APA GUIDELINES for the Undergraduate Psychology Major

VERSION 3.0

Empowering People to Make a Difference in Their Lives and Communities

APA BOARD OF EDUCATIONAL AFFAIRS TASK FORCE ON PSYCHOLOGY MAJOR COMPETENCIES

APPROVED BY APA COUNCIL OF REPRESENTATIVES
AUGUST 2023

AMERICAN PSYCHOLOGICAL ASSOCIATION

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APA Board of Educational Affairs Task Force on Psychology Major Competencies (2023)

Jane S. Halonen (Chair)
University of West Florida

Dana S. Dunn
Moravian University

David S. Kreiner
University of Central Missouri

Ladonna Lewis
Glendale Community College

Jasmine A. Mena
Bucknell University

Karen Z. Naufel
Georgia Southern University

Garth Neufeld
Cascadia College

Susan A. Nolan
Seton Hall University

Aaron S. Richmond
Metropolitan State University of Denver

Jaclyn Ronquillo-Adachi
Cerritos College

Jerry Rudmann
Irvine Valley College

Michael Stoloff
James Madison University

Jennifer L. W. Thompson
University of Maryland Global Campus

APA Staff Liaisons

Martha Boenau

Susan Orsillo

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VISION AND MISSION

Vision

Psychological science will be recognized as a high-impact undergraduate major that empowers people from all backgrounds to make a difference in their lives and communities.

Mission

To provide a comprehensive revision of the national recommendations regarding the knowledge and skills that undergraduate psychology majors should acquire at the associate and baccalaureate levels of study in undergraduate psychological science programs. The *APA Guidelines for the Undergraduate Psychology Major 3.0* (hereinafter referred to as the *Guidelines 3.0*) is designed to foster collaborative discussions in psychological science programs based on recommendations that reflect state-of-the-science curricular and assessment planning in psychology. Our charge from the American Psychological Association's Board of Educational Affairs was to anticipate the ways that the *Guidelines 3.0* revision needed to reflect changes in culture and context to prepare undergraduates who will function optimally prepared for contemporary life.

EXECUTIVE SUMMARY

The *APA Guidelines for the Undergraduate Psychology Major 3.0* capture a set of optimal expectations for performance by undergraduates engaged in the study of psychological science. This document builds on two decades of experience with the American Psychological Association's (APA) support of undergraduate psychology departments and programs for establishing such expectations. APA practice dictates that existing policies need to be revisited and potentially revised every 10 years. This effort represents the second revision of work that was originally approved in 2006.

Guidelines 3.0 specifies five broad educational goals and corresponding student learning outcomes that outline reasonable program expectations for the undergraduate psychology major across educational contexts. Indicators of progress on student learning outcomes represent two levels of development. "Foundation" indicators roughly represent progress that students may be expected to make midway through the major. As such, the outcomes may be helpful for psychological science programs at the two-year level or the psychology minor in a four-year program. "Baccalaureate" indicators represent an appropriate endpoint for the completion of the major. The progression describes expectations for how a student would undertake the journey of a novice in the discipline to the status of a reasonably informed and skilled undergraduate student on the completion of a four-year program.

The tradition in publication of earlier *Guidelines* was to be aspirational and positive rather than prescriptive in tone, a tradition we continue in *Guidelines 3.0*. Given that psychology programs face unprecedented demands in higher education today for accountability data to document high-quality educational programming, the *Guidelines* provide a solid foundation on which psychology educators may engage in effective curricular and assessment planning. Faculty collaboration may produce distinctive programs that integrate local institutional and program-level missions in the context of recommended national practices, as represented by *Guidelines 3.0*.

