

AMERICAN UNIVERSITY OF CENTRAL ASIA
DEPARTMENT OF PSYCHOLOGY
CURRICULUM MAP

CURRICULUM DESCRIPTION

The Department of Psychology at the American University of Central Asia developed a curriculum map in an attempt to ensure that students majoring in psychology receive sufficient opportunities to acquire major-specific competencies. The curriculum map will help to identify how major courses contribute to the entire curriculum and where improvements can be made. The curriculum map is based on the curriculum learning goals and specifies how each major-specific course contributes to the achievement of these goals.

The Department of Psychology puts forward the following four broad goals with corresponding student learning outcomes:

GOAL 1. PROVIDE STUDENTS WITH A COMPREHENSIVE KNOWLEDGE BASE IN PSYCHOLOGY

Students should be able to demonstrate fundamental knowledge and understanding of major concepts, theoretical approaches, historical events and major research. They should be able to engage in discussions about how psychological principles apply to behavioral problems.

Learning outcomes:

- 1.1 Students describe key concepts, principles, and overarching themes in psychology
- 1.2 Students develop a working knowledge of psychology content's domain
- 1.3 Students can describe practical applications in psychology

GOAL 2. FOSTER STUDENTS' UNDERSTANDING OF SCIENTIFIC RESEARCH AND RESPECT FOR SCIENTIFICALLY DERIVED KNOWLEDGE

Students should develop skills in scientific reasoning and problem solving including using relevant and effective research methods. Students will study research and apply research principles in interpretive human behavior.

Learning outcomes:

- 2.1 Students use scientific reasoning to interpret psychological phenomena
- 2.2 Students interpret, design and conduct basic psychological research
- 2.3 Students conduct statistical and other data analysis

GOAL 3. PROMOTE STUDENTS' ETHICAL AND SOCIAL RESPONSIBILITY IN A DIVERSE WORLD.

Students will develop ethically and socially responsible behaviors for professional and personal settings in a diverse world. Students will learn principles that govern professional ethics in psychology and act responsibly in working with diverse groups of individuals.

Learning outcomes:

- 3.1 Students demonstrate basic knowledge of the ethical practice and basic skills in ethical decision making
- 3.2 Students integrate ethical standards into their own research endeavors and practice

GOAL 4. PREPARE STUDENTS TO BECOME COMPETENT PROFESSIONALS WHO REFLECTIVELY INTEGRATE THEORETICAL KNOWLEDGE, RESEARCH FINDINGS AND PRACTICE

Students learn how to apply psychology-specific content and skills. Students apply major psychological principles to personal, social and organizational issues.

Learning outcomes:

- 4.1 Students apply psychological content and skills to career goals
- 4.2 Students demonstrate knowledge of foundations of test construction and psychometrics
- 4.3 Students demonstrate skills in administering, scoring and interpreting psychological tests
- 4.4 Students demonstrate knowledge and skills in assessment and diagnosis

CURRICULUM MAP

The Psychology Department has developed two curriculum maps. One is based on the aforementioned program-specific goals and learning outcomes. The second one looks at how Psychology curriculum addresses the University-wide core competencies such as Communication Skills, Critical Thinking Skills, Digital Literacy, Problem Solving Skills, Global Awareness and Civic Responsibility.

CURRICULUM MAP LEGEND

1. STATEMENT IN THE SYLLABUS (Column 1):

This outcome is explicitly (E) or implicitly (I) stated in the course syllabus.

2. EDUCATIONAL OBJECTIVE (Column 2):

“**T**” Introductory: Students are expected to obtain basic knowledge, skills and competencies at an entry-level complexity.

“**D**” Developing: Students are expected to enhance and strengthen knowledge and at an expanded complexity level.

“**M**” Mastery: Students are expected to possess a strong foundation in the knowledge, skills and competencies built upon previous competencies and increased complexity.

“**A**” Application: Students are expected to possess an advanced level of knowledge, skills, and competencies and be able to apply them in multiple contexts and multiple levels of complexity.

3. DEMONSTRATION OF LEARNING (Column 3):

Students are asked to demonstrate their learning on the outcome through tests (T), written assignments (W), oral presentations (O), projects (P), discussions (D), literature review (L), and exams (E).

