College of Arts & Sciences and other sources. [Figure 6.2](#) shows an increase from \$121 to \$146 for expenditures per SCH, while [Figure 6.3](#) shows expenditures per student major remained flat. While we could use additional funding for travel, particularly to support student conference presentations, we generally manage to meet departmental needs with the available funds, using F&A and Online funds to fill gaps.

Figure 6.1. FY 2020 – 2024 Operating and Equipment Budget

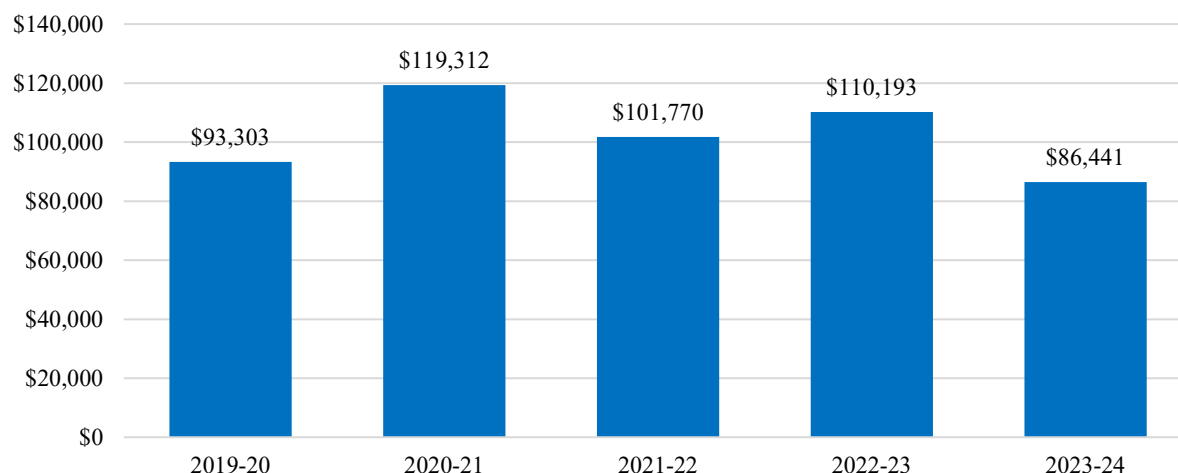


Figure 6.2. Expenditures per Student Credit Hour Production

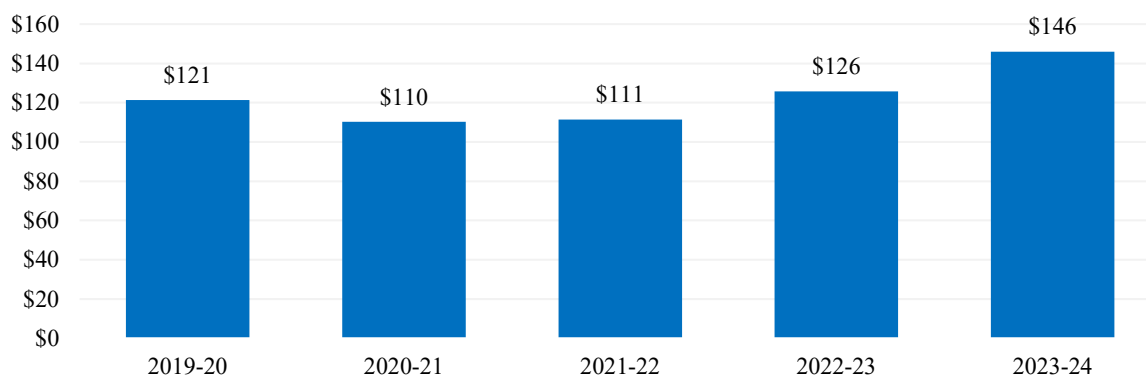
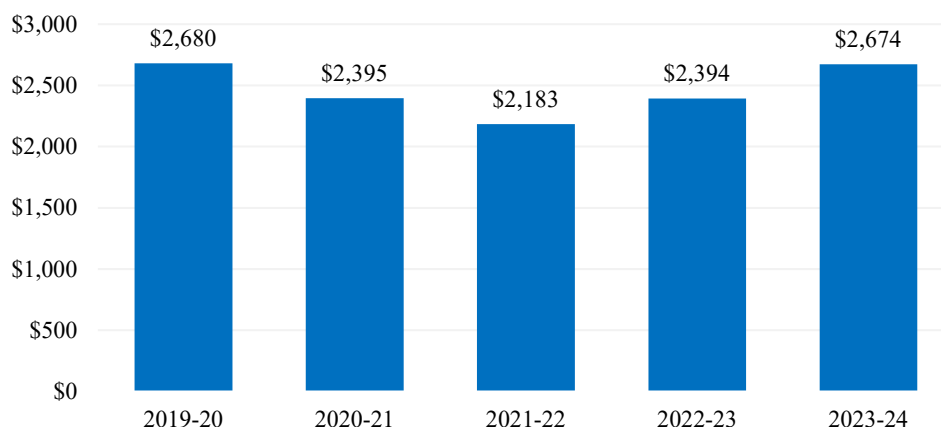
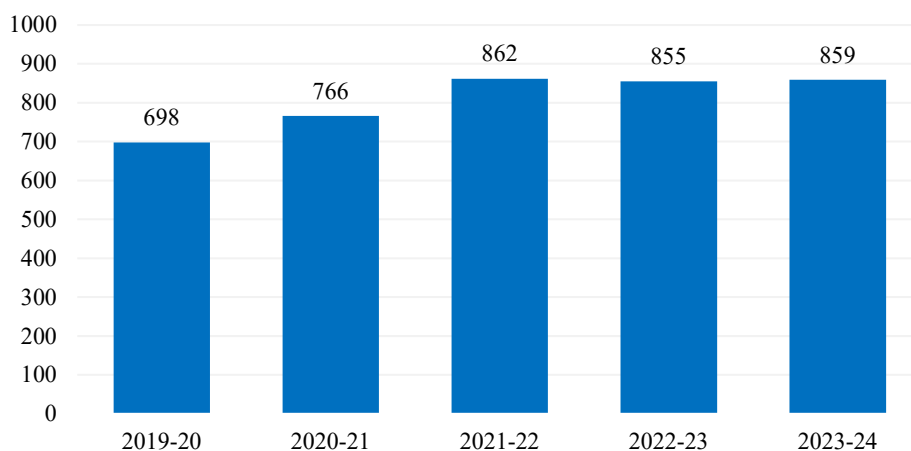


Figure 6.3. Expenditures per Student Major

Enrollment and Graduation Rates (6.2)

Enrollment growth

The Department of Psychology experienced significant growth in major enrollment of approximately **23.6%** (4.7% annual growth) between Fall 2019 and Fall 2023 as shown in [Figure 6.4](#), and now represents **22%** of total enrollment for the College of Arts & Sciences (CAS). This rate of growth is significantly higher than CAS, which actually *decreased* by 145 students over the period (-3.6%), and the University which was down by 210 students (-1.8%). Based on anecdotal evidence from discussions at the annual meetings of the Council of Graduate Programs of Psychology (COGDOP), this growth appears consistent with other psychology departments in the wake of the COVID-19 pandemic. As noted above, the number of full-time faculty only increased by 2 (10%).

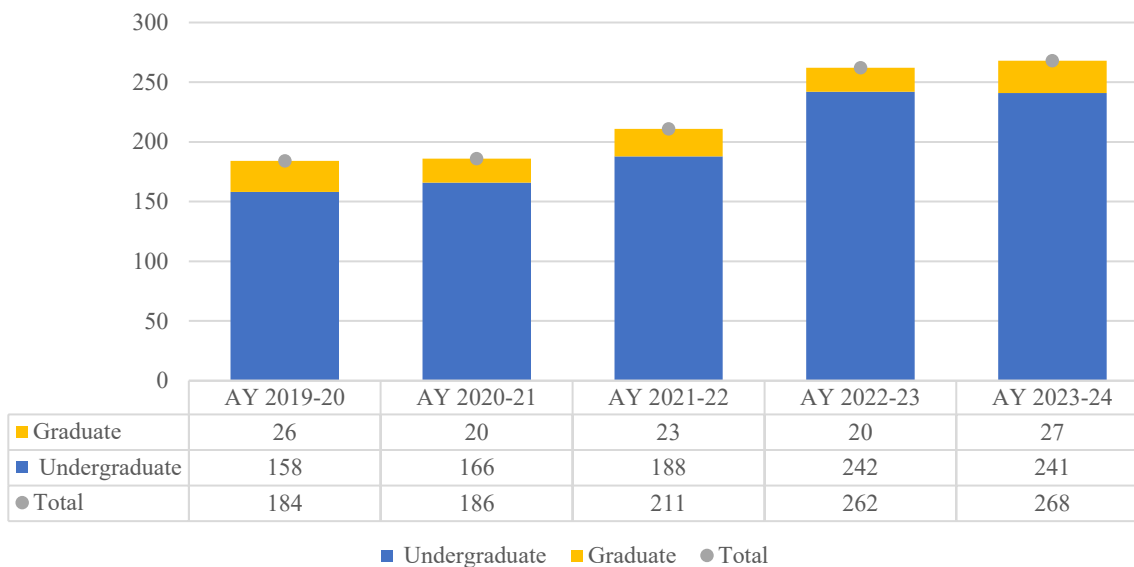
Figure 6.1 Psychology Major Enrollment (includes UG & Graduate)

Degrees Awarded

Figure 6.5 shows that degrees awarded during the review period. Most notably, BS degrees awarded increased by **83** from **158** in AY 2019 to **241** in AY 2023. The increase reflects the growth in the number of Psychology majors, as well as collaborative advisement with the CAS Hub Advising Center. Another contributing factor was the efforts of the Department Scheduling

committee, which worked diligently to ensure that courses were scheduled to minimize bottlenecks and ensure that courses from different major categories were available each semester and did not overlap.