CONTEXT

History of Undergraduate Guidelines

APA began deliberations about national guidelines in 2002, convening a task force to develop a set of recommendations with official approval of the document following in 2006 and publication in 2007. The emphasis in the original *Guidelines* was on the differentiation of outcomes that were liberal arts–based from those that were more specific to the science of psychology. That focus highlighted five goals in each of those areas for a total of 10 goals with corresponding learning outcomes and indicators that captured the four-year experience in the major. The original *Guidelines* document can be accessed at this website: https://teachpsych.org/Resources/Documents/otrp/resources/apapsymajorguidelines.pdf

When the original *Guidelines* underwent review, as required by APA policy, critics suggested that the 10-goal structure was a bit cumbersome and perhaps did not highlight the distinctiveness of contributions from learning in the undergraduate experience to think like a psychologist. Educators in associate degree contexts also suggested that the document did not authentically speak to their unique needs and concerns. Consequently, *Guidelines 2.0* (APA, 2013) made some dramatic revisions based on feedback from these and other stakeholders. The original 10 goals were collapsed to five, and an emerging theme for the revision was highlighting the science foundations of the major. The task force differentiated and developed indicators for the student learning outcomes using two levels: "foundation" to represent expectations to be met at the halfway point in the degree, and "baccalaureate" to identify the skills and knowledge to be demonstrated by four-year degree students. *Guidelines 2.0* was officially approved by APA in 2013 and may be accessed at the following website: https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf

In a survey of psychological science programs in the United States, Norcross and colleagues (2016) verified that *Guidelines 2.0* produced remarkable penetration in program planning across the country. According to the survey respondents, 82% of four-year programs indicated that they used the *Guidelines* actively to revise the undergraduate curriculum and build meaningful assessment plans. Respondents in two-year contexts reported a penetration of influence at 50%. In addition, academic program reviewers routinely report that programs undergoing review regularly cite the influence of *Guidelines 2.0* in steering the curricular and assessment planning, suggesting that they have been quite influential in their impact by providing national performance benchmarks. Understandably, educators who have used *Guidelines 2.0* successfully to build, modify, and assess their programs may express some reluctance to revisit systems that appear to be satisfying local and regional accountability demands.

However, the last 10 years have also encompassed significant changes that informed our revisions regarding the goals and outcomes that may help psychology majors thrive. The traditions and boundaries of psychological science education have been challenged by the rapid growth of online learning opportunities. The consequence of the COVID-19 pandemic forced us to make rapid adaptations in how we designed and delivered the undergraduate experience. We have witnessed an explosion of interest in and commitment to social justice concerns. The replication crisis (i.e., the inability of researchers to replicate the findings of previous psychological research studies) and associated reforms have changed how psychology is understood and conducted. Accountability demands have proliferated with an emphasis on producing direct, measurable evidence in support of any claims of quality. Outcome studies support the importance of incorporating high-impact practice in the undergraduate curriculum. Regrettably, one factor that remains unchanged is the public misunderstanding of what psychologists do. All these factors beg to be addressed in the current revision to make the undergraduate psychology curriculum as functional, contemporary, and high-impact as possible.

Task Force Selection and Operations

Selection

APA recruited membership on the task force for *Guidelines 3.0* in several ways. First, we approached members from the *Guidelines 2.0* task force to see who might be willing to serve again, with the goal of having half the task force populated with experienced members to provide continuity. Five individuals volunteered. The remaining members came from a pool solicited by an open call distributed by APA's Education Directorate. Member selection focused on a balance of experience, gender, racial identity, geographical representation, and type of institution (community college vs. four-year college or university). Given the prominence of equity, diversity, and inclusion (EDI) considerations, we added two more members through an open call from the Education Directorate to people of color to enhance representation of diverse viewpoints and experiences. Once the committee membership was fully constituted, we also had LGBTQ representation. As conversations progressed, we created opportunities to hear from other colleagues who could more fully inform us regarding the utility and potential for improvement of *Guidelines 3.0* for related populations (e.g., high school psychology, international programs). We thought additional voices and contributions would lead to a more complete vision, broader adoption, and stronger influence.

