NEW UNDERGRADUATE PROGRAM PROPOSAL

ILLINOIS INSTITUTE OF TECHNOLOGY

The following information is required by the Undergraduate Studies Committee to approve new programs. After approval by UGSC this form should be routed to Faculty Council for approval and then the Provost's office.

College(s): Human Sciences

Department(s): Psychology

Date: January 20, 2017

Approvals Required

(1) Academic Unit Head(s):

(2) Dean(s):

(3) Undergraduate Studies Chair:

GENERAL INFORMATION

Program Title: Psychological Science

Program Scheduling: *In what semester will students start to be admitted?* <u>Fall 2017</u>

Total Program Credit Hours: *126 hours minimum* <u> 126   </u>

Program Description: *Provide a brief narrative of the program content (use as much space as needed).*

Psychology is the scientific study of behavior – how individuals think, feel, and behave. The program will give students a strong background in scientific thinking and will enable students to apply psychological research and principles to the study of contemporary problems in a variety of fields. Students will develop an understanding of 1) how people perceive and process information, and how they use that information to make decisions; 2) psychological theories in a variety of fields including social, cognitive, clinical, industrial-organization, development and neuroscience; 3) how to apply psychological theories to contemporary problems; and 4) how to design research studies, analyze results, and communicate results to a variety of communities. These goals closely follow the established guidelines suggested by the American Psychological Association (APA) by the APA Board of Educational Affairs Task Force on Psychology Major Competencies, which contained faculty from a diversity of institutions. The APA is the largest scientific and professional organization in the world for psychologists.

The new proposed curriculum contains a core set of courses that give students a strong knowledge base of the core competencies in psychology including social, cognitive, and neuroscience. Students will take an additional 12 hours of free electives in psychology or have the option of one of five specializations (Clinical, Diversity, Health, Industrial-Organizational, Rehabilitation) which have been designed to gain additional expertise in a content area. The five specializations were selected based on areas of expertise of the faculty and some came from recommendations from the APA guidelines for undergraduate education (e.g. diversity). Three of the specializations – Industrial-Organizational, Clinical and Rehabilitation – represent areas of established strength in graduate education. The other two specializations – Health and Diversity – represent areas of priority according to the APA. Some of the specializations are interdisciplinary, combining coursework in psychology, sociology, political science and nutritional science to address health promotion and issues of diversity at the individual, institutional and societal levels. We believe that these changes will strengthen student outcomes and retention.

The degree program will include a capstone project designed to integrate and apply the concepts and skills learned throughout the curriculum. The capstone will be an individually tailored project defined in collaboration with a faculty advisor, which will typically involve an internship and/or research component. As students get more involved in one area within psychology in their chosen specialization, they will be encouraged to choose a capstone within their specialization.

Program Purpose: *Provide details on the intent of the program and its relation to other programs.*

The emphasis on research and statistics in the curriculum will prepare students for myriad of professional settings and graduate programs. More and more, employers are searching for applicants who know how to collect, analyze and interpret data, as well as those who have experience with statistics and experimental design. Emphasizing research methods and statistics within the curriculum will better prepare students whether they are looking for a job or applying to graduate programs.

Five specializations of in-depth study within the Psychology major will increase students' chances for a first-rate placement after graduation. Increasingly, employers and graduate programs are interested in the skills that psychology majors bring with them, and specialty tracks will help students choose a focus, and hone their skills in preparation for graduate school or a career. It may also expose students to faculty research interests earlier, which might lead to earlier involvement in faculty-led research.

Focus and expertise in one area of psychology is highly regarded by graduate programs and potential employers. This is especially impressive if the student's capstone project is carried out within his or her specialization, demonstrating valuable experience within a specialized area of interest to employers and graduate programs. For example, being able to highlight expertise through course work and research experience in a specialized area is likely to help a student applying for doctoral programs stand out from other applicants.

Program Benefits: *State the impact of the program for students and for IIT.*

The Psychology major with specializations will make students more competitive for graduate training programs at the masters and doctoral levels, including: clinical psychology, counseling

psychology, rehabilitation psychology, industrial-organizational psychology, social psychology, health psychology, public health, medicine, epidemiology, education, as well as emerging interdisciplinary graduate programs focusing on race, gender, and sexuality among others. For graduating students entering the workforce, the new degree program with a specialization will make them more competitive in the current job market. Psychology graduates with a Clinical specialization, for example, will have an advantage over other psychology graduates without that specialization when applying to work in clinical settings such as hospitals, or drug and alcohol treatment centers.