1. AUCA Psychology Department Curriculum Map (1): Program Outcomes

AUCA Psychology Department Curriculum Map (1)

Psychology courses	PROGRAM OUTCOMES											
	1. Knowledge Base in Psychology Students should be able to demonstrate fundamental knowledge and understanding of major concepts, theoretical approaches, historical events and major research.			2. Scientific Research Students should develop skills in scientific reasoning and problem solving including using relevant and effective research methods.			3. Ethical and Social Responsibility Students will learn principles that govern professional ethics in psychology and act responsibly in working with diverse groups of individuals.			4. Professionalism Students learn how to apply psychology-specific content and skills. Students apply major psychological principles to personal issues as well as to social issues and organizational issues.		
Core Courses Required of all Majors	Statement in the syllabus ¹	Educational level ²	Demonstration of learning ³	Outcome statement	Level of content delivery	Demonstration of learning	Outcome statement	Level of content delivery	Demonstration of learning	Outcome statement	Level of content delivery	Demonstration of learning
PSY 125 General Psychology and Introduction to the Profession of Psychology	E	I	T, O	E	I	T	I	I	T	E	I	T, O
PSY 127 Anatomy and Physiology of CNS and Complex Nervous Activity	E	I	T, W, P, E	I	I	T	E	I	T			
PSY 238.1 Developmental Psychology	E	I, D	T, O, W, P, E, D	E	I, D	P, T, O		I				
PSY 310.1 Psychophysiology and Cognitive Psychology	E	I, D, M, A	T, W, E	E	I	T	E	I	T	E	I, D	P
PSY 290.1 History and Methodology of Psychology	E	I, D, M	T, O, D	E	I, D	T, O	I			E	I,	O, D
PSY 211.1 Social Psychology	E	I, D	T, O, W, P, E	E	I, D	P, T, O	E	I, D	T, O	E	I, A	P
PSY 204 Theories of Personality	E	I, D, M	T, O, W, D	I			I			E	I, D	O, T, D
PSY 342.1 Introduction to Organizational Psychology	E	I, D, M, A	T, O, W, P, D	E	I, D	P, T	I	I		E	I, D, M, A	P, D
PSY 391.1 Abnormal Psychology	E	I, D, M	T, W, O	E	I, D	T, W	I	I		I	I	T
PSY 337.1 Psychometrics (Psychological Tests)	E	I, D, M, A	T, W, P, O	E	I, D, M, A	T, W, P, O	E	I, D, M, A	T, W, P, O	E	I, D, M, A	T, W, P, O
PSY 383.1 Introduction to Counseling	E	I, D	T, P, O, D	I			E	I, D	T, O	E	I, D	T, P, O, D
PSY 234.1 Research Methods in Psychology (Experimental Psychology and Practicum)	E	I, D, M, A	T, W, P, O, E, L	E	I, D, M, A	T, W, P, O, E, L	E	I, D, M, A	T, W, P, O, E, L	I	I	T, L
PSY 232.1 SPSS	E	I, D, M, A	T, E	E	I, D, M, A	T, E	I					
PSY 411 Senior Thesis Seminar. Part 1.	E	M, A	W, P, D	E	M, A	W, P, D	E	M, A	W, P	E	M, A	W, P, D
PSY 412 Senior Thesis Seminar. Part 2	E	M, A	W, P, D, L	E	M, A	W, P, D, L	E	M, A	W, P, D, L	E	M, A	W, P, D, L
PSY 299 Observational internship	N/A	M, A	W, O	N/A	A	W, O	N/A	A	W, O	N/A	A	W, O

¹ See Curriculum Map Legend

² See Curriculum Map Legend

³ See Curriculum Map Legend

PSY 361 Practical internship	N/A	A	W, O	N/A	A	W, O	N/A	A	W, O	N/A	A	W, O
Elective course 18 credits required from the following options												
PSY 220.1 Political Psychology	E	I, D	P, O, D				I	I				
PSY 325.1 Market Psychology	E	I, D, M, A	O, P, D	I			I			E	I, D, D, A	O, P, D
PSY 340.1 Autism and Applied Behavior Analysis treatment	E	I, D, M, A	T, P, O, D	E	I, D, M, A	T, P, O	E	I, E, M	P	E	A	P, D
PSY 344.1 Autism and Applied Behavior Analysis treatment II	E	I, D, M, A	T, P, O, D	E	I, D, M, A	T, P, O	E	I, E, M	P	E	A	P, D
PSY 295.1 Visual Literacy	E	I, D	P, O									
PSY 348.1 The Nature of Human Hate An Interdisciplinary Perspective	E	I, D, M	P, W, D				E	I, E, M	P, W, D			
PSY 387.1 Psychoanalysis	E	I, D, M	T, O, P, D	I	I	T	I			I	I	T, O
PSY 309.1 Methods of Group Psychotherapy	E	I, D, M	I, P, O, D	I	I	T	I			E	I, D, D, A	O, P, D
PSY 345.1 Psychology of Crisis and Emergency	E	I, D, M, A	T, W, O, P	E	I, D, M, A	T, W, O, P	E	I, E, M, A	T, W, O, P	E	I, D, D, A	T, W, O, P
PSY 274.1 Behavioral Neuroscience	E	I, D, M, A	T, W, E	E	I	T	E	I	T	E	I, D	P
PSY 300.1 Psychopharmacology	E	I, D, M, A, D	T, W, E	E	I, D, M, A	T, W, E	E	I, E, M, A	T, W, E	E	I, D, D, A	T, W, E, D