Operations

The task force committed to keeping what was reported to work in prior versions of the *Guidelines,* but to develop a document that reflected contemporary needs and practices. Pandemic conditions challenged the routine mode of APA task force collaboration. Under traditional circumstances, committee members convene at APA headquarters for intense debate, policy formulation, and document production. However, pandemic conditions required task force members to collaborate remotely, which we accomplished through monthly or semi-monthly Zoom meetings over the course of a little over one year. The work began in January 2021, during the first wave of COVID-19 disruption. The task force completed the document in early 2022 and worked with the Education Directorate to seek feedback from various stakeholders.

Acknowledgments

The *Guidelines 3.0* task force wants to express appreciation to APA staff members Susan Orsillo and Martha Boenau. Although newly appointed in a leadership role in the Education Directorate at APA, Susan Orsillo dug right in, carefully reviewed the emerging work of the task force, and made insightful comments that improved the quality of the guidelines. Martha Boenau has faithfully served all the task forces working on undergraduate guidelines. Her careful attention to detail and exemplary organizational skills were not just appreciated but inspirational as well.

Other APA officials contributed to the review. We are indebted to Maysa Akbar, Chief Diversity Officer, and Mia A. Smith-Bynum, Senior Director for Science Equity, Diversity, and Inclusion, for input that helped us align the document to recent directions adopted by the APA. We further appreciated the reviews provided by Ann Springer and Donna Euben, both Deputy General Counsels in the APA Office of General Counsel.

Ten scholars with international expertise assisted us in thinking through the implications of what *Guidelines 3.0* might have for building an international psychology educator community. We recruited experts from all over the world, including American scholars with special expertise on the international scene. Although we recognize that international representation could have been more comprehensive, we are grateful to the following individuals for their assistance in this noble effort:

- Australia: Jacquelin Cranney and Tony Machin
- China: Fanli Jia
- Colombia: Andres Manuel Perez Acosta
- Hong Kong: Nancy Diehl
- Kenya: Sahaya Selvam
- Slovakia: Lenka Sokolova
- Turkey: Uzeyir Ok
- Ukraine: Illia Yahilaiev
- United States: Harold Takooshian

Several of our colleagues in the Society for the Teaching of Psychology also assisted our process. Kristin Whitlock, widely recognized as an iconic high school psychology teacher, participated in our discussions about the relationship between *Guidelines 3.0* and the recent APA Introductory Psychology Initiative. Kristin served as co-chair (along with Jennifer Thompson) of the subcommittee that developed outcomes for Introductory Psychology. Regan Gurung and Maureen McCarthy also helped to build the rationale for inclusion of details on allied APA documents that support improving undergraduate education. The task force wishes to acknowledge the contributions made by Katherine Wickes, an early appointee to the committee who was unable to continue with the project. She was an insightful and creative colleague whose absence was noticeable. We want to recognize and thank Stephen Chew for sharing the document he developed with his Samford University colleagues on diversity (Samford Faculty Senate Committee on Diversity, 2013). This document was especially useful in unpacking the term "diversity" to address both diverse backgrounds as well as diverse ideas. We are grateful for the contributions, insights, and wisdom of all our Society for the Teaching of Psychology colleagues.

Graduate student Lanae Arena provided some polishing of the document. Her eagle-eyed approach helped make the document more student-friendly and more attuned to APA writing standards.

We also appreciate the thoughtful critiques we received from various individuals and interest groups who made suggestions to strengthen the document during the public review process. We incorporated many suggestions, and we believe the final set of *Guidelines* represents a true community effort.

FRAMEWORK FOR *GUIDELINES 3.0*

Guidelines 3.0 maintains the structure that was introduced in *Guidelines 2.0.* We specify five "goals" that characterize work at the undergraduate level as the first-level organizer using the numbers 1–5. "Student learning outcomes" (SLOs) represent the second-level organizer; we designate the outcomes that correspond to each goal using decimal points to distinguish separate outcomes. Each goal encompasses from three to six outcomes. The third-level organizers constitute "indicators" that represent a developmental scaffold; we designate foundation indicators with a lower-case letter and baccalaureate indicators with a corresponding upper-case letter.