Classification of Instructional Programs (CIP) Code _4___   _2___ . _2____   _7____ _9___   _9___

Required to make the program US Financial Aid Eligible - The CIP code takes the following structure: xx.xxxx Where each x is a number between 0 and 9. This 6-digit code identifies, to the greatest specificity possible, an entire instructional program. The classification scheme seeks to comprehensively address all areas of study. Because of the dynamic nature of education, however, new CIP codes are frequently added to the list. The first 2-digits are the first cut off of detail and describe the general discipline of the program. For example, any program with a CIP that starts with 14 is within the Engineering discipline; anything with a 22 is within the legal discipline. The next 2 digits increase the level of detail, and the final 2-digits provide the highest level of detail.
Find CIP codes at http://nces.ed.gov/ipeds/cipcode

PROGRAM VIABILITY

Competitive Programs: *Indicate other similar programs locally and nationally detail their success.*

Similar programs locally include:

UIC Department of Psychology (https://home.psch.uic.edu/). The Department of Psychology offers two undergraduate majors in General Psychology and Applied Psychology, in addition to a minor in Psychology. A total of 48 full-time faculty are in five programs including Behavioral Neuroscience, Clinical, Cognitive, Community & Prevention, and Social Personality. UIC also offers a PhD degree in Psychology in one of the five programs.

Depaul University (http://csh.depaul.edu/departments/psychology/Pages/default.aspx). The Department of Psychology offers a Bachelor of Arts with six concentrations (Community, Human Development, Human Services, Industrial & Organizational, Standard) and a Bachelor of Science with two concentrations (General, Cognitive Neuroscience). A total of 30 full-time faculty are in four programs including Clinical, Community, Psychological Science and I/O. Depaul also offers a PhD degree in the four areas and a MS in Psychology and five-year BA/MS in IO.

Loyola University Chicago (http://www.luc.edu/psychology/about.shtml). The Department of Psychology offers a B.S. in Psychology, MA in Applied Social Psych, PhD in Applied Social, Clinical, and Developmental. The department offers a minor in Neuroscience, Psychology, and Psychology of Crime and Justice. There is also a five-year BS/MA in applied social psych. Offers a formal internship course (PSY390). There are a total of 28 full-time faculty.

Similar programs nationally include:

Georgia Tech (http://psychology.gatech.edu/undergraduate/landing.php). The School of Psychology offers a BS in Psychology with a minor in Psychology or certificates (12 credits) in Biopsychology, Cognitive, Engineering Psychology, Experimental Psychology, Industrial/Organization, and Social Personality Psychology. There are a total of 27 full-time faculty.

Rensselaer Polytechnical Institute (http://www.cogsci.rpi.edu/pl/bs-psychology). The Cognitive Science Department offers a BS in Psychology and maximizes flexibility by having minimal requirements (5 courses, plus 12 more credits in department). There are a total of 21 full-time faculty (7 of whom are lecturers). In addition, the department offers a PhD in Cognitive Science, MS in Cognitive science, BS in Cognitive Science, BS in Games and Simulation Arts and Sciences, with Cognitive Science concentration.

Rochester Institute of Technology (https://www.rit.edu/cla/psychology/). The Department of Psychology offers a MS in School Psychology and Experimental Psychology and a BS in psychology with five tracks including Biopsychology, Social, Clinical Visual Perception and Cognitive. There are a total of 21 full-time faculty.

Market Analysis for Recruiting Students: *Detail what work has been done with UG Admissions to identify and recruit potential students.*

We meet each semester with UG admissions representatives and then Dean of Lewis College, Chris Himes, to discuss recruitment strategy. Other "selling points" emphasized in our recruitment materials are: (1) an emphasis on studying psychology using the scientific method, (2) an emphasis on leveraging emerging technology, (3) support for student-faculty collaboration on research, and (4) support for student and faculty entrepreneurship.

Market Analysis for Graduates: *Detail what work has been done with the Career Management Center to identify potential employment opportunities for graduates.*

Faculty in the Department of Psychology has worked closely with Jerry Doyle and BJ Engelhardt, to increase the number of events and presentations geared toward Psychology majors. Psychology majors are encouraged to visit Career Services and sign up for their email listserv. Psychology majors also receive regular emails via the Psychology Major listserv. One option for the Psychology Majors senior capstone experience is to complete a semester long internship; students pursuing those internship opportunities work closely with Career Services to secure placement in competitive openings.