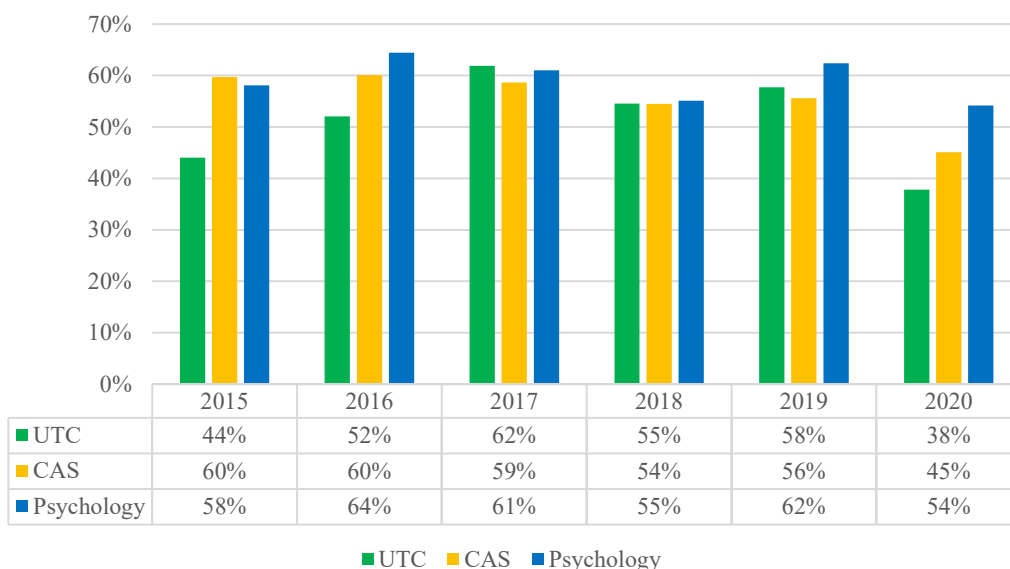
Figure 6.2. Degrees Awarded



Graduation Rates

Graduation rates continue to be a point of emphasis at all levels of the University. As seen in [Figure 6.6](#) shows the Department's overall graduation rates vs. UTC and CAS for students who would have graduated in at least four years during the review period and considers up to eight years of data for a given cohort. Psychology was either similar to or outperformed UTC and CAS in each period, with a significant difference in the AY 2020 cohort.

Figure 6.6. Overall Graduation Rates for UTC, CAS, and Psychology



Enrollment diversity

The diversity of majors in Psychology reflects that of the University and the surrounding community. [Figure 6.7](#) represents the self-identified racial/ethnic diversity of majors in the Fall of each semester from 2019 to 2023. [Figure 6.8](#) 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 review period.

Figure 6.7. Psychology Major Enrollment Information by Race/Ethnicity Fall 2019-2023

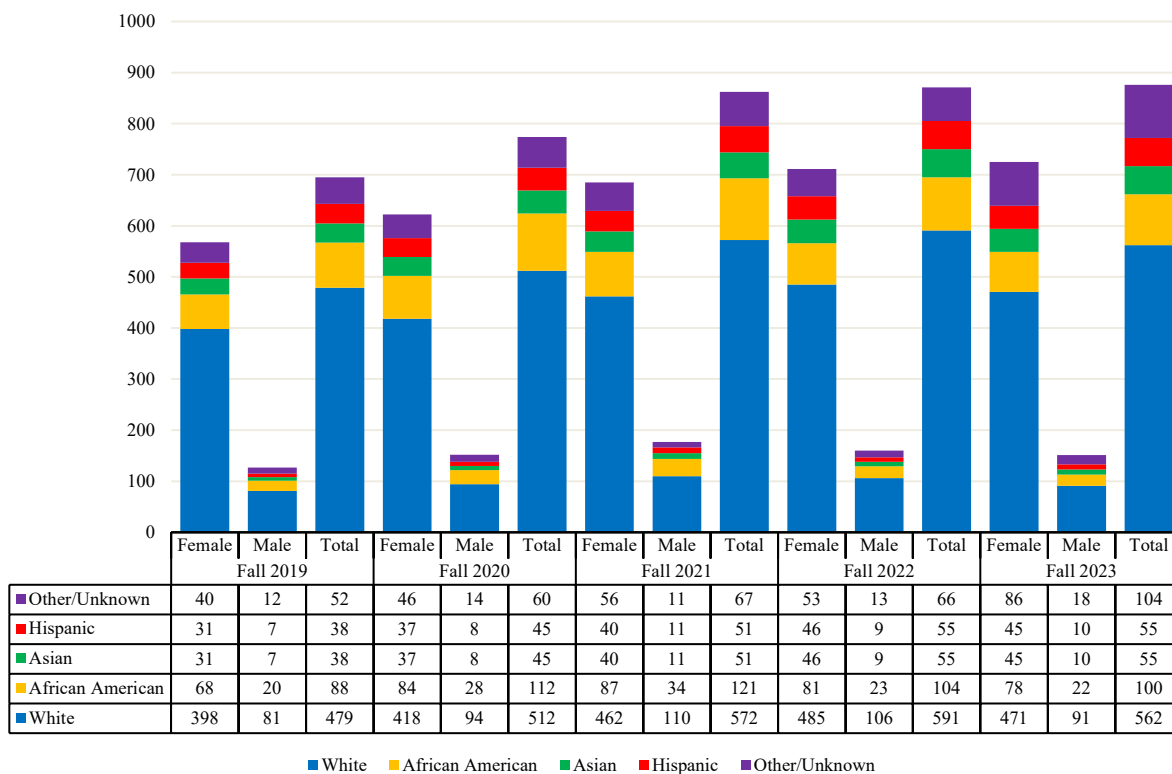
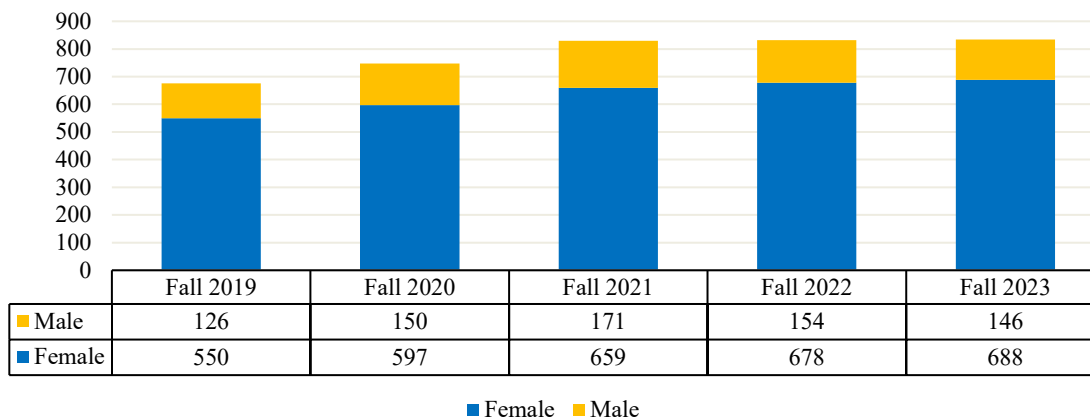


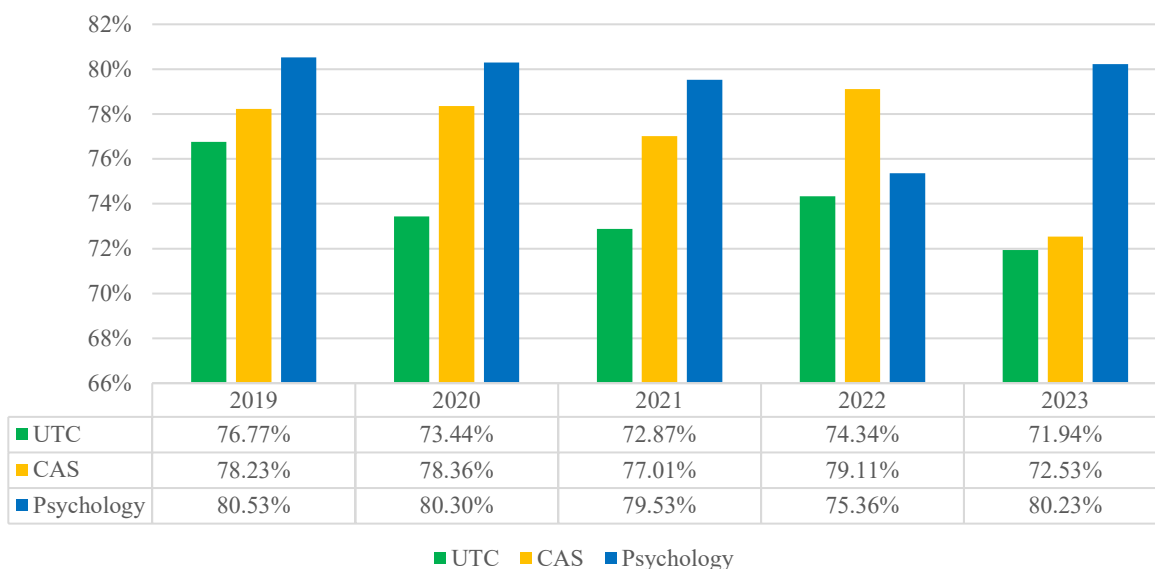
Figure 6.8. Psychology Major Enrollment Information by Sex - Fall 2019-2023



Student retention

Figure 6.9 represents the Department's first year retention rates versus UTC and CAS. While the retention rate remained relatively flat over the review period, it is above **80%** for the 2023 cohort, which is significantly higher than either UTC (71.94%) and CAS (72.53%).