We provide two versions of the *Guidelines* to assist with curriculum review and assessment planning. The first version summarizes just the learning goals and outcomes, which provides a reasonable overview of the work for programs that may need to concentrate on outcomes that are more broadly defined. The second version provides more details and includes a conceptual scaffolding of foundation and baccalaureate indicators that may be helpful in refining curriculum and assessment planning. Foundation indicators may contribute to course design in introductory psychology and other lower-level courses. Baccalaureate indicators capture student performance in higher-level courses and capstone experiences.

Summary of Learning Goals and Outcomes

GOAL 1
Content Knowledge and Applications

1.1 Describe key concepts, principles, and theories in psychological science

1.2 Develop a working knowledge of psychology's major subfields

1.3 Portray significant aspects of the history of psychological science

1.4 Apply psychological content to solve practical problems

1.5 Provide examples of psychology's integrative themes*

GOAL 2
Scientific Inquiry and Critical Thinking

2.1 Exercise scientific reasoning to investigate psychological phenomena

2.2 Interpret, design, and evaluate psychological research

2.3 Incorporate sociocultural factors in scientific research practices

2.4 Use statistics to evaluate quantitative research findings

GOAL 3
Values in Psychological Science

3.1 Employ ethical standards in research, practice, and academic contexts

3.2 Develop and practice interpersonal and intercultural responsiveness

3.3 Apply psychological principles to strengthen community and improve quality of life

GOAL 4
Communication, Psychological Literacy, and Technology Skills

4.1 Interact effectively with others

4.2 Write and present effectively for different purposes

4.3 Provide evidence of psychological literacy

4.4 Exhibit appropriate technological skills to improve communication

GOAL 5
Personal and Professional Development

5.1 Exhibit effective self-regulation

5.2 Refine project management skills

5.3 Display effective judgment in professional interactions

5.4 Cultivate workforce collaboration skills

5.5 Demonstrate appropriate workforce technological skills

5.6 Develop direction for life after graduation

*** Psychological Science's Integrative Themes (APA, 2021a)**

A. Psychological science relies on empirical evidence and adapts as new data develop1.

B. Psychological science explains general principles that govern behavior while recognizing individual differences.

C. Psychological, biological, social, and cultural factors influence behavior and mental processes.

D. Psychological science values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.

E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.

F. Applying psychological principles can change our lives, organizations, and communities in positive ways.

G. Ethical principles guide psychological science research and practice.

1 In 2005 APA approved a policy statement that defines evidence-based practice in psychology and encouraged the development of policies that reflect this view.

GOAL 1

Content Knowledge and Applications

Overview

Students demonstrate comprehension of the major concepts, theoretical perspectives, historical trends, and empirical or evidence-based findings to discuss how psychological principles apply to behavior and mental processes. Students completing foundation courses demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity. Students are able to discuss psychological science's integrative themes and the respective sociocultural and historical backgrounds of those themes.

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
1.1 Describe key concepts, principles, and theories in psychological science	1.1a Use basic psychological concepts to describe or explain behavior	1.1A Use psychological concepts to explain and predict behavior with sensitivity to the limitations of that knowledge
	1.1b Recognize that simple explanations rarely explain behavior adequately	1.1B Interpret behavioral phenomena at an appropriate level of complexity, recognizing interactions among psychological, biological, social, and cultural variables
	1.1c Provide examples in which the sociocultural context has affected research findings	1.1C Explain how research conclusions may be affected by sociocultural context
	1.1d Explain why psychology is a science	1.1D Evaluate common myths and misconceptions about psychology
	1.1e Explain why psychology is a hub science	1.1E Provide examples of psychology's influence on other disciplines (e.g., education, law)
1.2 Develop a working knowledge of psychology's major subfields	1.2a Describe psychology's major subfields	1.2A Compare and contrast psychology's major subfields
1.3 Portray significant aspects of the history of psychological science	1.3a Describe historically important perspectives (e.g., theoretical orientations) in psychological science	1.3A Justify preferences for different theoretical orientations in psychological science based on perceived advantages and limitations