O*NET Online is a database of employment opportunities. Of the top 20 psychology related-occulations, those rated highly include: Industrial Organization Psychologists, Social and Human Service Assistants, Mental Health Counselors, Human Factors Engineers and Ergonomists, and Substance Abuse and Behavioral Disorder Counselors. Our curriculum is wellsuited to prepare graduates for 4 out of 5 of these bright outlook sectors. Please note that some of these careers may require an advanced degree, either with a MS or PhD, but our curriculum prepares graduates for careers with a BS (e.g. social and human service assistant, social science research assistant) as well for graduate school (e.g. clinical psychologist).

ACADEMIC INFORMATION

Enrollment Estimates: *Are there enrollment estimates for this program, and if so, what are they and what are they based on? What is the minimum number of students necessary in the program to make the program viable (i.e.to offer classes unique to the program often enough)?*

Part of the strategic plan is to increase the enrollment of the undergraduate student body, particularly in Psychology. Enrollment for this program is expected to increase with the addition of specializations.

Advising Strategy: *Since quality advising is a key component of good retention, graduation and career placement, how will students be advised and mentored? Specifically for interdisciplinary programs, how will advising responsibilities be shared? What student professional organizations will be formed? How will the department work with the Career Management Center to develop industry connections?*

The Undergraduate Program Faculty in the Department of Psychology will continue to perform all advising and mentoring duties for psychology majors.

There are currently two student organizations that are registered with IIT. Active Minds is a nationally recognized student organization that promotes mental health in everyday life and seeks to reduce the stigma often associated with mental illness. Psi Chi is an internationally recognized honor society in psychology that promotes psychological science on campus.

The department has been working with Career Services to develop key connections in industry and increase the number of internships available for psychology majors. Additional events have already been organized for students majoring in psychology to network with individuals in industry.

Course Requirements: *Detail the courses needed for the program including courses currently offered, new courses to be developed (including syllabi), and dependence on courses from other academic units with their commitments to provide these courses on a long-range basis. Include descriptions of laboratories that will need to be developed along with equipment and facilities requirements.*

The majority of the proposed courses are already offered or can be taught be current faculty. No new equipment or facilitates are required for these courses.

There are a few elective courses in the curriculum that are offered from other academic units including the Department of Humanities, Department of Social Sciences and Food Safety & Technology. All departments have plans to offer these courses on a regular basis, either every semester or yearly.

Sample Curriculum/Program Requirements: *Provide a sample semester-by-semester curriculum and the program requirements, as they would appear in the IIT Undergraduate Programs bulletin.*

Required Core Courses   **27-28 CR**
PSYC100 Intro to Professions (2-3 CR)
        or LCHS100 Intro to Professions
PSYC221 Introduction to Psychological Science (3 CR)
PSYC204 Research Methods in Behavioral Science (4 CR)
PSYC303 Abnormal Psychology (3 CR)
        or PSYC301 Industrial Psychology
PSYC310 Social Psychology (3 CR)
PSYC409 Psychological Testing (3 CR)
        or PSYC320 Correlation & Regression
PSYC414 Neural & Biological Bases of Behavior (3 CR)
PSYC435 Early Development (3 CR)
        or PSYC436 Adult Development
PSYC426 Cognitive Processes (3 CR)
        or PSYC312 Motivation & Emotion
        or PSYC423 Learning Theories

Psychology Electives   **15 CR**
15 CR of Psychology electives are required (any Psychology course at the 300 or 400 level that is not part of the required core courses) OR 15 CR in a specialization.
Note that courses taken in the required core psychology curriculum can't be count as a requirement for the specialization. Only 6 CR in a specialization can be taken outside of psychology. An asterisk (*) represents a required course for the specialization.