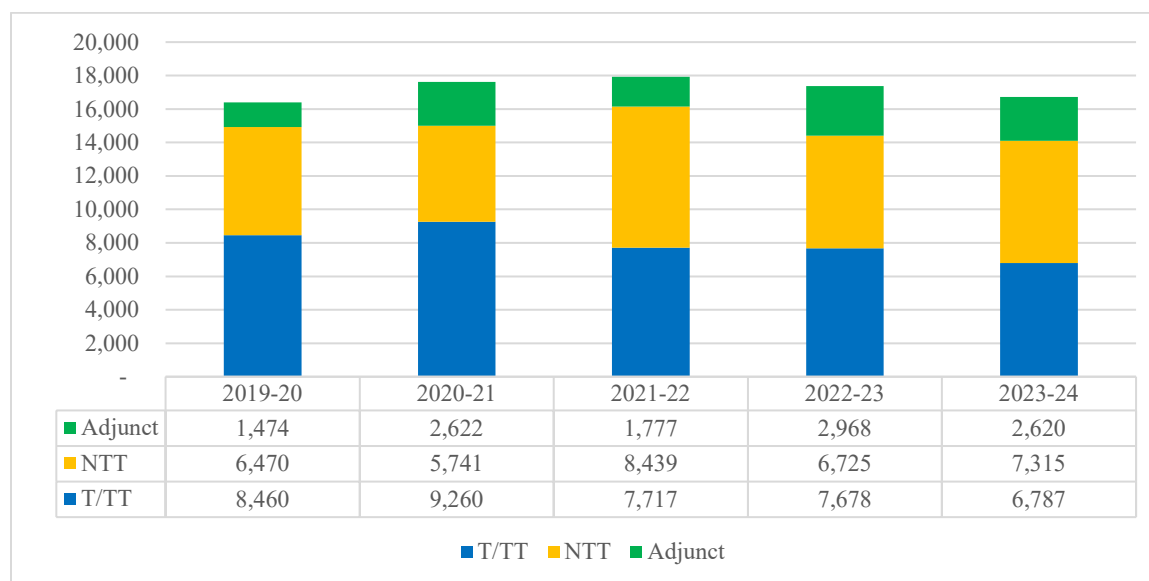
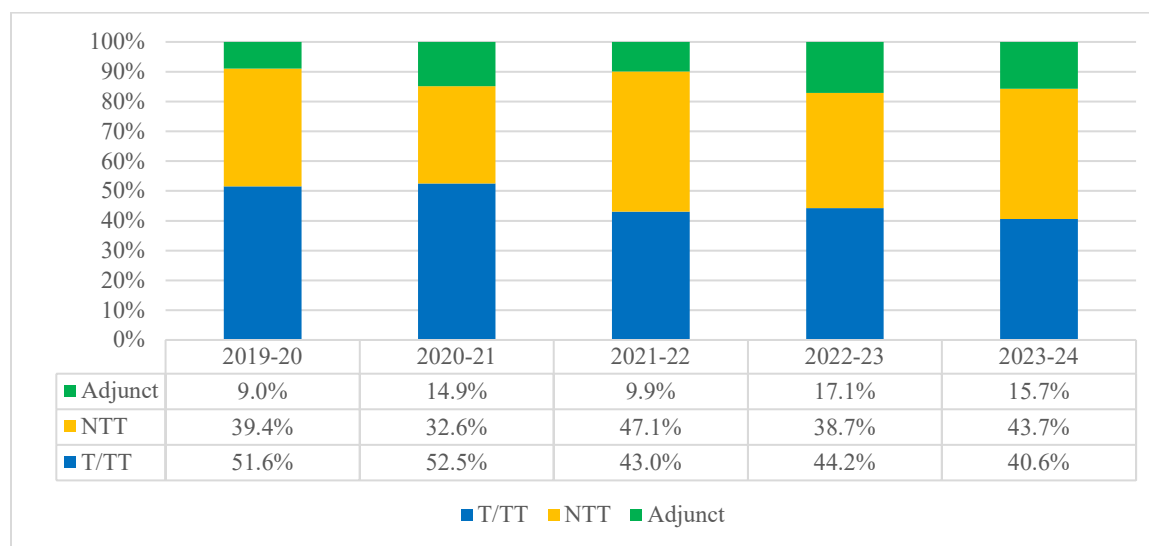
Figure 6.9. First Year Retention Rates for UTC, CAS, and Psychology



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 6.1** presents the number of students enrolled in each course offered in the previous two academic years. With the increase in enrollment and majors over the review period, as well as the course load reductions for tenured and tenure-track faculty from 4/4 to 3/3, the Department had to make strategic decisions regarding course sizes. Excluding the two large sections of PSY 1010, labs and repeatable courses, our average undergraduate class size rose from **42.2** in Fall 2019 to **48.5** for Fall 2024, a **15.2% increase** over the review period. This reflects an ongoing trend of “boiling the frog” with slow, incremental increases in the demands placed on faculty at all levels.

Figures 6.10 and **6.11** highlight the distribution of SCH by faculty which show a slight decline in total SCH over the review period, most notably among the T/TT faculty due to the load reduction from a 4/4 to 3/3, and an uptick in the use of adjunct faculty to fill holes in the schedule.

Figure 6.10. Student Credit Hours by Faculty Type – Fall & Spring**Figure 6.11. Student Credit Hours % by Faculty Type – Fall & Spring**

Given the demand for our general education PSY 1010 course, we present two large sections of 250 in the Fall and several other large sections (90+) each semester. We also offer large sections of PSY 2070, *Psychology as a Profession* (150 seats), and PSY 3310, *Social Psychology* (130/section) to free up faculty to offer more reasonably sized sections of our other courses. Further, as noted elsewhere, we have added several asynchronous online sections to compensate for the overall reduction in the number of available sections and improve scheduling flexibility.

Table 6.1. Student enrollment in courses offered in last two academic years

Course Information			AY 2022-2023			AY 2023-2024		
#	Title	Hours	SU	FA	SP	SU	FA	SP
1010	Introduction to Psychology	3	29	885	315	25	952	321
2010	Intro Statistics in Psychology	3	23	81	138	7	77	147
2020	Research Methods in Psychology	0	27	142	111	27	148	98
2020	Research Methods in Psychology	4	27	140	111	27	147	96
2040	Stats In Psychology Laboratory	1	28	167	188	18	162	196
2070	Psychology as a Profession	3		176	193		136	150
2200	Psychology of Lifespan Development	3		24		35	71	35
2210	Psychology of Child Development	3		170	161		171	172
2220	Psych of Adolescence/Adult	3		91	80		79	98
2230	Psychology of Aging	3	29	34		22		
2410	Psych of Individual Differences	3	29	139	105	19	140	138
2420	Psychology of Black Experience	3		21	34		18	31
3080	Prin of Neuropsychology	3		168	172		161	158
3100	Comparative Psychology	3	9					
3110	Learning & Motivation	3		63	57	35	40	52
3120	Sensation & Perception	3			32			31
3130	Cognitive Science	3		97	52		81	65
3140	Biological Psychology	3	35	105	34	32	85	90
3180	Prin of Neuropsychology	3		33	51		48	
3310	Social Psychology	3		76	67		94	69
3350	Positive Psychology	3	35	69	174	30	125	138
3400	Applied Develop Psychology	3		70	104		33	34
4480	Theories of Personality	3		60				
3590	Psychology Camp Training	3	5			12		
3560	Practicum	3	9	19	30	8	32	22
3570	Practicum in Teaching Psych	3	3	45	46	2	43	45
3580	Modern Psychological Studies	3	14	20	14	4	25	14
3730	Psychology of Language	3			19			
3990	Psychology Abroad	3	17					
3999	Psychology of Language	3						28
4060	Industrial/Org Psychology	3		39	32		36	28
4080	Contemporary Psychotherapies	3		12			25	
4120	Adv Seminar for Psych Proc	3	28	49	30		60	56
4150	Health Psychology	3		23				
4250	Psychology and Law	3			73			57
4510	Psychology of Women	3		34	45			
4600	Systems of Psychology	3			50	25		60
4610	Philosophical Psychology	3		53	29		44	13
4700	Psychology of Religion	3						14
4480	Theories of Personality	3			69	37		60
4995	Departmental Thesis	3		6	6		6	4
4997	Research	3		16	26	1	19	19
4998	Individual Studies	3			1		1	3
4999	Summer Camp Program	9	5			12		
Total			352	3127	2649	378	3059	2542

Responsiveness to Local, State and National Needs (6.3)

The UTC Department of Psychology is the largest stand-alone major on campus, serving over **860** majors and **270** minors in Fall 2024. 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 Version 3.0*](#) 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 State of Tennessee's desire to increase the number of its citizens receiving a Bachelor's degree. 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, much of which includes student collaborators, that is published in peer-reviewed journals and presented at local, regional, national and international academic and professional conferences.

MAJOR FINDINGS OF PREVIOUS REVIEW

The Department completed a self-study covering the period Fall 2012 to Spring 2018, which culminated in a two-day visit by external reviewer Dr. Kelly Madole, Chair of the Department of Psychological Sciences at Western Kentucky University, on March 18-20, 2019. The full text of her report is included as [Appendix V](#).

1. Learning Outcomes

Dr. Madole noted that the UTC Department of Psychology has a strong, creatively designed, and flexible Bachelor of Science program. Although there are no comprehensive program rankings for undergraduate programs in Psychology, he noted that we clearly have a strong program with a comprehensive curriculum and a rich student experience. The curriculum is consistent with the American Psychological Association's (APA) Guidelines for the Undergraduate Major, and that undergraduate students are exposed to all of the foundational areas of discipline specific knowledge established by the APA. Student learning outcomes map onto those suggested by the APA.

Recommendation 1: *Greater specificity in student learning outcomes within the discipline-specific knowledge domains (e.g. social processes, learning and cognition) might allow program faculty to better evaluate the role of particular content courses in achieving student learning outcomes.*

Response: We have made a concerted effort to update our student learning outcomes (SLOs) to reflect those outlined in the current version 3.0 of the [APA Guidelines for the Undergraduate Major](#) and applied them to each course as reflected in our attached syllabi. We have also updated our SLOs for annual assessment reporting purposes to reflect the new guidelines and tied course outcomes to those requirements.