2. AUCA Psychology Department Curriculum Map (2): University core competencies

Below is the curriculum map for university core competencies:

AUCA Psychology Department Curriculum Map (2)

Psychology courses	UNIVERSITY CORE COMPETENCIE																	
	1. Communicati on skills: oral and written			2. Critical thinking skills			3. Digital literacy			4. Problem solving skills			5. Global awareness			6. Civic responsibility		
Core Courses Required of all Majors	Statement in the syllabus ⁴	Educational level ⁵	Demonstration of learning ⁶	Outcome statement	Level of content delivery	Demonstration of learning	Outcome statement	Level of content delivery	Demonstration of learning	Outcome statement	Level of content delivery	Demonstration of learning	Outcome statement	Level of content delivery	Demonstration of learning	Outcome statement	Level of content delivery	Demonstration of learning
PSY 125 General Psychology and Introduction to the Profession of Psychology	E	I	T, O	E	I	T	I	I	T	E	I	T, O						
PSY 127 Anatomy and Physiology of CNS and Complex Nervous Activity	E	I	T, W, P, E	E	I	T	I	I	T	E	I	T, W, P, E						
PSY 238.1 Developmental Psychology	E	D	T, O, W, P, E, D	E	D	P, T, O	I	I		E	I	T, O, W, P, E, D	I	I		I	I	
PSY 310.1 Psychophysiology and Cognitive Psychology	E	I	T, W, E	E	I	T	I	I	T	E	I	T, W, E						
PSY 290.1 History and Methodology of Psychology	E	I, D	T, O, D	E	D	T, O	I	I		E	I, D	T, O, D						
PSY 211.1 Social Psychology	E	D	T, O, W, P, E	E	D	P, T, O	I	I	T, O	E	I, D	T, O, W, P, E	I	I		I	I	
PSY 204 Theories of Personality	E	I, D, M	T, O, W, D	E	D		I	I		E	I, D	T, O, W, D						
PSY 342.1 Introduction to Organizational Psychology	E	D, M, A	T, O, W, P, D	E	D, M	P, T	I	I		E	I, D, M, A	T, O, W, P, D	I			I		
PSY 391.1 Abnormal Psychology	E	ID, M	T, W, O	E	D	T, W	I	I		I	D, M	T, W, O						
PSY 337.1 Psychometrics (Psychological Tests)	E	D, M, A	T, W, P, O	E	D, M, A	T, W, P, O	I	I, D	T, W, P, O	E	D, M, A	T, W, P, O	I			I		
PSY 383.1 Introduction to Counseling	E	D, M	T, P, O, D	E	D		I	I	T, O	E	D, M	T, P, O, D	I			I		
PSY 234.1 Research Methods in Psychology (Experimental Psychology and Practicum)	E	M, A	T, W, P, O, E, L	E	D, M, A	T, W, P, O, E, L	I	I, D	T, W, P, O, E, L	E	D, M, A	T, W, P, O, E, L	I			I		
PSY 232.1 SPSS	E		T, E	E	I	T, E	I	D, M		E	D	T, E						