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
	1.3b Recognize major historical events and their link to trends in contemporary research	1.3B Evaluate important aspects of psychology's history, including central concerns and theoretical conflicts
	1.3c Identify influential contributions made by psychologists, including those from historically marginalized groups	1.3C Explain how historical context has affected which contributions made by psychologists were deemed influential
	1.3d Identify historic examples of how psychologists have contributed to or challenged unethical outcomes or systemic discrimination	1.3D Analyze historic examples of how psychologists have contributed to or challenged unethical outcomes or systemic discrimination
1.4 **Apply psychological content to solve practical problems**	1.4a Describe examples of relevant and practical applications of psychological principles to everyday life	1.4A Apply psychological principles to clarify pressing societal needs and inform public policy
	1.4b Describe problem-solving strategies informed by psychological science	1.4B Appraise the effectiveness of psychological problem-solving strategies
	1.4c Summarize psychological factors influencing healthy lifestyles	1.4C Evaluate how psychological factors interact to influence health
	1.4d Identify how individual differences in beliefs, values, and interactions with others may give rise to conflicts, including prejudicial and discriminatory behavior	1.4D Use psychological knowledge to identify ways to prevent or resolve interpersonal and intercultural conflicts
	1.4e Describe how psychological science has helped solve problems in applied settings	1.4E Propose appropriate psychology-based solutions in applied settings
1.5 **Provide examples of psychology's integrative themes***	1.5a Describe integrative themes that appear throughout psychological science	1.5A Discuss the contributions that integrative themes make to the understanding and impact of psychological science

*Psychological Science's Integrative Themes (APA, 2021a)

A. Psychological science relies on empirical evidence and adapts as new data develop[2].
B. Psychological science explains general principles that govern behavior while recognizing individual differences.
C. Psychological, biological, social, and cultural factors influence behavior and mental processes.
D. Psychological science values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
F. Applying psychological principles can change our lives, organizations, and communities in positive ways.
G. Ethical principles guide psychological science research and practice.

Attributes Inferred from Successful Demonstration:

Knowledgeable about psychological science	Flexible in thinking
Psychologically literate	Motivated
Capable of coping with complexity and ambiguity	Open-minded
Curious	Prepared

Recommendations for Faculty Use: The attributes may be helpful when constructing appropriate descriptions for letters of recommendation that capture high-quality student performance. Describing the nature of the work accomplished that justifies the use of the attribute will produce stronger reference statements.

Recommendations for Student Use: These descriptions may be helpful in interviews where students are asked to describe their strengths and weaknesses. To provide support for self-assessment claims, students may offer specific examples of the work accomplished to maximize their effectiveness.

2 In 2005 APA approved a policy statement that defines evidence-based practice in psychology and encouraged the development of policies that reflect this view.

GOAL 2

Scientific Inquiry and Critical Thinking

Overview

Psychology is a STEM discipline that uses the same research practices found in other scientific fields (Dovidio et al., 2010). The skills in this domain involve the development of scientific reasoning and investigation, including developing proficiencies in research methods and statistics. Although these outcomes are introduced in foundation coursework, students typically develop these proficiencies mainly in required courses that focus on research methods and statistics. Students completing foundation courses learn basic skills and concepts in interpreting behavior using research, studying research, and applying research design principles to draw appropriate conclusions about behavior; students completing a baccalaureate design, evaluate, and execute research plans. Research skills reflect knowledge of and respect for diversity-related issues when targeting samples in study design. Research practice also includes an evaluation of the extent to which research findings can be generalized as applicable to groups beyond the research sample.