Clinical/Behavioral Health Specialization
PSYC303 Abnormal Psychology (3 CR)*
PSYC330 Health Psychology (3 CR)*
PSYC360 Clinical Psychology - Assessment & Treatment (3 CR)
PSYC435 Early Development (3 CR)
PSYC436 Adult Development (3 CR)
PSYC460 Behavior Change Principles & Practice (3 CR)
PSYC465 Child & Adolescent Disorders (3 CR)

Industrial/Organization Specialization
PSYC301 Industrial Psychology (3 CR)*
PSYC320 Correlation & Regression (3 CR)
PSYC355 Cross-Cultural Psychology (3 CR)
PSYC409 Psychological Testing (3 CR)
PSYC455 Development & Evaluation of Training in Organizations (3 CR)
PSYC481 Groups & Leadership at Work (3 CR)

Diversity Specialization
PSYC355 Cross-Cultural Psychology (3 CR)
PSYC350 Stigma & Prejudice (3 CR)
PSYC411 Medical Aspects of Disabling Conditioning (3 CR)
PSYC 412 Multicultural & Psychosocial Aspects of Disability (3 CR)

SSCI321 Social Inequality (3 CR)
SSCI220 Global Chicago (3 CR)
PS323 Problems of Multi-Ethnic, Multi-Religious States (3 CR)
SOC442 Minority Politics (3 CR)

Rehabilitation Specialization
PSYC410 Vocational Rehabilitation (3 CR)
PSYC411 Medical Aspects of Disabling Condition (3 CR)
PSYC412 Multicultural and Psychosocial Aspects of Disability (3 CR)
PSYC583 Rehabilitation Engineering Technology I: Survey of Interdisciplinary
Application of RET(3 CR)
PSYC590 Psychiatric Rehabilitation (3 CR)

Capstone   **3 CR**
PSYC485 Senior Capstone Project 1 (3 CR)

STEM Module
Mathematics Requirement   **7 CR**
At least 3 credit hours of MATH119 or above
Must take PSYC 203 (4CR)

Computer Science   **2 CR**
CS105 Intro to Programming (2 CR)
         Or CS 110 - Computing Principles (2 CR)

Natural Science or Engineering   **10-11 CR**
   a. Two sequential natural science or engineering courses in a single field
   b. At least one natural science or engineering course in a second area

Humanities 200-level   **3 CR**
Human Science Module   **18 CR**

Collaborative Interdisciplinary and/or Professional Experience
IPRO   **6 CR**

Free Electives   **34-35 CR**

Total   **126 CR**

Sample Curriculum

Semester 1	Credits
PSYC100 Intro to Profession	3
PSYC221 Intro to PsySci	3
HUM 200-level Course	3
Science Elective	3
Science Lab Elective	1
Mathematics Elective	3
Total hours	16

Semester 2	Credits
PSYC303 Abnormal or	
PSYC301 Industrial	3
Science Elective	3
Science Lab Elective	1
Humanities Elective (300+)	3
Social Sciences Elective (200)	3
Free Elective	3
Total hours	16

Semester 3	Credits
PSYC203 Statistics	4
PSYC310 Social Psychology	3
Science Elective	3
Social Science Elective (300+)	3
Humanities elective (300+)	3
Total hours	16

Semester 4	Credits
PSYC204 Research Methods	4
Humanities or Social Sci Elective	3
Social Science Elective (300+)	3
Free Elective	3
Free Elective	3
Total hours	16

Semester 5	Credits
PSYC414 Neural Basis of Behavior	3
PSYC Elective	3
PSYC409 Psych Testing or PSYC320 or COM383	3
Free Elective	3
Free Elective	3
Total hours	15

Semester 6	Credits
PSYC435 Early Development or PSYC436 Adult Development	3
IPRO	3
PSYC Elective	3
Free Elective	3
Free Elective	3
CS	2
Total hours	17

Semester 7	Credits
PSYC485 Capstone	3
PSYC423 Learning or PSYC426 Cognitive	3
PSYC Elective	3
Free Elective	3
Free Elective	3
Total hours	15

Semester 8	Credits
IPRO	3
PSYC Elective	3
PSYC Elective	3
Free Elective	3
Free Elective	3
Total hours	15

Total credit hours	126

Program Outcomes and Assessment Process: *Provide the program learning goals and assessment plan (for more information contact the Assessment Office within Academic Affairs).*

Student Learning Assessment Plan

Program Name	BS in Psychology	Faculty Assessment Coordinator	Scott B. Morris, PhD
Department	Psychology	Date Submitted	March 20, 2014
College	Lewis College of Human Sciences		