Dr. Madole also noted the difficulty of collecting data on student employment outcomes and suggested that internship experiences provide adequate evidence that students are developing appropriate employment-related skills and knowledge.

Recommendation 2: *The current practicum evaluation feedback provided by internship sites is appropriately brief; the program does not want to burden internship sites with providing feedback. But a refinement of the form to provide greater focus on employment-related skills might be helpful in assessing the program's achievement of fostering development of these skills.*

Response: PSY 3560R, [Fieldwork/Research/Service Learning in Applied Psychology](#), is our practicum course with approximately **300** students completing it between Fall 2019 and Summer 2024. The form has been modified (see [Appendix VIII](#)) to focus on employment-related skills and transformed into a Qualtrics web-based survey to improve access for participating employers. Paper copies are still available for those who prefer the analog version.

2. Curriculum

Dr. Madole noted the “thoughtful revision” of our curriculum to be consistent with APA guidelines, focused on critical thinking skills, research skills, statistical knowledge, and written and oral communication. She also identified a high faculty teaching load.

Recommendation 3: *The department may want to evaluate the number of offerings of specialized courses in the context of a high faculty teaching load.*

Response: While we agree that pressure to provide a broad array of courses place a significant instructional burden on all of our faculty, there are very few “specialized” courses in our curriculum that don’t meet a relatively broad requirement of the Psychology major. Some courses have been discontinued with the departure of faculty with relevant expertise, such as PSY 3100, Comparative Psychology (Dr. Foerder), or suspended, such as PSY 4510, Psychology of Women (Dr. Zelin). We, particularly our Scheduling and Curriculum Committees, will continue to monitor our curriculum against student demand and major requirements to ensure that we efficiently and effectively use our available instructional resources.

Dr. Madole further highlighted the many applied opportunities available to the students through practicum, teaching, and research, but noted that only the practicum course counted toward faculty load.

Recommendation 4: *Develop a staffing plan and a model for faculty workload that incorporates high impact practices, like mentored undergraduate research as part of the workload.*

Response: It is difficult to develop a “staffing plan” with limited faculty resources and pressure to provide the broad array of courses required for the major. The normal 4/4 teaching load for a TT/T faculty at the beginning of the review period was generally accomplished through the assignment of two “single” sections with enrollments of 30 to 40 students, and one “double” section with enrollments between 46 and 250. There is no “triple” credit regardless of the size of the course. The UTC Administration noted inconsistencies in the required course loads for TT/T faculty across the university, particularly in the College of Arts & Sciences, and mandated reduced course loads for TT/T faculty to a 3/3 beginning in Spring 2021. The course load for Lecturers, whose primary responsibility is instruction, remained at a 4/4. While the change was welcomed by TT/T faculty, the course reduction also resulted in the loss to the Department of instructional coverage equivalent to three full-time faculty at a 4/4 load without a commensurate increase in the number of faculty. Further, independent studies, honors and master's theses (i.e., PSY 4997R and 5997R Research, 4998R and 5998R Individual Studies, PSY 4995R Honors Thesis and PSY 5999R Master's Thesis), which averaged over 124 student credit hours (SCH) per semester during the AY 2019-2023 review period, are not considered in-load, and are essentially uncompensated. The PS Practicum, PSY 5370R, which was implemented in Fall 2021, averaged an additional 13 uncompensated SCH per semester.

Faculty load is part of an ongoing discussion through Academic Affairs. In the interim, we will continue to perform a balancing act with regard to applied opportunities, particularly individual studies, recognizing the limitations on our instructional resources. We have discussed banking these courses up to a threshold at which time a faculty member would receive a course release. However, with limited access to qualified adjunct faculty and associated funding, withdrawing from the bank could be delayed indefinitely. For now, we are continuing our long-standing practice of allowing faculty to manage the number and scope of such commitments recognizing that the number of students who can participate in these experiences will be severely limited until the University provides adequate resources and incentives to expand these opportunities.

3. Student Experience

Dr. Madole noted student satisfaction with the academic advisement they received, but felt there were opportunities to improve mentorship related to professional development and graduate studies.

Recommendation 5: *Although academic advising could still happen centrally, the department might consider assigning a faculty mentor to all students at some point (e.g., beginning of junior year) who could provide advice on graduate school and career options.*

Response: In December 2020, advising responsibilities officially moved from the Department, where Angelique Cook had ably supported advisement for (at the time) over 450 of our upper-level majors, to the centralized [College of Arts & Science HUB](#) advisement center. Despite initial apprehension over the Department's loss of control of undergraduate student advisement, we have developed a good relationship with the HUB staff and created a process that effectively meets the needs of our students. It has also been beneficial to retain Angelique's advising expertise as she transitioned into her role as the Department's Business and Academic Operations Coordinator.

Our faculty have retained their responsibility for student mentorship, but it remains an informal process based on relationships built in the various courses. While our 22 full-time faculty do an outstanding job of providing mentorship, it is virtually impossible to engage every one of our 900 plus undergraduate and graduate majors on a personal level. To address this gap, we developed *PSY 2070, Psychology as a Profession*, which educates our majors on the many career and academic options available to them with their BS in Psychology. We also created and maintain the [Psychology Major Information Center](#) on a permanent Canvas LMS website which links students to career and advisement resources, as well as our social media platforms.

4. Faculty

Dr. Madole noted that faculty in the Department of Psychology have appropriate credentials and meet SACSCOC requirements, while recognizing their excellent teaching and significant research productivity. She reiterated a continuing theme that faculty resources were inadequate to meet the Department's growing instructional and research needs.

Recommendation 6: *Even a small increase of one or two faculty lines, in addition to maintenance of existing lines with retirements would ease the heavy teaching workload*

responsibilities of the faculty and allow for growth in scholarly activities and the potential for an increase in externally funded projects.

Response: We concur with Dr. Madole's recommendation. While we have seen slight growth in the number of full-time faculty during the current review period, as noted elsewhere, it has been through the expansion of the number of Lecturers. Supporting our instructional needs continues to be our primary focus, although we continue to encourage faculty to seek external funding that meets the needs of the Department and our students.

Recommendation 7: *Although infrastructure needs are typically less in the social and behavioral sciences, investment in startup funding for new faculty members is necessary to meet goals of eventually seeking additional external funding.*

Response: We again concur with Dr. Madole's recommendation. Much of this is outside the control of the Department, but UTC and particularly Dean Pam Riggs-Gelasco of the College of Arts & Sciences, recognized the need for startup funds in our area and we have been able to provide very competitive packages to faculty hired during the review period.

Diversity/Inclusiveness

Dr. Madole noted that low racial and ethnic diversity in faculty is a common issue within academia. However, we were able to attract and hire a greater diversity of faculty in the current review period as detailed in [Table 4.2](#).

Learning Resources/Support

Dr. Madole noted that the office and lab space in 540MC, operating budget, and staff support were adequate to the needs of the Department. We concur but are open to increases in those areas based on the continuing growth of the Department of Psychology.

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, Orange Grove, Family Justice Center, Creative Discovery Museum, Signal Centers, Room in the Inn, Girl's Inc, CADAS, Volunteer Health, Tennessee Caregiver 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, Erlanger Continucare, Moccasin Bend Mental Health Institute, Chattanooga Recovery Center, independent home health/assisted living agencies. Emergency Medical Services. **Job Types:** Case managers, patient representatives, clinical associates, research technicians, program developers/facilitators, sales, EMTs.

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

BUSINESS/INDUSTRY. McKee Foods, Shaw, Blue Cross, Unum, Cigna, Volkswagen, Duracell, Maytag, Electric Power Board, Covenant Transportation, USXpress, Belk, Walmart, Target, Local 3, SunTrust, Regions Bank, TVA, First Horizon, Chattanooga Times Free Press. **Job Types:** Human Resources, Supervision, Manufacturers' Representatives, Public Relations, Process Researchers, Customer Service, Sales, Marketing

GOVERNMENT. City, County, State, and Federal. **Job types:** Human resources, Training, Supervision, Program staffing, Case management

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

APPENDIX II – DHON PROJECTS

Departmental Honors projects completed during the review period:

Student	Project Title	Director	Date
Jaylee Oliver	<i>Mindful yoga as a means of reducing college student stress</i>	Dr. Kristen Black	Spring 2020
Braden Sanford	<i>Envisioning success: an in depth look at the relationship between episodic future thinking and academic goal achievement</i>	Dr. Jill Shelton	Spring 2020
John Whittemore	<i>Envisioning success: a naturalistic investigation into prospective memory performance, reminder use, and memory strategies in an academic context</i>	Dr. Jill Shelton	Spring 2020
Raiza Barahona	<i>What's in a name? an assessment of degradation of women in the name of climbing routes</i>	Dr. Alex Zelin	Fall 2020
Olivette Petersen	<i>Empathy, perceived similarity, and online aggression</i>	Dr. Alex Zelin	Spring 2020
Adeola Ijiyode	<i>A retrospective investigation of racial-ethnic socialization</i>	Dr. Amye Warren	Summer 2020
Emily Halvorson	<i>"Sticks and stones": experiencing microaggressions from the perspectives of the victim, bystander, and perpetrator</i>	Dr. Kristen Black	Spring 2021
Linnea Anderson	<i>Associations among academic motivational styles, purpose in life, and depressive symptoms in college students</i>	Dr. Ashley Howell	Spring 2021
Courtney House	<i>The combined influences of race, sexuality, and gender on perceptions of sexual harassment</i>	Dr. Hannah Osborn	Fall 2021
Mia Melone	<i>"A penny for your thoughts:" developing an adapted stimulus reward association – Stroop task to assess the impact of individual difference factors on cognitive control</i>	Dr. Amanda Clark	Fall 2021
John Dickinson	<i>Effects of age and gender on perceptions on victims of financial exploitation</i>	Dr. Ruthie Walker	Fall 2021
Sarah Swaney	<i>Factors impacting the decision to report sexual assault: a qualitative study</i>	Dr. Hannah Osborn	Spring 2021
Katrina Johnson	<i>Belongingness needs, personality, and the influence of virtual socialization</i>	Dr. Hannah Osborn	Spring 2022
Madelyn Moncrief	<i>Media sexualization and its impact on college aged women</i>	Dr. Alex Zelin	Spring 2022
Audrey Pennington	<i>Sexual harassment in an overlooked occupation: experiences of CNA and the influence of nurses</i>	Dr. Chris Cunningham	Fall 2022