⁴ See Curriculum Map Legend

⁵ See Curriculum Map Legend

⁶ See Curriculum Map Legend

PSY 411 Senior Thesis Seminar. Part 1.	E	M, A	W, P, D	E	M, A	W, P, D	I	M, A	W, P	E	M, A	W, P, D	I			I		
PSY 412 Senior Thesis Seminar. Part 2	E	M, A	W, P, D, L	E	M, A	W, P, D, L	I	M, A	W, P, D, L	E	M, A	W, P, D, L	I			I		
PSY 299 Observational internship	N/ A	M, A	W, O	N/ A	A	W, O	N/ A			N/ A	A	W, O	I			I		
PSY 361 Practical internship	N/ A	A	W, O	N/ A	A	W, O	N/ A			N/ A	A	W, O	I			I		
Elective course 18 credits required from the following options																		
PSY 220.1 Political Psychology	E	I, D	P, O, D				I	I		E	D		E	D		E	D	P, O
PSY 325.1 Market Psychology	E	I, D, M, A	O, P, D	I			I	I		E	I, D, D, A	O, P, D	I	I		I	I	
PSY 340.1 Autism and Applied Behavior Analysis treatment	E	I, D, M, A	T, P, O, D	E	I, D, M, A	T, P, O	I			E	A	P, D	E	D		E	D	P, O
PSY 344.1 Autism and Applied Behavior Analysis treatment II	E	I, D, M, A	T, P, O, D	E	I, D, M, A	T, P, O	I			E	D, A	P, D	E	D		E	D	P, O
PSY 295.1 Visual Literacy	E	I, D	P, O	I	D	O	I			E	D	P, O	E	D		I	I	
PSY 348.1 The Nature of Human Hate An Interdisciplinary Perspective	E	I, D, M	P, W, D	E	D, M, A	P, O	I			E	E, M	P, W	E	D, M		E	D, M	P, W
PSY 387.1 Psychoanalysis	E	I, D, M	T, O, P, D	I	I	T	I			E	D	T, O	I	I		I	I	
PSY 309.1 Methods of Group Psychotherapy	E	I, D, M	I, P, O, D	I	I	T	I			E	D, M	O, P, D	I	I		I	I	
PSY 345.1 Psychology of Crisis and Emergency	E	I, D, M, A	T, W, O, P	E	I, D, M, A	T, W, O, P	I			E	I, D, D, A	T, W, O, P	E	D		E	D	
PSY 274.1 Behavioral Neuroscience	E	I, D, M, A	T, W, E	E	I	T	I			E	I, D	P	I	I		I	I	
PSY 300.1 Psychopharmacology	E	I, D, M, A, D	T, W, E	E	I, D, M, A	T, W, E	I			E	I, D, D, A	T, W, E, D	I	I		I		

ANALYSIS

General analysis:

1. Psychology department's curriculum effectively addresses major –specific competencies. No serious gaps or problems were identified in how each course focuses on each program's goal.
2. Three of the Core University Competencies (Communication, Critical Thinking Skills, Problem Solving) are well addressed in the curriculum

3. Three of the Core University Competencies (Digital Literacy, Global Awareness and Civic Responsibility) are not sufficiently addressed by the Psychology Department curriculum and courses.

Major-specific goal-related analysis:

Goal 1. Comprehensive Knowledge Base in Psychology

- All of the required and elective courses include relevant competencies in the text of the syllabi.
- Majority of the required courses target E and R levels of content delivery, with two of them having only an introductory level and eight of them targeting all four levels. Three courses have R and A levels only. Most of elective courses target all four levels.
- Demonstration of learning in most of the courses includes combination of tests and oral presentations. Written assignments and projects are used less frequently.

Goal 2. Research methods and scientific reasoning

- Twelve out of fifteen courses indicate relevant competencies explicitly in the course syllabi. Level of the content delivery ranges from I (in three courses) to A (in six courses).
- Demonstration of learning includes predominantly projects and oral presentations, as well as tests.
- Two required courses do not target competencies relevant to this goal.

Goal 3. Ethical and Social Responsibility

- More than half of the courses explicitly state relevant learning outcomes in the course syllabi while two courses lack relevant competencies entirely.
- Six courses have an introductory level of content delivery and six courses reach level A.
- Demonstration of learning among courses where relevant competencies are targeted includes tests, written assignments and students' projects.

Goal 4. Professionalism

- Ten required courses have related learning outcomes explicitly stated in the course syllabi.
- Among them four courses provide basic knowledge and skills while six courses reach the level A.
- Professionalism is more frequently measured by students' projects, discussions and written assignments.

RECOMMENDATIONS

1. Reconsider how current curriculum can strengthen its weaknesses in relation to three core university competencies such as Digital Literacy, Global Awareness and Civic Responsibilities;
2. Discuss and possibly integrate the following instruments for an additional measurement of students' achievement on the stated goals:

Goal 1:

- Major Field Test in Psychology (4GMF)
- Psychology Area Concentration Achievement Test (ACAT-P)

Goal 2:

- Psychological Critical Thinking Exam (Lawson, 1999)
- Cambridge Thinking Skills Tests (CCTST)

Goal 3:

- Global Awareness Profile (GAP)
- Intercultural Development Inventory (GPI)

Goal 4:

- Emotional and Social Competence Inventory (ESCI)
- College Success Factors Index (CSFI)

This curriculum map was inspired and informed by the following sources:

American Psychological Association (2008). *Teaching, learning, and assessing in a developmentally coherent curriculum: Learning goals and outcomes*. Retrieved from www.apa.org/education/undergrad/teaching.aspx

American Psychological Association. (2011b). *APA Principles for quality undergraduate education in psychology*. Retrieved from www.apa.org/education/undergrad/principles.aspx

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