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
2.1 Exercise scientific reasoning to investigate psychological phenomena	2.1a Define psychological research concepts (e.g., empiricism, variables, operational definitions, measurement)	2.1A Distinguish psychological research concepts in a research study
	2.1b Recognize the potential for flaws in behavioral explanations that are based on anecdotes or pseudoscience	2.1B Develop plausible behavioral explanations that use scientific reasoning
	2.1c Describe common fallacies in thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that potentially impair accurate research conclusions and predictions	2.1C Implement strategies to minimize the influence of common fallacies in thinking that impair accurate research conclusions and predictions
2.2 Interpret, design, and evaluate psychological research	2.2a Compare and contrast specific research methods (e.g., archival, descriptive, correlational, experimental, qualitative)	2.2A Select and apply the appropriate research design for a given research question
	2.2b Develop a testable hypothesis based on operational definitions	2.2B Design or replicate a research study to confirm or disconfirm a testable hypothesis
	2.2c Describe research design strategies that facilitate ruling out alternative explanations	2.2C Evaluate the extent to which research strategies rule out alternative explanations and support cause-effect claims
	2.2d Define research transparency and open science practices	2.2D Use replicable and open scientific practices

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
2.3 Incorporate sociocultural factors in scientific research practices	2.3a Recognize that research emerges from the researcher's value system and worldview	2.3A Identify examples of how a researcher's value system, sociocultural characteristics, and historical context influence the development of scientific inquiry into psychological questions
	2.3b Identify potential limitations in research studies that do not appropriately consider the role of sociocultural influences	2.3B Incorporate appropriate sociocultural considerations in research design and interpretation
	2.3c Identify research conditions that allow research findings to be generalized appropriately	2.3C Evaluate the generalizability of specific findings, including caution in extending western constructs in appropriate consideration of sociocultural factors
	2.3d Recognize that the focus of psychological research may narrowly reflect western concerns and biases	2.3D Incorporate international sources, including nonwestern researchers and samples, in research processes, where appropriate
	2.3e Describe how qualitative research captures varied human experiences, particularly those of members from historically marginalized groups	2.3E Evaluate how qualitative research strategies address equity, diversity, and inclusion considerations
2.4 **Use statistics to evaluate quantitative research findings**	2.4a Describe the four scales of measurement (e.g., nominal, ordinal, interval, and ratio) used in research	2.4A Propose appropriate scales of measurement that can be used for different research purposes
	2.4b Describe the value of and/or calculate basic descriptive and inferential statistics	2.4B Apply the appropriate use of descriptive and inferential statistics to a specific research design
	2.4c Explain findings presented in data visualizations	2.4C Communicate research findings using data visualizations
	2.4d Describe how psychologists determine the statistical outcomes of their research from a scientific and ethical perspective	2.4D Distinguish and interpret practical and ethical aspects of statistical analysis
	2.4e Explain why measurement of research variables must be both reliable and valid	2.4E Identify, evaluate, or design high-quality measurement strategies that enhance reliability and validity

Attributes Inferred from Successful Demonstration:

Amiably skeptical	Careful	Collaborative	Constructively critical
Creative	Curious	Intentional	Inventive
Logical	Open-minded	Persistent	Precise
Self-directed	Self-starting	Systematic	Comfortable with ambiguity
Analytical			

Recommendations for Faculty Use: The attributes may be helpful when constructing appropriate descriptions for letters of recommendation that capture high-quality student performance. Describing the nature of the work accomplished that justifies the use of the attribute will produce stronger reference statements.

Recommendations for Student Use: These descriptions may be helpful in interviews where students are asked to describe their strengths and weaknesses. To provide support for self-assessment claims, students may offer specific examples of the work accomplished to maximize their effectiveness.