Student	Project Title	Director	Date
Ariyah Robinson	<i>Study of collective self-esteem and academic motivation examining perceptions of academic statistics of black traditional undergraduate students attending a PWI</i>	Dr. Ashley Howell	Fall 2022
Hannah Turner	<i>The effects of the COVID-19 pandemic on the fear of missing out, anxiety, and loneliness</i>	Dr. Kevin Doyle/Dr. Ashley Howell	Spring 2022
Morgan McLeod Evans	<i>Neurotypes: do OCD, ADHD, and autism play a role in life satisfaction?</i>	Dr. Amye Warren	Fall 2022
Margaret Dempsey	<i>Reimaging take-up in challenging times: determining the predictive value of publicly available socio-demographic data for social assistance programs</i>	Dr. Ralph Hood	Spring 2022
Molly Martin	<i>Perceptions of stress: a gendered comparison of undergraduates in STEM</i>	Dr. Kristen Black	Spring 2023
Kiara Baker	<i>Examining vicarious racial trauma in college students</i>	Dr. Tomorrow Arnold	Spring 2023
Luke Wiley	<i>The effect of perceived union support as a resource affecting burnout</i>	Dr. Kristen Black	Spring 2023
Alisa Pickett	<i>Barriers in immigrant mental healthcare: women, children and fathers</i>	Dr. Julie Madden	Fall 2023
Mayra Salgado	<i>Multidisciplinary Literary Review: The relationship between social media and empathy</i>	Dr. Katie Rowinski	Spring 2024
William Moore	<i>A study of the relationship between interoceptive sensibility and distress tolerance in community and college samples</i>	Dr. Ashley Howell	Spring 2024
Alexandra Shappley	<i>Effects of attractiveness and relationship type of perceptions of adolescent sexual grooming</i>	Dr. Ruthie Walker	Spring 2024
Makayla Hall	<i>Promoting self-acceptance among LGBTQ+ individuals: Investigating the impact of religious, spiritual, and mystical experiences</i>	Dr. Ruthie Walker	Spring 2024
Kathleen Hillman	<i>Effects of age and gender on perceptions on victims of financial exploitation</i>	Dr. Ruthie Walker	Spring 2024

APPENDIX III – PSY 3560 PRACTICUM PARTNERS

The organizations listed below have served as PSY 3560 practicum placement for UTC Psychology students who have completed this course. While we cannot verify that the organizations are currently accepting students, it is as up to date as practicable. Students may contact the organization directly for up-to-date information.

A

AIM Center

- Description: 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 (Culinary Unit, Member Support Unit, Integrated Art Unit, Administrative Unit) depending on the needs of our agency and the members. 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 Information:
 - Lucy White
 - Email: lucywhite@aimcenterinc.org
 - Member Support Unit Leader: Jerry Evans (assisting with student placement)

B

The Bethlehem Center

- Description: Volunteer with students in our Read to Lead Academy or help with our facilities, garden beds, offices, and events. More information on website.
- Contact Information:
 - Executive Administrator: Jennifer Johnson
 - Phone: [\(423\) 266-1384](tel:4232661384)
 - Email: jjohnson@thebeth.org
 - Website: [Click Here](#)

C

Center for Community Career Education UTC

- Description: 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.

Chattanooga Autism Center

- Description: The Chattanooga Autism Center is a 501(c)(3) nonprofit organization that serves autistic individuals of all ages. The Center promotes inclusion and acceptance of autistic individuals and provides services, resources, and education to the community.
- Opportunities for:
 - Social Work majors
 - Psychology majors
 - Childhood Development majors
 - Nonprofit Management majors
 - Child and Family Studies majors
 - Students interested in working with individuals with autism
 - Advanced master's students seeking clinical supervision
- There are is a more specific list of requirements and tasks you could be responsible for on the Chattanooga Autism Center [Website](#), as well as instructions to apply.
- Contact Information:
 - Amber Doolittle
 - Email: amber@chattanoogaautism.org
 - Phone: 423-531-6961
- Contact Information (ABA, Bridges Program- young children)
 - Claire Kinney
 - Email: Claire@chattanoogaautism.org

Chattanooga Community Kitchen

- Description: 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.
- Volunteer Opportunities
 - Food Service
 - Clothing Program
 - Day Center
 - Welcome Center
 - Men's & Women's Shelter
- Note about application process: If you complete an application to volunteer, please check YES to the questions "Is this for school or community service hours?" and "Are you volunteering with a group?" Even though you would be earning practicum hours on your own, it would probably be a good idea to state somewhere in the Volunteer Application that you would be earning Practicum Hours as part of their Practicum Experience at UTC for their Psychology Degree.
- Contact Information:
 - Email: kitchen@chattfoundation.org
 - Phone: (423) 756-4222

Chattanooga Room in the Inn

- Description: 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.
- Contact Information:
 - Executive Director: Erin Creal
 - Email: ecreal@chattanoogaroomintheinn.com
 - Phone: 423-624-6144
 - Website Link: [Here](#)
 - Volunteer Link: [Here](#)

Creative Discovery Museum

- Description: The Creative Discovery Museum has several available practicum opportunities. They usually have an afterschool program for children with disabilities and their typically developing peers. There may be other opportunities as well that are not specifically the after-school program. Currently seeking Programs Educators. These team members facilitate learning experiences for children at various developmental stages and abilities
- Contact Information
 - Claire Stockman
 - Email: Stockman@cdmfun.org
 - Phone: 423-648-6064
 - Website Link: [Here](#)
 - Application Link: [Here](#)

D

Disability Resource Center, UTC

- Description: 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 sessions, and captioning videos.
- Contact Information:
 - Executive Director: Michelle Rigler
 - Email: Michelle-Rigler@utc.edu
 - Phone: [423-425-4008](tel:423-425-4008)
 - Website Link: [Here](#)

E

Erlanger Behavioral Health

- Description: Erlanger has programs for adolescents, adults, and geriatric populations. You would need to apply far in advance for a job as a Behavior Tech/Behavioral Health Associate in order to intern there. You must be a minimum of 21 to be considered for the position. Please let the instructor of this course know if you apply – A list of UTC student applicants will be sent to you so that HR can alert those reviewing applications.
- Contact Information:
 - Marlene Benefield
 - Email: Marlene.Benefield@erlangerbh.com
 - Website Link: [Here](#)

F

G

Girls, Inc.

- Description: 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 Opportunities
 - Classroom Assistant
 - Administrative Assistant
 - Lunch / Snack Volunteer
 - Zoom Classroom Monitor
 - YouTube Extraordinaire
- Contact Information:
 - Program Coordinator: Jillian Sanderfur
 - Email: jsanderfur@girlsincofchatt.org
 - Website: [Click Here](#)

HHospice of Chattanooga

- Description: There are many different things you can do to assist in the care of our patients and their families. Volunteers sometimes sit with a patient and give their family caregiver a break to just go out and run routine errands, maybe even reading or talking to the patient. Or you can assist our staff with the patients and families at our Hospice Care Center, work in one of our office locations or help with the Family Night programs for parents and children who are dealing with the loss of a loved one. If your question is, “When would I volunteer?” the answer is: whenever you are available. We have need for volunteers every day.
- Volunteer Options (go to website for full description):
 - Patient/Family Support in Private Homes
 - Patient/Family Support in Nursing Homes or Assisted Living Facilities
 - Tuck-in program (weekly)
 - Pet Therapy
 - Grief Companions
 - Community Outreach
 - Office Support
 - Vet to Vet Program
- Contact Information:
 - Volunteer Coordinator
 - Phone: (423) 892-1533
 - Website: [Click Here](#)

I**J****K****L****M**Maclellan Shelter

- Description: Our mission is to meet the most basic needs of hungry, homeless and vulnerable people in our community while offering a clear path to self-sufficiency. We offer a variety of scheduled shifts in our areas of need. We also offer several shifts for Court Ordered Community Service and for hours required

by schools. All volunteers must be 18 years or older to come on their own or be accompanied by a parent or guardian.