Learning Goals *What should students be able to do after success-fully completing the program?*	Curriculum Map *In which courses do students have the opportunity to achieve this learning goal?*	Measures *What student work and assignments will be used to assess whether the student has achieved the learning goal?*	Schedule *How often and by whom will data be collected? How often and by whom will the data be analyzed?*	Rubrics & Evaluation *How will you determine how well your students have learned this?*	Standards *What benchmarks or targets will be used to interpret your results?*	Improvement *How will (have) you use(d) your assessment results to improve the program?*
Students will appropriately apply basic research methods in psychology, including research design, data analysis, and interpretation.	See curriculum map (attached).	a) Midterm Exam in PSYC 409 b) Research Proposal in PSYC 204 c) Lab Assignments in PSYC 203 d) Student Survey	a) Results collected by instructor every other fall. b) Results collected by instructor every spring. c) Results collected by instructor every semester. d) Every 3 years (next in fall 2015) Analysis: Review of all results by undergrad assessment committee every 3 years in the Fall.	a) % of students with at least 70% correct on exam b) Instructor Evaluation (see below) c) % of students with 70% correct answers d) % of students endorsing research items	TBD	Based on feedback from the student survey, we created a new elective course on advanced statistics. Will present results to a meeting of statistics and methodology instructors, and facilitate a discussion of program revision.

Learning Goals *What should students be able to do after success-fully completing the program?*	Curriculum Map *In which courses do students have the opportunity to achieve this learning goal?*	Measures *What student work and assignments will be used to assess whether the student has achieved the learning goal?*	Schedule *How often and by whom will data be collected? How often and by whom will the data be analyzed?*	Rubrics & Evaluation *How will you determine how well your students have learned this?*	Standards *What benchmarks or targets will be used to interpret your results?*	Improvement *How will (have) you use(d) your assessment results to improve the program?*
Students will be able to describe key concepts, principles and applications of psychology.	See curriculum map (attached).	a) Student Survey b) Alumni Survey	a) Every 3 years (next in fall 2015) b) Every 3 years (next in spring 2014) <u>Analysis</u>: Review of all results by undergrad assessment committee every 3 years in the Fall.	a) % of students endorsing knowledge and application items b) % of students endorsing preparation item	TBD	Results of review will be discussed at a meeting of the Undergraduate Oversight Committee, who will set goals for curriculum revision and review progress toward prior goals.
Students will demonstrate effective written communication to scientific and professional audiences.	See curriculum map (attached).	a) Student Survey b) Research Proposal in PSYC 204 c) Writing Assignment in PSYC 310	a) Every 3 years (next in fall 2015) b) Results collected by instructor every spring. c) Results collected by instructor every fall. <u>Analysis</u>: Review of all results by undergrad assessment committee every 3 years in the Fall.	a) % of students endorsing communication items b) Instructor Evaluation (see below) c) Instructor Evaluation (see below)	TBD	Results of review will be discussed at a meeting of the Undergraduate Oversight Committee, who will set goals for curriculum revision and review progress toward prior goals.

BS in Psychology Assessment Plan

Program Learning Goals

1. Students will appropriately apply basic research methods in psychology, including research design, data analysis, and interpretation. Students will be able to:
   - Explain different research methods used by psychologists.
   - Evaluate the appropriateness of conclusions derived from psychological research.
   - Design and conduct basic studies to address psychological questions using appropriate research methods
2. Students will be able to describe key concepts, principles and applications of psychology.
3. Students will demonstrate effective written communication to scientific and professional audiences.

Cutticulum Map

Course	Goal 1	Goal 2	Goal 3
100/101	Introduction	Introduction	Primary
203	Primary		
204	Primary		Primary
221	Introduction	Primary	Reinforcement
222	Introduction	Primary	Reinforcement
301	Reinforcement	Primary	Reinforcement
303	Reinforcement	Primary	Reinforcement
310	Reinforcement	Primary	Reinforcement
406	Reinforcement	Primary	Reinforcement
409	Primary	Primary	Reinforcement
423/426	Reinforcement	Primary	Reinforcement
435/436	Reinforcement	Primary	Reinforcement
455	Reinforcement	Primary	Reinforcement
481	Reinforcement	Primary	Reinforcement
485	Application	Application	Primary

Key:

Introduction: Basic concepts introduced
Primary: A primary goal of the course is to cover key concepts & skills related to objective.
Reinforcement: Selected concepts are covered as they relate to a specific context
Application: Students gain experience applying concepts and skills

