1. School/College and Department/Unit
   Arts & Sciences/Social Sciences and Department of Psychology

2. Chair/Convener of Planning Committee
   Lorey Takahashi, Undergraduate Chair of Psychology

3. Program Category: New

4a. Degree or Certificate Proposed: Bachelor of Science Degree in Psychology

4b. List similar degrees or certificates offered in UH System:
   None

5. Planning
   a. Planning period (not to exceed one year or reapplication is necessary)
      October 2010 to September 2011.
   b. Activities to be undertaken during the planning phase
      After ATP approval, Dr. Lorey Takahashi, the Undergraduate Chair, plans to write
      the Psychology B.S. degree proposal for submission in September 2011. The
      proposal will include finalizing the curriculum/required courses, identifying electives,
      developing an assessment plan for the B.S. program and differentiating learning
      outcomes for the BS program from those of the BA program, plans to accommodate
      students who would like to transfer from the BA program to the BS program, and
      consultation with the Psychology faculty, College of Social Sciences, the PCC, etc.
      Please refer to the attached Appendices 1-3 on the items to be included in the full
      proposal and note that the proposal requires much more information than what is
      presented in the ATP.
   c. Submission date of program proposal
      October 2011.
   d. Workload/budget implications during planning period
      The planning stages are considered Dr. Takahashi’s mission or service as the
      Undergraduate Chair in conjunction with the Psychology Undergraduate Committee.
The objective of this proposal is to offer Psychology undergraduates the option of obtaining a B.S. degree in psychology with rigorous training at UHM.

6. Program Description (Objectives and relationship to campus mission and strategic plan)

The Department of Psychology at the University of Hawaii Manoa is an established department that offers the B.A., M.A. and Ph.D. degrees. Furthermore, in the last 5 years, the Department of Psychology has consistently enrolled some of the highest numbers of undergraduates in the College of Arts & Sciences. The Psychology Department currently lists approximately 523 undergraduate majors who plan to eventually graduate with a Bachelor of Arts degree. Upon graduation, the majority of psychology majors use their B.A. degree immediately to obtain jobs in private industry and public sectors. However, many of our undergraduates, especially those in Psi Chi, the International Honor Society in Psychology, and in the Psychology Honors Program, prepare to enter graduate school in psychology or professional schools, such as law, medicine, and pharmacology. It is estimated that nationally, approximately 25 percent of the Honors students in psychology go on to graduate school (www.psichi.org). The proposed B.S. degree in Psychology will provide students an important option to obtain the knowledge and skills appropriate for their future career paths. The proposed B.S. degree is briefly described below and compared to the current B.A. degree requirements in Psychology.

Psychology B.A. and B.S. Major Requirements

The Bachelor of Arts in Psychology offers broad coverage of psychology, flexibility in choosing courses, and sufficient background in psychology to enable good students to qualify for demanding graduate psychology programs. The B.A. degree is also appropriate for those intending to go into law, business, education, or master’s level fields in counseling, rehabilitation, or social work.

A Bachelor of Science in Psychology is designed for highly motivated students, emphasizes breadth of preparation in science, and requires more advanced psychology courses and research experiences. This degree is solid preparation for graduate training in psychology and related fields, for professional schools, and for jobs (not necessarily in psychology) that use scientific training and quantitative techniques.

Current Pre-major Degree Requirements

PSY 100, PSY 212, and PSY 225 or SOCS 225 with minimum grade of C (not C-) to declare their major in psychology.
Current B.A. degree requirements (minimum 36 credits, 15 earned at UHM)

Minimum 2.5 GPA in all attempted Psy courses at time of declaration of major and 2.0 GPA at the time of graduation.

B.A. Psychology Elective courses

In addition to PSY 212 (3 credits) and PSY 225 or SOCS 225 (3 credits), students must complete:

- One course from three of the four areas (9 credits):
  1) Experimental (PSY X2X), e.g., PSY 220, PSY 322, PSY 324
  2) Psychobiology (PSY X3X), e.g., PSY 230, PSY 331, PSY 333
  3) Developmental (PSY X4X), e.g., PSY 240, PSY 341, PSY 342
  4) Social or Personality (PSY X5X or PSY X6X) e.g., PSY 250, PSY 260, PSY 352

- 15 credits at the upper division level (300 level and above)

- 3 credits in the advanced seminar series (PSY 4X9) excluding PSY 499

Credit restrictions for major

Maximum of 9 credits in Psy 499 courses
Maximum of 3 credits in Psy 499 can apply towards 300+ requirement
Maximum of 15 credits in Psy 407, 408, 499

Proposed B.S. degree requirements (minimum 42 credits, 21 earned at UHM)

Minimum 2.5 GPA in all attempted Psy courses at time of declaration of major and 2.5 GPA at the time of graduation.