- Contact Information:
 - Phone: 423-756-4222
 - Website: [Click Here](#)
 - Volunteer Interest form: [Click Here](#)

McNabb Center

- Description: McNabb Center provides mental health services to children, youth, and adults. You would need to apply for a volunteer or intern position in advance.
- Contact Information:
 - Jessie Schroeder
 - Email: jessie.schroeder@mcnabb.org
 - Website Link: [Here](#)
 - Volunteer Link: [Here](#)

Mental Health Court of Hamilton County

- Description: Mental Health Court is a “one-stop shop” for justice-involved mental health consumers in Hamilton County, linking them to diagnostic help, treatment, and necessary support while in custody and upon reentry to our community. We work with consumers at multiple intercept points within the criminal justice system: pre-arrest, on bond, in custody, and on probation. Mental Health Court helps the most vulnerable citizens of our community, many of whom have cycled in and out of the justice system, homelessness, emergency rooms, and mental health and substance treatment systems without ever getting the sustained treatment and support they need for recovery. Mental Health Court transforms lives so that individuals, families, and our community can flourish and thrive while enhancing public safety and reducing the cost to our County.
- Contact Information:
 - Tori Quandel
 - Phone: 423-203-5748
 - Email: Toriq@hamiltontn.gov
 - Website: [Click Here](#)

Moccasin Bend Mental Health Institute

- Description: Moccasin Bend Mental Health Institute (MBMHI) is a psychiatric hospital that serves 52 counties in East Tennessee. It was founded in 1961 in Chattanooga, Tennessee. The hospital offers 5 acute psychiatric care units and 1 sub-acute care unit, comprising a total of 165 adult psychiatric beds. Most patients have a severe and persistent mental illness and are hospitalized on an emergency involuntary basis. Moccasin Bend Mental Health Institute assists patients who are not typically served by the private service sector and have no other inpatient treatment resources available to them.
- Contact Information:
 - Director/Media: Matthew Parriott

- Phone: 615-943-3172
- Email: matthew.parriott@tn.gov
- Website Link: [Here](#)

Mosaic Program at UTC

- Description: Mosaic is a multifaceted and comprehensive program developed to support the holistic needs of UTC students with Autism Spectrum Disorders (ASD). This program has been in existence since 2008 and was developed out of the request and expressed needs of students with ASD. It has grown into one of the most comprehensive programs in the country. Completing a practicum with Mosaic means you will receive a hands-on experience with students on the spectrum while learning about Autism.
- Volunteer Opportunities:
 - Helping class lectures
 - Assisting with study hours
 - Observing coaching sessions
 - Mentoring
- Contact Information:
 - Website Link: [Here](#)

Mentorship Programs: Center for Community Career Education

- Description: The Center consists of five federally funded programs, collectively catering to over 3,500 students and adults annually from local schools, urban and rural communities in our region. The Center's dedicated staff, comprising part-time and full-time staff, temporary and seasonal workers, work-study students, interns, tutors, teachers, camp counselors, and graduate assistants, is committed to ensuring the success of CCCE participants by providing exceptional educational and career opportunities.
- Volunteer Opportunities:
 - [Educational Opportunity Center \(EOC\)](#)
 - [GEAR UP](#)
 - [Talent Search](#)
 - [Upward Bound](#)
 - [Upward Bound Math/Science](#)
- Contact Information:
 - We encourage you to explore the profiles of each of the Center's programs for details and contact information!
 - Website Link: [Here](#)

O

Orange Grove Center, Inc.

- Description: 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.
- Contact Information:
 - Windy Brooks
 - Email: wbrooks@orangegrove.org
 - Phone: (423) 664-4804
 - Website: [Click Here](#)

P

Partnership for Families, Children, and Adults

- Description: 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 Opportunities
 - Camp HOPE America- Chattanooga
 - Elder Services
 - River City Youth Collective
 - Victim Support Services
 - Court Advocacy (Assisting with the court adjudication of cases)
 - Foster Grandparent (Caring for children currently in the shelter during Court, Case Worker meetings, etc)
 - Hotline Responder (Intake and render of personal support to those actively experiencing SA or DV) Intensive training is required and provided.
 - Shelter Assistance (Pantry Organizing, Donation sorting, Special Event assistance)
 - Shelter Meal Train (Bringing, setting up, and Serving Meals for Shelter clients/families)
- Contact Information:
 - Website: [Click Here](#)

Q

R

S

Signal Centers

- Description: Signal Centers has a variety of programs. Students can work with children in a childcare capacity as well as help out with the various programs that they offer for children with special needs; they serve adults with special needs as well.
- **Volunteer Opportunities:**
 - Children's Services
 - Adult Day Services
 - Assistive Technology Services
 - Family Forward Services
- Contact Information
 - Website Link: [Here](#)
 - Volunteer Application: [Click Here](#) (submit to email)
 - Email: info@signalcenters.org
 - Phone: 423-698-8528

T

Tennessee Behavioral Therapy

- Description: 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.
- Contact Information:
 - Program Director: Jenni Davis
 - Phone: 423-805-9888
 - Website: [Click Here](#)

Tri-State Ranch and Exhibition Center

- Description: 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 Heroes, and PACE certification.
- What do volunteers do?
 - Help with horse/barn work
 - Clean stalls, assist with grooming etc.
 - Help with lessons
 - Lead horses, sidewalk with riders, assist the instructor with activities

- Contact Information
 - Website: [Click Here](#)
 - Director: Olivia Rekoske
 - Phone: [\(423\) 476-9310](#)
 - Email: tristatetherapeuticriding@gmail.com

U

V

W

X

Y

YMCA Downtown Y-CAP Program

- Description: Volunteers provide essential assistance in the administration of each department division, serve on committees, work with staff to meet the needs of our members and participants, and provide many other valuable contributions to the organization. Our YMCA offers year-round volunteer opportunities for members and non-members from the community and surrounding areas to give back and help build a better community within our Y. Opportunities range throughout the year and are based upon need within a program or department.
- **Current Volunteer Opportunities:**
 - *Y Storyteller: All Branches*
 - *After School Mentors*
 - *Front Desk*
 - *Wellness*
 - Y-CAP Program:
 - *Y-CAP Youth Mentors*
 - Works with middle school-age at-risk youth that has been sent to this program through juvenile court system.
 - *Child Care*
 - *After School Counselor Assistant: North Georgia Y*
 - *Summer Camp Counselor Assistant: North Georgia Y*
 - *Food Programs*
 - *Youth Sports Coach: North Georgia Y*
 - *Teen Program Assistant: North Georgia Y*

- *Sunshine Sports Assistant: North Georgia Y*
- Contact Information:
 - Email: ldabbs@ymcachattanooga.org
 - Phone: [4232908719](tel:4232908719)
 - Website: [Click Here](#)

Z

APPENDIX IV – PSYCHOLOGY CHECK SHEET

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

UTC Program of Study - Psychology Bachelor of Science (BS)	
I. GENERAL EDUCATION CURRICULUM.....	41 Hours
PSY 1010 & PSY 2410 <i>may not</i> 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 <u>all</u> 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 3310 ____ (3) Social Psychology (Pre: 6 hours of Psychology or Sociology)
PSY 2420 ____ (3) Psychology of the Black Experience	
3) LEARNING & COGNITION:	
PSY 3110 ____ (3) Learning & Motivation (Pre: PSY 2020)	PSY 3730 ____ (3) Psychology of Language (Pre: PSY 2020)
PSY 3130 ____ (3) Cognitive Science (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 3590 ____ (1) Practicum in Psychology Camp Training – (REQUIRED for summer camps at Creative Discovery Museum and Camp Zooability)
PSY 3560 ____ (1-6) Practicum in Psychology (This course is Pass/Fail. Pre/Co: PSY 3590 Practicum in Psychology Camp Training. Max 6 hours)	PSY 4997 ____ (1-6) Independent Study (Max 6 hours)
PSY 3570 ____ (3) Teaching Psychology (Pre: PSY 2020)	PSY 4998 ____ (1-6) Research Experience (Max 6 hours)
PSY 3580 ____ (3) Modern Psychological Studies/Research (This course is Pass/Fail. Max 2 semesters)	
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) Psychopathology	PSY 4080 ____ (3) Contemporary Psychotherapies (Pre: PSY 3080)
PSY 3370 ____ (3) Psychology of Human Sexuality	PSY 4130 ____ (3) Topics in Advanced Cognitive Psychology (Pre: 6 hrs Psychology including PSY 3130)
PSY 3400 ____ (3) Applied Developmental (Pre: PSY 1010 and PSY 2210 or PSY 2220 or ECHD 2420 or ECHD 2430)	PSY 4150 ____ (3) Health Psychology (Pre: 6 hrs. Psychology)
PSY 3450 ____ (3) Tests & Measurements (Pre: PSY 2020)	PSY 4250 ____ (3) Psych & Law (Pre: PSY 2010, or 6 hrs. Beh. & Soc. Sci.)
PSY 3990 ____ (3) Psychology Abroad (Pre: 12 hrs. Psychology)	PSY 4480 ____ (3) Theories of Personality
PSY 4060 ____ (3) Industrial-Organizational Psychology	PSY 4510 ____ (3) Psychology of Women (Pre: Jr. standing)
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 – EXTERNAL REVIEWER NARRATIVE 2012 TO 2018

Kelly L. Madole, Ph.D.
Department of Psychological Sciences
Western Kentucky University

I. Learning Outcomes

The Psychology Department at UT Chattanooga (UTC) has a strong, creatively designed and flexible Bachelor of Science program. Although there are no comprehensive program ranking for undergraduate programs in Psychology, UTC clearly has a strong program with a comprehensive curriculum and a rich student experience.

The department has the goal of “enhancing knowledge of psychological principles and practices through scholarship, rigorous research, and meaningful applications of our science”. At the undergraduate level, the department has appropriately instantiated this goal in the program’s learning outcomes.

The curriculum is consistent with the American Psychological Association’s (APA) recently revised guidelines for the undergraduate major. Undergraduate students are exposed to all of the foundational areas of discipline specific knowledge established by the APA. Student learning outcomes map onto those suggested by the APA.

The Psychology Area Concentration Achievement Test (ACAT) is used as an independent assessment of student achievement of learning outcomes. This test is widely used by Psychology departments around the country. As in many institutions, scores tend to be low because, from the students’ perspective, this is “no-stakes” testing. Nonetheless, scores can be used to compare student achievement of learning outcomes over time, and particularly before and after major program revisions. It is clear from the scores of students at UTC that program revisions made between 2012-13 and 2017-8 that thoughtful program revisions have positively impacted student achievement of learning outcomes.

Recommendation 1: *Greater specificity in student learning outcomes within the discipline-specific knowledge domains (e.g. social processes, learning and cognition) might allow program faculty to better evaluate the role of particular content courses in achieving student learning outcomes.*

Information from alumni would be informative. However, the costs of collecting such information at the department level is likely to outweigh the benefits and should be part of a larger university effort.