B.S. in Psychology Measures & Rubrics

Goal 1. **Students will appropriately apply basic research methods in psychology, including research design, data analysis, and interpretation.**

a)   Test of Measurement Concepts in PSYC 409

Students complete a multiple-choice examination covering the following topics:
- Intro to Applications of Psych Testing (e.g., types of tests, uses of tests, standardization procedures, responsibilities of test users)
- History of Psych Testing (e.g., early uses of testing, key historical figures, examples of intelligence and personality testing)
- Basic Stats Review (e.g., frequency distributions, central tendency, variability, normal distribution, skew)
- Norms (e.g., percentiles, standard scores, T scores, norm groups, expectancy tables)
- Reliability (e.g., classical test theory, measurement error, correlation coefficients as reliability coefficients, test re-test, Spearman-Brown Formula, coefficient alpha, item response theory at more of a conceptual level - they have to interpret an IRF, standard error of measurement, standard error of the difference)
- Validity (e.g., content validity, criterion-related validity, standard error of estimate, decision theory, construct validity, MTMM, factor analysis - at least at a conceptual level)
- Test Construction (e.g., scaling methods, item formats, item-difficulty, item-discrimination)

> Rubric: % of students who correctly answer at least 70% of the questions.

b)   Research Proposal in PSYC 204

Students write an APA-style research paper covering real or simulated empirical research. The paper is completed in 3 stages (2 drafts + final paper)

> Rubric: The instructor assigns a score out of 15 research quality points to the final paper, based on the following criteria. A score of 11/15 is considered as meeting expectations.
> - Explicit research questions and/or hypotheses
> - Effective research design (that can address research questions and/or hypotheses)
> - Clear and complete method section
> - Results that answer research questions or test hypotheses; correctly interpreted
> - Quality and completeness of discussion
> - At least six references from peer-reviewed journals

c)   Homework Assignments in PSYC 203

Students complete labs covering: general SPSS usage; data management issues (reading data, inputting data, saving data, recoding variables, etc.); calculation of descriptive statistics (graphical displays, means, SD, skew, etc.); hypothesis testing using t-tests, ANOVA, regression, etc.; correlation and regression; chi-square; and non-parametric alternatives for t-tests and one-way ANOVA. Each lab is scored on a based on answers to questions that reflect correctly running the analysis and interpreting the results.

> Rubric: % of students with a total homework score of 70% or better.

d)   Student Survey

A survey is administered to all active undergraduate students every three years. Two questions from the survey address Goal 1.

> Rubric: % of students who indicate agree or strongly agree to both of the following statements:
> The course curriculum has provided me with data management and analysis skills.
> The course curriculum has provided me with research skills.

Goal 2. **Students will be able to describe key concepts, principles and applications of psychology.**

a)   Student Survey

A survey is administered to all active undergraduate students every three years. Two questions from the survey address Goal 1.

> Rubric: % of students who indicate agree or strongly agree to both of the following statements:
> The course curriculum has provided me with a broad knowledge of the Psychology field
> The course curriculum has allowed me to apply skills and knowledge to the solution of problems in work settings.

b)   Alumni Survey
A survey is administered to all program alumni every three years. One question from the survey addresses Goal 2.
> Rubric: % of students who indicate agree or strongly agree to the following statement:
> Do you feel your undergraduate Psychology degree from IIT prepared you for graduate school and/ or the workforce?

Goal 3. Students will demonstrate effective written communication to scientific and professional audiences.

a)   Student Survey

A survey is administered to all active undergraduate students every three years. Two questions from the survey address Goal 1.

> Rubric: % of students who indicate agree or strongly agree to the following statement:
> The course curriculum has provided me with communication skills

b)   Research Proposal in PSYC 204

Students write an APA-style research paper covering real or simulated empirical research. The paper is completed in 3 stages (2 drafts + final paper)

> Rubric: The instructor assigns a score out of 15 writing quality points to the final paper, based on the following criteria. A score of 11/15 is considered as meeting expectations.
> - APA style, including: sections (title page, abstract, introduction, method, results, discussion, references, etc.), writing style, formatting, etc.
> - Clarity and appropriateness of writing

c)   Writing assignment in PSYC 310
Students write two papers applying concepts from the course to their personal experiences.
> Rubric: The instructor assigns a score out of 20 writing quality points to the final paper, based on the following criteria. A score of 16/20 is considered as meeting expectations.