B.S. Psychology Elective courses and credit restrictions

In addition to completing all B.A. electives and credit restrictions, B.S. students must complete one year of Biology* and 18 credits at the upper division level (300 and above), including:

- one additional Psy 4X9 advanced focus (W, O, etc.) seminar (3 credits)
- two semesters of directed research Psy 499 (6 credits).
One additional 3-credit course in Statistics, e.g., Psy 419 Psychometrics: Advanced Topics, Psy 610 Introduction to Quantitative Methods or Psy 611 Design and Analysis of Psychological Experiments is highly recommended in their senior year.

*Biol 171/171L (4 credits) and either Biol 172/172L (4 credits) or Psy 331 or Psy 333 (3 credits)

It should be noted this B.S. authorization to plan proposal was submitted to Alan Teramura, Interim Dean of Natural Sciences and Christopher Womersley, the Chair of Biology/Zoology. Dr. Womersley indicated that Psychology students will be able to enroll in the Biology courses to fulfill their B.S. degree requirements.

To summarize, the B.A. and B.S. majors will overlap in certain fundamental and basic knowledge bases but they will differ in their focus or the extent to which certain areas of psychology and related disciplines such as the natural sciences (see Appendix 1 & 2) are studied. An important consideration for students is to determine what courses best prepares them for future employment. The instructional courses and research training objectives that a B.A. or B.S. student will gain overlap to the extent of the experiences they seek at UHM (see Appendix 3).

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested students per year; need for such a program in relation to workforce development, graduate studies, etc.)

In the Fall Semester of 07 and Spring Semester 08, a survey was obtained from undergraduates who declared their major in Psychology after attending one of the major meetings. The survey (Table 1) was taken to assess the students’ interest in obtaining an advanced degree from a graduate or professional school. A surprisingly high number (65.6%) of new Psychology majors expressed interests in pursing an advanced degree after graduation. Particular interest was shown in enrolling in a Master’s or Doctoral degree program in Psychology (31.2%).

Table 1. Frequency and percent of incoming Psychology majors interested in pursuing an advanced degree after graduation.

<table>
<thead>
<tr>
<th>Psychology students interested in advanced degree</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Psychology</td>
<td>13</td>
<td>20.3</td>
</tr>
<tr>
<td>PhD Psychology</td>
<td>7</td>
<td>10.9</td>
</tr>
<tr>
<td>Grad degree</td>
<td>18</td>
<td>28.1</td>
</tr>
<tr>
<td>JD</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>MD</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Non respondents</td>
<td>22</td>
<td>34.4</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Survey was taken from Psychology majors after attending one of eight major meetings held in Fall 07 and Spring 08.

It should be further emphasized that 61% of University of Hawaii Manoa benchmark institutions offer B.A. and B.S. degrees in psychology (Table 2). These benchmark institutions offer the option of the B.S. degree in Psychology to students considering academic or professional careers. The B.S. degree often includes additional courses in advanced psychology seminars and lectures as well as research. In addition, students are exposed to courses in the natural sciences.

Table 2. Undergraduate degrees in Psychology offered at the 18 University of Hawaii at Manoa Benchmark Institutions.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Psychology Undergraduate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana Univ. at Bloomington</td>
<td>B.A &amp; B.S.</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>State University of New York at Buffalo</td>
<td>B.A.</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>B.A &amp; B.S.</td>
</tr>
<tr>
<td>University of California – Berkeley</td>
<td>B.A.</td>
</tr>
<tr>
<td>University of California – Davis</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of California – Los Angeles</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Colorado – Boulder</td>
<td>B.A.</td>
</tr>
<tr>
<td>University of Florida</td>
<td>B.S.</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>B.S.</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Maryland – College Park</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Michigan – Ann Arbor</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Minnesota – Twin Cities</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Missouri - Columbia</td>
<td>B.A.</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Washington</td>
<td>B.A. &amp; B.S.</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>B.A.</td>
</tr>
</tbody>
</table>

Source: Benchmark Group Listing - University of Hawaii, Office of Planning and Policy, August 1994.