Collection of information from prospective employers is typically quite difficult in psychology programs, even when universities have an organized effort to collect such data because psychology baccalaureate degree holders are likely to find employment in a very diverse array of occupational categories. Thus, a focus on development of employment-related skills is more fruitful. At UTC, internship experiences are central to the curriculum, and positive feedback from internship sites provides evidence that the program has been successful in fostering the development of these skills.

Recommendation 2: *The current practicum evaluation feedback provided by internship sites is appropriately brief; the program does not want to burden internship sites with providing feedback. But a refinement of the form to provide greater focus on employment-related skills might be helpful in assessing the program's achievement of fostering development of these skills.*

II. Curriculum

As noted above the undergraduate curriculum is based on the APA guidelines for the undergraduate major. Thus, it is appropriate to the level and the purpose of the program. Course offerings and sequencing enable students to achieve the outcomes typical for graduates of an undergraduate psychology program.

The program recently underwent thoughtful revision in order to achieve consistency with the APA's revised guidelines. As suggested by APA, critical thinking skills, research skills, statistical knowledge, and written and oral communication are central to the curriculum. Foundational courses are provided on a reasonable rotation to meet student needs, although there may be a relatively high number of specialized courses.

Recommendation 3: *The department may want to evaluate the number of offerings of specialized courses in the context of a high faculty teaching load.*

Students reported that they have difficulty getting into courses and that there is sometimes a lack of flexibility in scheduling. These concerns are common in large departments and are probably exacerbated by the high student to faculty ratio.

The department has recently begun to offer more online coursework. Support for online teaching appears to be strong although faculty may be burdened by the required criteria for creating an online course. Reducing these burdens would allow more coursework to be taught in an online format which is likely to be attractive to students, especially non-traditional students.

One of the greatest strengths of the program is the provision of a unique set of applied experiences for undergraduate students with three distinct options: Internship, teaching or research. Each of these options have strong dedicated faculty support to help tie it to the core curriculum. Students reported a high level of satisfaction with these experiences and they see these experiences as important pathways to employment or post-baccalaureate study. Students report that the practicum experience is time-consuming, but the required hours are very consistent with workload demands in other courses.

Only the practicum experience is incorporated into faculty workload. Therefore, it is not surprising that a relatively small portion of students engage in independent study (research with a faculty member) compared with the other options. This is unfortunate because mentored undergraduate research with faculty members can be a very important component of application to post-baccalaureate programs as well as provide students with identifiable workforce skills. However, given the high faculty workload, it is difficult for faculty members to take on this responsibility "out of the blue", especially if they see students as needing additional preparation before being ready for mentored research activities.

Recommendation 4: *Develop a staffing plan and a model for faculty workload that incorporates high impact practices, like mentored undergraduate research as part of the workload.*

Faculty members report receiving good professional development support for online teaching from the teaching center, but are simultaneously overburdened with requirements for creating online courses. This burden, in combination with the fact that the use of revenue generated by online teaching is highly constrained seems likely to limit the growth of online teaching in the future.

Recommendation 5: *Maintain support, but decrease administratively-imposed burdens and increase incentives for online teaching.*

III. Student Experience

Undergraduate students were enthusiastic about the advising support that they receive and reported that is excellent in quality. However, students also reported a need for mentorship from faculty members that is focused on professional development: application to graduate school, career options, etc. Currently, some students reported develop mentoring relationships with faculty members, but it is not systematic, and some students do not develop such relationships on their own.

Recommendation 5: *Although academic advising could still happen centrally, the department might consider assigning a faculty mentor to all students at some point (e.g., beginning of junior year) who could provide advice on graduate school and career options.*

As noted above, applied professional opportunities are rich. However, somewhat surprisingly, the department does not seem to have systematically considered the curricular and advising needs of pre-health students (e.g., pre-med, pre-physical therapy, pre-occupational therapy). The social and behavioral sciences have experienced increasing prominence in health profession admissions (e.g., items related to the social and behavioral sciences now comprise 25% of MCAT questions). Attention to the intersection of the social and behavioral sciences with health professions would benefit pre-health students. However, the current faculty-student ratio probably does not allow for the department to take on this responsibility without additional support.

The department acknowledges the important role of travel support in student professional development and has managed to provide adequate support.

IV. Faculty

Faculty credentials are appropriate and meet SACSCOC specifications. A wide range of sub-disciplinary expertise is present and helps to support the undergraduate teaching mission. Faculty members receive considerable support for professional growth in teaching through the center for excellence in teaching. Assessment of teaching through student evaluations is much like that used at other institutions but could be supplemented with a systematic peer evaluation of teaching for formative use.

Faculty scholarly productivity--as measured by publications and acquisition of external funding is high for an institution at this level--especially considering the high teaching loads. Clearly, the faculty have the ability to engage in a high level of scholarship. Much of this scholarship is applied research that addresses the needs of the community and the region. However, the total number of faculty lines is inadequate for the number of undergraduate majors and this

inadequacy limits growth in scholarship. In addition to the limitations imposed by high faculty workload, the relatively small number of faculty lines limits sub-disciplinary overlap. Some overlap can be helpful for growth of collaborative research projects which can eventually pave the way for more successful funding opportunities as well as richer opportunities for student research.

Recommendation 6: *Even a small increase of one or two faculty lines, in addition to maintenance of existing lines with retirements would ease the heavy teaching workload responsibilities of the faculty and allow for growth in scholarly activities and the potential for an increase in externally funded projects.*

In addition to limitations imposed by teaching workload, faculty scholarly productivity is limited by the lack of startup funds for new faculty. The National Science Foundation and the American Psychological Association increasingly recognize psychology as a STEM discipline and as such, psychology faculty members should receive seed funds for research.

Recommendation 7: *Although infrastructure needs are typically less in the social and behavioral sciences, investment in startup funding for new faculty members is necessary to meet goals of eventually seeking additional external funding.*

Racial and ethnic diversity in the faculty is low. However, this is a common problem across academia. Increasing diversity will almost certainly require university-level attention to hiring practices, salaries, and resources.

V. Learning Resources

The Department recently acquired new space for offices and labs. This space is adequate for department needs and can accommodate potential growth. Technology and library support is also adequate for a department of this size.

VI. Support

Operating budget and staff support appear to be adequate. However, it is important to note that the department has experienced an increase in undergraduate enrollment and degree production. Current full-time staffing (departmental administrative assistant and staff advisor) may not be adequate to meet the needs of continued growth without additional support.

VII. Summary Recommendations

In addition to the seven recommendations noted above, the department should consider growth areas for new programming. Several faculty members expressed interest in a program in Applied Behavior Analysis. Such a program would build on existing faculty expertise and would almost certainly be productive in terms of drawing new students. Of course, new enrollment growth would have to be met with additional faculty lines to avoid compromising the quality of existing programs.

Sample of Advising Materials – Graduation Plan

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:	<input type="checkbox"/>	No: <input type="checkbox"/>	General Education Requirements met? Yes:	<input type="checkbox"/>	No: <input type="checkbox"/>
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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.

Graduation Summary

Spring 2019 Semester		Credit Hours	Summer 2019 Semester		Credit Hours	Fall 2019 Semester	Credit Hours
	Course or Category			Course or Category		Course or Category	
Total Hours:			Total Hours:			Total Hours:	

Spring 2020 Semester		Credit Hours	Summer 2020 Semester		Credit Hours	Fall 2020 Semester	Credit Hours
	Course or Category			Course or Category			
		▼			▼		
		▼			▼		
		▼			▼		
		▼			▼		
		▼			▼		
		▼			▼		
		▼			▼		
		▼			▼		
Total Hours:			Total Hours:			Total Hours:	

Spring 2019 Graduation Candidates: To apply for graduation, go to your MYMCOCSNET 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 on 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					
Take all:	PSY 1010	Introduction to Psychology	3	<input type="checkbox"/>	
	PSY 2070	Psychology as a Profession	3	<input type="checkbox"/>	PSY 1010; PSY majors only
	PSY 2010	Research Meth: Intro to Stats in Psychology	3	<input type="checkbox"/>	ACT 22 or Gen Ed Math, Sub for Math Stats
	PSY 2040	Statistics in Psychology Laboratory	1	<input type="checkbox"/>	Co-req: 2010 Required of ALL PSY majors
	PSY 2020/2020L	Research Meth: Lab and Field Research Tech	4	<input type="checkbox"/>	PSY 1010, 2010, 2020, and 2040
Foundations of Psychological Science					
DEVELOPMENTAL					
Take one:	PSY 2210	Psychology of Child Development	3	<input type="checkbox"/>	PSY 1010
	PSY 2220	Psychology of Adolescence and Adulthood	3	<input type="checkbox"/>	PSY 1010
	PSY 2230	Psychology of Aging	3	<input type="checkbox"/>	PSY 1010
SOCIOCULTURAL					
Take one:	PSY 2410	Psychology of Individual Differences	3	<input type="checkbox"/>	
	PSY 2420	Psychology of Black Experience	3	<input type="checkbox"/>	
	PSY 3310	Social Psychology	3	<input type="checkbox"/>	6 hours of PSY or SOC courses
LEARNING AND COGNITION					
Take one:	PSY 3100	Comparative Psychology	3	<input type="checkbox"/>	PSY 2020 or 6 hours of Biology
	PSY 3110	Learning and Motivation	3	<input type="checkbox"/>	PSY 2020
	PSY 3130	Cognitive Science	3	<input type="checkbox"/>	PSY 2020
BIOLOGICAL					
Take one:	PSY 3140	Biological Psychology	3	<input type="checkbox"/>	PSY 2020 or 6 hours of Biology
	PSY 3180	Principles of Neuropsychology	3	<input type="checkbox"/>	PSY 2020
Applying Psychology					
A maximum of 6 hours may be applied towards this category.					
Take one:	PSY 3350	Positive Psychology	3	<input type="checkbox"/>	Required if overall GPA below 2.5
	PSY 3560	Practicum	3	<input type="checkbox"/>	Junior and overall GPA of 2.5 or higher
	PSY 3570	Teaching Psychology (TA for professor)	3	<input type="checkbox"/>	Max 2 semesters
	PSY 3580	Modern Psychological Studies	3	<input type="checkbox"/>	Max 2 semesters
	PSY 3590	Practicum in Psychology Camp Training	3	<input type="checkbox"/>	Requires Spring/Summer Commitment
	PSY 4997	Independent Study	3	<input type="checkbox"/>	Max 2 semesters
	PSY 4998	Research Experience	3	<input type="checkbox"/>	Max 2 semesters
Advanced Electives					
Choose TWO	PSY 3080	Abnormal Psychology	3	<input type="checkbox"/>	6 hours of PSY courses
	PSY 3400	Applied Developmental Psychology	3	<input type="checkbox"/>	PSY 2210 or 2220, or ECHD 2420 or 2430
	PSY 4060	Industrial Organizational Psychology	3	<input type="checkbox"/>	6 hours of PSY courses
	PSY 4250	Psychology and Law	3	<input type="checkbox"/>	Intro Statistics and Junior Standing
Psychology Elective					
Take one:	Psychology Elective	Take a PSY elective of your choice. Any Level <input type="checkbox"/> 3000/4000 Level <input type="checkbox"/>	3	<input type="checkbox"/>	

