3.2 **Program Goals and Objectives and Student Learning Outcomes**

This section is further divided into two smaller sections. The first section describes and discusses the program goals and objectives. The second section discusses the student learning outcomes.

3.2.2 **Description and Evaluation of Student Learning Outcomes**

According to the Academic Learning Compact included in Appendix A of the Department Self Study, the undergraduate and graduate programs share four learning outcomes: Specific Content Knowledge, Communication Skills, Critical Thinking Skills, and Cultural Competence/Diversity Perspectives. In addition, the graduate program in Community Psychology has two additional learning outcomes: Ethical Values and Life Survival Skills. The master’s program in School Psychology has an additional learning outcome in technology/research. The undergraduate program also listed Ethical Values as a Learning Outcome.

Overall, the learning outcomes appear appropriate.

3.3 **Appropriateness of Admissions and Graduation Requirements**

The Psychology Department admits both undergraduate and graduate students. The sections that follow describe the admissions and graduation criteria separately for undergraduate and graduate students.

3.3.1 **The Admissions and Graduation Requirements of the Undergraduate Program**

The undergraduate program in psychology uses the same admission requirements as the rest of the University. Majors in the program are working towards either a BA or a BS in psychology. Students in other disciplines can obtain a minor in psychology if they complete at least a total of 18 credits in psychology including two required courses. The graduation requirements include the completion of University requirements and 31 credits in psychology. The requirements meet the Statewide Psychology Common Prerequisites Requirements.

3.3.2 **The Admissions and Graduation Requirements of the Graduate Program**

The admissions requirements for the graduate program include an undergraduate degree and a 3.0 grade point average during the last 60 hours of undergraduate school. However, a student might also be admitted if s/he scores 1000 on the graduate record examination (GRE). Faculty members evaluate the application packet that includes student transcripts, a personal statement, and letters of recommendation. The faculty prefer for students to have completed an undergraduate major in psychology. In the event that the student did not major in psychology,
the faculty evaluate the student’s record to ensure that s/he has adequate background in psychology.

The 3.0 grade point average for the graduate program is probably lower than what is required to enter most doctoral programs. However, one way of conceptualizing the admission criteria is that the graduate program is paving the way to doctoral training for capable, albeit late blooming students, who otherwise may not be competitive for doctoral programs at the end of their undergraduate training. The program provides a second chance for such students to improve their academic records in order to become competitive for doctoral programs later. Accordingly, FAMU may be playing an important role in increasing the pool of African American psychologists by not limiting access to those who likely would have been accepted into some doctoral program anyway.

Students in the graduate program can obtain a master’s degree in either Community or School psychology. Recently, the Department added training for the Ed.S degree. The graduation requirements for both the Community and School Psychology programs include two years of coursework as well as placement and internships in community settings. The specific courses are described later in the section on curriculum (3.5). In addition, students must complete a thesis and pass a comprehensive exam.

The program is described to prospective students as a two year experience.

3.4 Appropriate Number of Credit Hours for Degree

This section includes a separate discussion of the credits hours for the undergraduate and the graduate programs.

Credit Hours for the Undergraduate Program

The credit hours in psychology required at FAMU were compared to seven other programs. Four of the programs are HBCUs including Howard, Hampton, Spelman, and Morehouse. The other three, Florida State, University of Miami, and the University of Florida are programs in the State of Florida. The programs, the credit hours required in psychology, and their websites are included in Table One below.

<table>
<thead>
<tr>
<th>Psychology Department</th>
<th>Semester Hours required in Psychology</th>
<th>Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>31</td>
<td><a href="http://www.famu.edu/psychology">http://www.famu.edu/psychology</a></td>
</tr>
<tr>
<td>Howard</td>
<td>39</td>
<td><a href="http://www.founders.howard.edu/psychology-dept/undergrad%20prog%20description.htm">http://www.founders.howard.edu/psychology-dept/undergrad%20prog%20description.htm</a></td>
</tr>
<tr>
<td>Hampton</td>
<td>13 courses</td>
<td><a href="http://www.hamptonu.edu/academics/schools/libarts/">http://www.hamptonu.edu/academics/schools/libarts/</a></td>
</tr>
</tbody>
</table>
Generally, the requirements at FAMU appear comparable to those other schools. However, a comparison across schools led to several observations. First, the information in the table suggests that the number of credits in psychology ranges from a low of 30 (University of Miami) to a high of 46 (Morehouse) semester hours. FAMU is the second lowest among the programs reviewed. Moreover, students at the University of Miami, the school with the lowest number of courses required in the major, may be required to complete some preliminary courses in psychology prior to declaring a major. These extra courses may not be included in the credits required for graduation.

The second pattern worth noting is that several of the schools require a senior seminar or colloquium (Hampton, Spelman, and Morehouse). Even though FAMU offers a senior thesis, it is not required. It is this consultant’s understanding that the psychology department recently proposed a new course aimed at sharing the information that seniors need to move forward to either employment or graduate schools. Third, several schools (Florida State, University of Florida, University of Miami) require and/or offer more experimental, natural science, and neuroscience courses than FAMU. The University of Miami has a neuroscience major which is a collaborative effort of the Departments of Psychology and Biology and the Schools of Medicine and Marine and Atmospheric Sciences. Hampton, Morehouse, and Howard require more statistics courses than FAMU.

Credit Hours for the Graduate Program

The two graduate programs have different requirements perhaps partly due to the accrediting requirements of the School Psychology program. The Community Psychology program requires students to complete a minimum of 40 semester hours. Students in the School Psychology program must complete 30-33 semester hours for the master’s degree but 62-65 semester hours for the Ed.S. The credit hours required by the School Psychology program are consistent with the requirements for NASP which requires 60 semester hours, a 1200 hour internship, and a passing score on the certification exam.

3.5 Appropriateness of Curriculum, Learning Outcomes, and Methods of Assessment

3.5.1 The Undergraduate Curriculum,
Psychology majors must complete 6 required courses in psychology including Introduction to Psychology, Psychological Statistics, Experimental Psychology and Lab, Black Psychology, Abnormal Psychology, and History of Psychology. In addition, students are required to complete 12 additional credits from a wide range of elective courses.

Several strengths were observed in the undergraduate program. First, the most general comment is that undergraduate students uniformly reported that the program had broadened their horizons. In particular, many reported that they had not planned to pursue graduate education when they entered college. However, their interactions within the Department and with the Psychology Faculty heightened their expectations for themselves and they now are planning to attend graduate school. The success of the program in sending students on to graduate school is described in the section on outcomes, placement, and satisfaction of graduates.

A second strength is the incorporation of an African Centered approach into the curriculum. A review of the syllabi and the comments of the students both suggest that the African Centered approach is well integrated into the curriculum. Most core courses include a section that applies culture to the course topic area.

A third strength is that the program offers a number of meaningful opportunities for students to gain the type of research experience that graduate schools expect of incoming doctoral students. These experiences include opportunities to present at two research conferences that occur right on campus ---Imhotep student research conference and Minority Biomedical Research Scientists (MBRS). Students in the McNair program have an opportunity to conduct an independent research project and to write up the results. Other students serve as research assistants on projects led by individual faculty or graduate students.