In summary, offering the B.S. degree in Psychology at University of Hawaii Manoa will place our Department within the ranks of many of our Benchmark Institutions. On the basis of our survey data showing that some of our incoming majors expressed interest in a B.S. degree in Psychology, our highly motivated, career oriented undergraduates will now be exposed to training in advanced psychological science and natural science courses. The B.S. degree has the potential to prepare our students for post-graduate training leading to academic and/or professional careers. B.S. students may also find employment immediately after graduating at UHM (see Appendix 4).
8. Description of resources required

a. Faculty (existing and new FTEs)

The Psychology Department currently consists of 23 full-time faculty members with major research programs throughout the different fields of psychology. The current faculty teaching and research workload offers all the required courses to graduate with B.S. degree in Psychology.

b. Library resources (including an evaluation of current resources and an estimate of the cost of additional resources required)

The library offers a range of resources, i.e., journals, books, online information, already available to Psychology undergraduates for obtaining their undergraduate degree.

c. Physical resources (space, equipment, etc.)

The Psychology faculty with active research programs will provide resources to mentor the research training of B.S. students. Resources in their laboratories include lab computers, specialized data collection and testing equipment.

d. Other resources required (staff, graduate assistantships, etc.)

A GA who is already available to advise our B.A. students will also advise our psychology undergraduates pursing the B.S. degree.

9. Five-Year Business Plan. Provide a five-year projected budget for the program that includes:

a. Annual costs to implement the program

The B.S. degree in Psychology will not require additional resources. Existing courses and Psychology faculty workload and resources for the Psy B.A. degree at UHM will be used. In addition, a GA who advises our B.A. Psy undergraduates will also serve to advise B.S. students. Thus, the Program Costs or expenses indicated in the Mini Cost Revenue Template only reflect the projected existing duties of our current faculty and GA advisor and not additional personnel.

b. Projected enrollment and estimated tuition revenue

In the 2007-2008 and 2008-2009 academic years, we enrolled 106 and 134 new psychology majors, respectively. Although we do not expect a major increase in
undergraduates majoring in Psychology, a proportion of total Psy majors (approximately 15% of Psy majors) is estimated to pursue the B.S. psychology degree. Therefore, the 15 projected enrolled students are based on the conservative estimate of 100 declared Psy majors on a yearly basis.

c. How will the program be funded?

The new Psychology B.S. degree will use existing teaching and research resources and not require additional funding. For example, the Program Faculty cost in FY2011 shows 3 courses taught by three faculty, which is .25 FTE/faculty teaching load per faculty at an estimated $85K annual salary (3 × $21,250.00 = $63,750). Because the faculty normally teach these courses in order for Psy B.A. students to meet their degree requirements, the costs do not reflect new instructional duties.

d. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.

Current allocation of funding for our B.A. program will be incorporated into the new B.S. degree.

e. Given a “flat budget” situation, how will the proposed program be funded?

The Psychology Department already offers an established B.A. degree. Because the B.S. degree will not require additional faculty or resources, a “flat budget” will not impact the new degree requirements.
**Mini Cost Revenue Template (Excel; top of next page)**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty w/o fringe</td>
<td>63,750</td>
<td>127,500</td>
<td>255,000</td>
<td>255,000</td>
<td>255,000</td>
</tr>
<tr>
<td>(3 x .25 FTE)</td>
<td>(6 x .25 FTE)</td>
<td>(12 x .25 FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other personnel costs w/o fringe</td>
<td>15,200</td>
<td>15,200</td>
<td>15,200</td>
<td>15,200</td>
<td>15,200</td>
</tr>
<tr>
<td>(.5 FTE GA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment/Supplies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL Expenses</strong></td>
<td>$78,950</td>
<td>$142,700</td>
<td>$270,200</td>
<td>$270,200</td>
<td>$270,200</td>
</tr>
</tbody>
</table>

| **REVENUES**      |         |         |         |         |         |
| Projected Enrollment | 15     | 30      | 45      | 60      | 60      |
| No. of Courses     | 3       | 6       | 12      | 12      | 12      |
| No. of Credits     | 9       | 18      | 36      | 36      | 36      |
| SSH                | 135     | 540     | 1620    | 2160    | 2160    |
| Tuition Rate/Credit| $350    | $350    | $350    | $350    | $350    |
| Total Revenue from Tuition | 42,250 | 189,000 | 567,000 | 756,000 | 756,000 |
| Other Sources of Income | 0.00  | 0.00    | 0.00    | 0.00    | 0.00    |
| **TOTAL Revenues** | $42,250 | $189,000 | $567,000 | $756,000 | $756,000 |

10. **Impact on current courses or programs.**

Our Psychology faculty regularly offer all the courses proposed for a B.S. degree in Psychology.