APPENDIX VII – PSY 1010 TEXTBOOK CORRELATION TO APA GUIDELINES (2.0) FOR THE UNDERGRADUATE MAJOR

APA Correlation for Ciccarelli/White Psychology: An Exploration, 5e

APA Guidelines for the Undergraduate Psychology Major: Version 2.0

Goal 1: Knowledge Base in Psychology

Intro: PIA.1–PIA.6

Ch 1: 1.1–1.5, 1.13; Applying Psychology to Everyday Life: Critical Thinking and Social Media

Ch 2: 2.1–2.15; Applying Psychology to Everyday Life: Minimizing the Impact of Adult Attention-Deficit/Hyperactivity Disorder

Ch 3: 3.1–3.16; Applying Psychology to Everyday Life: Using Your Senses to Be More Mindful

Ch 4: 4.1–4.10, 4.15; Applying Psychology to Everyday Life: Can You Really Multitask?

Ch 5: 5.1–5.15; Applying Psychology to Everyday Life: Conditioning in the Real World

Ch 6: 6.1–6.14; Applying Psychology to Everyday Life: Using Elaborative Rehearsal to Make Memories More Memorable

Ch 7: 7.1–7.15; Applying Psychology to Everyday Life: Recognizing Cognitive Biases

Ch 8: 8.2–8.18; Applying Psychology to Everyday Life: Not an Adolescent, But Not Yet an Adult?

Ch 9: 9.1–9.11; Applying Psychology to Everyday Life: What Is Holding You Back from Keeping Track?

Ch 10: 10.1–10.16; Applying Psychology to Everyday Life: Looking at Groups

Ch 11: 11.1–11.18; Applying Psychology to Everyday Life: Informally Assessing Personality

Ch 12: 12.1–12.17; Applying Psychology to Everyday Life: Taking the Worry Out of Exams

Ch 13: 13.1–13.14; Applying Psychology to Everyday Life: Reducing the Stigma of Seeking Help

Appendix A: A.1–A.6

Appendix B: B.1–B.8

Goal 2: Scientific Inquiry and Critical Thinking

Ch 1: 1.6–1.12; APA Goal 2: Scientific Inquiry and Critical Thinking: A Sample Experiment

Ch 2: 2.4, 2.5; APA Goal 2: Scientific Inquiry and Critical Thinking: Phineas Gage and Neuroplasticity; Classic Studies in Psychology: Through the Looking Glass—Spatial Neglect

Ch 3: APA Goal 2: Scientific Inquiry and Critical Thinking: Perceptual Influences on Metacognition

Ch 4: 4.11–4.14; APA Goal 2: Scientific Inquiry and Critical Thinking: Weight Gain and Sleep

Ch 5: 5.2, 5.5, 5.8, 5.10, 5.11, 5.15; Classic Studies in Psychology: Biological Constraints on Operant Conditioning; APA Goal 2: Scientific Inquiry and Critical Thinking: Spare the Rod, Spoil the Child?

Ch 6: Classic Studies in Psychology: Sperling's Iconic Memory Test; Classic Studies in Psychology: Elizabeth Loftus and Eyewitnesses; APA Goal 2: Scientific Inquiry and Critical Thinking: Effects of Supplements on Memory

Ch 7: 7.7, 7.8; APA Goal 2: Scientific Inquiry and Critical Thinking: A Cognitive Advantage for Bilingual Individuals?; Classic Studies in Psychology: Terman's "Termites"

Ch 8: 8.1, 8.7, 8.10, 8.17; Classic Studies in Psychology: Harlow and Contact Comfort; APA Goal 2: Scientific Inquiry and Critical Thinking: The Facts About Immunizations

Ch 9: Classic Studies in Psychology: The Angry/Happy Man; APA Goal 2: Scientific Inquiry and Critical Thinking: Cultural Differences in the Use of Praise as a Motivator

Ch 10: 10.10, 10.11; Classic Studies in Psychology: Brown Eyes, Blue Eyes; APA Goal 2: Scientific Inquiry and Critical Thinking: Cults and the Failure of Critical Thinking

Ch 11: 11.16, 11.17; Classic Studies in Psychology: Geert Hofstede's Four Dimensions of Cultural Personality; APA Goal 2: Scientific Inquiry and Critical Thinking: Personality, Family, and Culture

Ch 12: 12.1, 12.3; APA Goal 2: Scientific Inquiry and Critical Thinking: Learning More: Psychological Disorders

Ch 13: APA Goal 2: Scientific Inquiry and Critical Thinking: Does It Work? Psychological Treatment

Appendix A: A.1–A.6

Goal 3: Ethical and Social Responsibility

Intro: PIA.8; Shared Writing: Psychology in Action

Ch 1: 1.11, 1.12; Shared Writing: The Science of Psychology

Ch 2: Shared Writing: The Biological Perspective

Ch 3: Shared Writing: Sensation and Perception

Ch 4: Shared Writing: Consciousness

Ch 5: 5.3, 5.7, 5.9; Shared Writing: Learning

Ch 6: Shared Writing: Memory

Ch 7: 7.6, 7.9, 7.10; Classic Studies in Psychology

Ch 13: APA Goal 2: Scientific Inquiry and Critical Thinking: Does It Work? Psychological Treatment

Appendix A: A.1–A.6

Intro: PIA.8; Shared Writing: Psychology in Action

Ch 1: 1.11, 1.12; Shared Writing: The Science of Psychology

Ch 2: Shared Writing: The Biological Perspective

Ch 3: Shared Writing: Sensation and Perception

Ch 4: Shared Writing: Consciousness

Ch 5: 5.3, 5.7, 5.9; Shared Writing: Learning

Ch 6: Shared Writing: Memory

Ch 7: 7.6, 7.9, 7.10; Classic Studies in Psychology: Terman's "Termites"; Shared Writing: Cognition

Ch 8: Shared Writing: Development Across the Life Span

Ch 9: 9.6–9.9; Classic Studies in Psychology: The Angry/Happy Man; Shared Writing: Motivation, Stress, and Emotion

Ch 10: 10.10, 10.11; Scientific Inquiry and Critical Thinking: Cults and the Failure of Critical Thinking; Classic Studies in Psychology: Brown Eyes, Blue Eyes; Shared Writing: Social Psychology

Ch 11: Shared Writing: Theories of Personality

Ch 12: Shared Writing: Psychological Disorders

Ch 13: Shared Writing: Psychological Therapies

Goal 4: Communication

Intro: PIA.7

Ch 7: 7.11, 7.13

Ch 10: 10.1–10.4, 10.8–10.9, 10.16; Applying Psychology to Everyday Life: Looking at Groups

Goal 5: Professional Development

Intro: PIA.1–PIA.6

Ch 1: 1.4

Ch 7: Applying Psychology to Everyday Life: Recognizing Cognitive Biases

Ch 9: 9.1, 9.4, 9.8, 9.13; Applying Psychology to Everyday Life: What Is Holding You Back from Keeping Track?

Ch 10: 10.1–10.4, 10.8–10.9

Appendix B: B.1–B.8; Shared Writing: Careers

APA Goals are reinforced throughout the program with Learning Tools: Journal Prompts, Shared Writing, Essays to Assign, Experiment Simulations, Video Quizzes, and the instructor's teaching and assessment package.

Source: Based on APA Guidelines for the Undergraduate Psychology Major, Version 2.0.

American Psychological Association (2013).

<http://www.apa.org/ed/precollege/undergrad/index.aspx>

APPENDIX VIII – PRACTICUM EVALUATION FORM

Practicum/Intern Evaluation Form
University of Tennessee at Chattanooga Psychology
Practicum Coordinator: Amye R. Warren
Amye-Warren@utc.edu

Intern/Volunteer Name: _____

Name of Organization/Facility: _____

Please rate the volunteer/intern on a scale of 1 (poor) to 10 (outstanding) on each of the following criteria, and provide any additional comments.

1. This intern/volunteer was professional (on-time, 100% attendance, respectful with colleagues and clients, ethical)

Rating: ____ Comments:

2. This intern/volunteer was actively engaged in duties and took responsibility and initiative as appropriate.

Rating: ____ Comments:

3. This intern/volunteer was eager to learn and apply new skills and displayed growth over the semester.

Rating: ____ Comments:

4. This intern/volunteer fulfilled all their delegated duties and completed the number of hours agreed to/required.

Rating: _____ #Hours completed _____

Comments:

5. Overall, would you work with this student again?

Rating _____ Comments:

Supervisor Name: _____ **Contact Phone#:** _____

Supervisor signature: _____

Date: _____