



AMERICAN UNIVERSITY
WASHINGTON, D.C.

Psychology (M.A.)

Behavior, Cognition, Neuroscience (Ph.D.) & Clinical Psychology (Ph.D.)

Department Website: <http://www.american.edu/cas/psychology/MA-PSYC.cfm>

1. Learning Outcomes

All Graduate Programs:

1. Students should be able to lecture undergraduate students (BCAN Ph.D.)
2. Students should be able to successfully mentor research (BCan Ph.D.)
3. Students should be able to integrate research and education at all levels, enabling the participation of all citizens including women, men, underrepresented minorities, and persons with disabilities (MA/Ph.D.).
4. Students should be able to successfully draft a grant proposal (BCaN Ph.D.)

These new learning outcome assessments will be conducted in addition to our previous ones listed below:

1. Students should be able to competently evaluate research issues (MA/Ph.D.).
2. Students should be able to identify and act on ethical issues in research and practice (Ma/Ph.D.)
3. Students should develop a specific area of expertise within Clinical Psychology (Clinical Ph.D.).

2. Assessment Plan

Measures	Target	Learning Outcomes	Cycle and Reviewers
<i>Outcome 1, Direct Measure:</i> All graduate students will be expected to serve as a	Most students in our program seek academic jobs upon completion of their degrees.	Students should be able to organize the lecture and clearly communicate the	<i>Outcome 1, Direct Measure:</i> The students and faculty member will fill out a

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<p>teaching assistant in a class that focuses on his/her area of interest. The student will be expected to teach a minimum of one lecture during the academic year. Students will be expected to communicate their information clearly and be able to answer questions related to the topic.</p>	<p>Such jobs require teaching. In this assessment, our aim is to assure that students can organize and teach an area of their interest and expertise. It will be expected that they shadow their adviser in the class in which they assist, work with their adviser on the syllabus and examination relevant to their lecture and then give a class and be evaluated by the students and the adviser.</p>	<p>material. The eventual goal is for a student to develop and teach his/her own class. This experience along with the Greenberg Seminar will prepare students for that eventuality.</p>	<p>questionnaire in which different parameters such as the organization, preparedness and clarity of the lecture, quality of the presentation will be assessed. The evaluation rubric will be developed over the upcoming academic year.</p>
<p><i>Outcome 2, Direct Measure:</i> Another facet of work in this area is mentoring students. It is important for all our graduate students to be able to mentor individuals working under their supervision. We will be requiring this ability of all our Ph.D. students as a way to train them for the profession. The students that they will be supervising are current undergraduate students seeking research opportunities within the department.</p>	<p>The goal is for each graduate student to supervise at least one undergraduate during their work at American University.</p>	<p>The eventual goal is for our graduate students to successfully mentor young students in research. This mentoring will include research training, research supervision and the successful communication of the work through conference presentations and submitted papers.</p>	<p><i>Outcome 2, Direct Measure:</i> Graduate students will be evaluated by their own advisers for their ability to mentor. The evaluation rubric will be developed over the upcoming academic year.</p>
<p><i>Outcome 3, Direct Measure:</i></p>	<p>Given the importance of</p>	<p>We (and others) feel that an</p>	<p><i>Outcome 3, Direct Measure:</i></p>

<p>The department will contact local schools and offer them the opportunity to engage our graduate students in their psychology programs. Graduate students will lecture on research methodology and research design. They will also work with high school students on individual research projects and preparation for AP exams in Psychology. The graduate student also will serve as judges at science fairs.</p>	<p>community outreach programs, we expect that all of our graduate students will serve in this capacity at least once in their graduate training.</p>	<p>important component of any academic training is giving back to the community. As such, student involvement in community activities is a required component of our training.</p>	<p>The success of this outcome will be measured by the degree of repeat participation and feedback of high school faculty members coordinating the program. The evaluation rubric will be developed over the upcoming academic year.</p>
<p><i>Outcome 4, Direct Measure:</i> All Ph.D. students in the BCaN program will be expected to attend and participate in a grant writing class during which they will learn the mechanics of developing grant writing and submission. This program will work with students in developing ideas for proposals, attending workshops on proposal writing, hearing presentations from national officials at government grant agencies and being evaluated for proposal development.</p>	<p>The goal is for every BCaN student to have submitted a formal NIH/NSF proposal by the end of their 3rd year of graduate training.</p>	<p>Through this training, students should leave the program with the ability to write grants. Given the importance of such activities for eventual careers in academics and research. We see this as an important component in their graduate training.</p>	<p><i>Outcome 4, Direct Measure:</i> Individual faculty within the department who have been successful at obtaining grants will serve on a panel as reviewers of the final submission by the students. The grant proposals will be reviewed and students will have the opportunity to resubmit applications to grant agencies. The evaluation rubric will be developed over the upcoming academic year.</p>

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