11. **If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.**

In addition to completion of Psy courses, B.S. students must complete the UHM Arts & Sciences B.S. degree requirements as outlined in the UHM catalog (see Appendix 1).
Reviewed by: *(The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)*

**Campus Chief Academic Officer:**
Comments and Recommendations:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Council of Chief Academic Officers (Systemwide Consultation):**
Comments/Recommendations:

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Chancellor:** ___ Approved ___ Disapproved

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

*(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report)*  
6/12/07
Appendix 1

Description of Bachelor of Science Degree in Psychology

A psychology major selecting the B.S. will enroll in the required Arts and Sciences B.S. curriculum courses. In addition, the B.S. psychology student will complete selected psychology upper level educational and training experiences in preparation for advanced career degree opportunities. The proposed B.S. curriculum will not require the development of new instructional courses in psychology. Rather, emphasis will be placed on existing Psychology diversified natural science (DB) and diversified social science (DS) courses.

Arts and Sciences Bachelor of Science Degree Requirements

Psychology B.S. students will be required to complete the Arts and Sciences Graduation requirements and Arts & Sciences B.S. Foundations and Diversification Program Requirements.

Arts and Sciences Bachelor of Science Course Requirements (22 to 23 credits)

B.S. psychology students will complete the following science courses, which also fulfills the General Education Foundations Symbolic Reasoning (FS) and Diversification Natural Sciences (DP) and (DY) Program requirements.

MATH: 215 (4 credits) and 216 (3) or 251A (4) and 252A (4) or 241 (4) and 242 (4)  
CHEM: 161/161L (4) and 162/162L (4) or 171/171L (5) or 181A/181L (5)  
PHYS: 151/151L (4) and 152/152L (4) or 170A/170L (5) and 272A/272L (4)

All entering students are strongly encouraged to complete the math placement exam at their earliest convenience.

Check the catalog for minimum grade required to complete course prerequisites.
Appendix 2

Example of a 4-year timetable to complete B.S. degree in Psychology. This timetable is flexible to allow part-time students to extend the completion of Psy courses (see Appendix 1 for required Arts and Sciences B.S. curriculum courses).

Year 1 Fall
- Math 215 (4 credits; prerequisite - Math 140)
- Chem 161/161L (4)
- Psy 100 Introduction (3)
- English 100 (3)
- FG elective (e.g., History 151) (3)

17 credits

Year 1 Spring
- Math 216 (3)
- Chem 161/162L (4)
- Psy 212 Research Methods (3)
- Psy elective (3)
- FG elective (3)

16 credits

Year 2 Fall
- Phys 151/151L (4)
- Biol 171/171L (4)
- SOCS 225/Psy 225 Statistics (3)
- Language I (3)

14 credits

Year 2 Spring
- Phys 152/152L (4)
- Psy electives (6)
- Biol 172/172L (4) or Psy elective (i.e., Psy 230 Psychobiology) (3)
- Language II (3)

16 or 17 credits

Year 3 Fall
- Psy 331 (Behavioral Neuroscience) or 333 (Psychopharmacology) or Psy electives (minimum 6)
- Language III (3)
- Electives (minimum 6)

15 credits

Year 3 Spring
- Psy 4X9 Advanced topics (3)
- Psy elective (3)
Language IV (3)
DA or DL or DH electives (minimum 6)
15 credits

Year 4 Fall
Psy 4X9 Advanced topics (3)
Psy 499 Research (3)
Psy 610 or 611 or Psy elective (3)
Electives (6)
15 credits

Year 4 Spring
Psy 499 Research (3)
Electives (12 to 13)
15 or 16 credits
Appendix 3

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology as proposed by the American Psychological Association Task Force

The Undergraduate Psychology Learning Goals and Outcomes are considered reasonable department expectations for the psychology major in U.S. institutions of higher education. In the last few years, our Psychology faculty have been applying these goals and outcomes in their teaching and research activities as a means to reflect on the mission and assessment of Psychology.

Goal 1. Theory and Content in Psychology

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

Student Learning Outcomes:

1. Describe the nature of psychology as a discipline
2. Use concepts, language, and major theories of the discipline to account for psychological phenomena
3. Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural)
4. Demonstrate knowledge and understanding representing appropriate breath and depth in selected content areas of psychology

Goal 2. Research Methods in Psychology

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

Student Learning Outcomes:

1. Describe the basic characteristics of the science of psychology
2. Explain different research methods used by psychologists
3. Evaluate the appropriateness of conclusions derived from psychological research
4. Design and conduct basic studies to address psychological questions using appropriate research methods.
5. Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research
6. Generalize research conclusions appropriately based on the parameters of particular research methods

Goal 3. Critical Thinking Skills in Psychology
Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

**Student Learning Outcomes:**

1. Use critical thinking effectively
2. Engage in creative thinking
3. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals
4. Approach problems effectively

**Goal 4. Application of Psychology**

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

**Student Learning Outcomes:**

1. Describe major applied areas of psychology (e.g., clinical, counseling, community, health)
2. Identify appropriate applications of psychology in solving problems
3. Articulate how psychological principles can be used to explain social issues and inform public policy
4. Apply psychological concepts, theories, and research findings as these relate to everyday life
5. Recognize that ethically complex situations can develop in the application of psychological principles

**Goal 5. Values in Psychology**

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

**Student Learning Outcomes:**

1. Recognize the necessity for ethical behavior in the science and practice of psychology
2. Demonstrate reasonable skepticism and intellectual curiosity about the causes of behavior
3. Seek and evaluate scientific evidence for psychological claims
4. Tolerate ambiguity and realize that psychological explanations will often be complex and tentative
5. Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts
6. Assess and justify their engagement with respect to civic, social, and global responsibilities
7. Understand the limitations of psychological knowledge and skills

Goal 6: Information and Technological Literacy

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

Student Learning Outcomes:

1) Demonstrate information competence
2) Use appropriate software to produce reports of the psychological literature, methods, and statistical and quantitative analysis in APA or other appropriate style, including graphic representation of data
3) Use information and technology ethically and responsibly
4) Demonstrate computer skills

Goal 7: Communication Skills

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

Student Learning Outcomes:

1) Demonstrate effective writing skills in various formats (e.g., essays, technical papers) and for various purposes (e.g., informing, explaining, teaching)
2) Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, explaining, teaching)
3) Exhibit quantitative literacy
4) Demonstrate effective interpersonal communication skills
5) Exhibit the ability to collaborate effectively

Goal 8: Sociocultural and International Awareness

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

Student Learning Outcomes:

1) Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives
2) Examine the sociocultural and international contexts that influence individuals
3) Explain how individual differences influence beliefs, values, and interactions
4) Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity
5) Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others

**Goal 9: Personal Development**

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

**Student Learning Objectives:**

1) Reflect on their experiences and find meaning in them
2) Apply psychological principles to promote personal development
3) Enact self-management strategies that maximize healthy outcomes
4) Display high standards of personal integrity with others

**Goal 10: Career Planning and Development**

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills and values in occupational pursuits in a variety of settings.

**Student Learning Objectives:**

1) Apply knowledge of psychology to formulate career choices
2) Identify the types of academic experience and performance in psychology that will facilitate entry into the work force, post-baccalaureate education, or both
3) Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits
4) Identify and develop skill and experiences relevant to achieving selective career goals
5) Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves
Appendix 4

Where Psychology BA & BS Degree Majors are working

17% administrative and clerical  
17% health or health-related services  
14% sales and professional services  
13% education and teaching  
10% other services (trades, hotel and restaurant, law enforcement, military)  
8% research and development  
5% reporting statistical work, consulting, computing  
12% other  
(Data from American Psychological Association)

Psychology Related Positions

Preschool teacher/Child Care Worker  
Correctional Officer  
Counselor*  
Human Resource Workers  
Human Service Workers and assistants  
Occupational therapy Assistant*  
Occupational Therapist*  
Recreational Therapist*  
Social Worker*  
* Often require certificate, licensure, or credentialing depending on state regulations