GOAL 3

Values in Psychological Science

Overview

This goal promotes the development of ethical and socially responsible values and behaviors in personal, professional, organizational, and institutional settings. The goal includes ethical reasoning and practices, interpersonal and intercultural responsiveness, and strategies that promote and sustain strong communities and equitable opportunities. Novice students in psychology become familiar with the formal regulations that govern ethical obligations in psychology and begin to embrace the values that will help them contribute to socially responsible outcomes in academic and work settings and in society. Advanced psychology students have more direct opportunities to embrace and adhere to ethical practices that will help them optimize their personal and professional achievements and contributions. Novice students recognize how diversity deriving from individual and intersectional differences can enrich human experience. Advanced students are adept at applying knowledge of individual and intersectional differences to improve outcomes. The final outcome addresses the ways in which psychological science can promote a more functional and fair society. Novice students explore the possibilities of using psychological knowledge to build better communities. Advanced students develop the skills to take appropriate action to improve community functions.

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
3.1 Employ ethical standards in research, practice, and academic contexts	3.1a Describe the underlying values (e.g., beneficence, privacy) addressed in ethical standards	3.1A Justify the use of ethical principles in research, practice, and academic contexts as well as everyday life
	3.1b Describe key principles in ethics codes relevant to psychological science for the protection of researchers as well as human and nonhuman participants	3.1B Evaluate psychological research for adherence to relevant ethics codes for research involving human or nonhuman participants
	3.1c Describe the ethical evaluation process for approving research proposals	3.1C Prepare a research proposal to submit to a designated ethical review process
	3.1d Identify key ethical principles governing psychological practice for the protection of clients and practitioners	3.1D Apply ethical principles to dilemmas that psychologists encounter in practice situations
	3.1e Maintain high standards for academic integrity	3.1E Explain how upholding academic integrity strengthens relationships and communities
3.2 Develop and practice interpersonal and intercultural responsiveness	3.2a Interact respectfully with people of diverse abilities, backgrounds, nationalities, and cultural perspectives	3.2A Articulate the value of and seek opportunities to interact respectfully with people of diverse abilities, backgrounds, nationalities, and cultural perspectives

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
	3.2b Describe the need for socially responsible personal values in building strong relationships with others	3.2B Promote high standards of socially responsible personal values in interpersonal and work-related relationships
	3.2c Identify how human diversity influences interpersonal interactions	3.2C Evaluate how interpersonal opportunities and challenges develop from differences related to diversity
	3.2d Recognize how heritage, power, and privilege may produce differential access to opportunity	3.2D Seek equitable decisions and actions in allocating resources and opportunities
	3.2e Describe how racism and other discriminatory beliefs and practices harm individuals and weaken society	3.2E Identify and implement ways to reduce racism and other discriminatory beliefs and practices
3.3 Apply psychological principles to strengthen community and improve quality of life	3.3a Describe how cultural context is considered when evaluating quality of life	3.3A Propose ways to improve quality of life using psychological principles that are respectful of cultural context
	3.3b Explain how psychological science can promote civic, social, and/or global outcomes that benefit others	3.3B Participate in activities that promote civic, social, and/or global outcomes that benefit communities
	3.3c Describe psychological issues of global concern (e.g., poverty, health, migration, human rights, international conflict, sustainability)	3.3C Apply psychological principles to address issues of global concern (e.g., poverty, health, migration, human rights, international conflict, sustainability)
	3.3d Recognize psychology's role in developing, designing, and disseminating organizational and public policy	3.3D Analyze the potential effects of psychology-based interventions on public policy issues
	3.3e Identify opportunities to serve others through civic engagement, including volunteer service	3.3E Serve others through volunteer service, practica, and apprenticeship experiences

Attributes Inferred from Successful Demonstration:

Trustworthy	Flexible	Fair-minded	Ethical	Rigorous
Generous	Respectful	Reliable	Community engaged	Inclusive
Moral	Sensitive	Courageous	Beneficent	Service-oriented
Accountable	Honest	Empathetic		

Recommendations for Faculty Use: The attributes may be helpful when constructing appropriate descriptions for letters of recommendation that capture high-quality student performance. Describing the nature of the work accomplished that justifies the use of the attribute will produce stronger reference statements.

Recommendations for Student Use: These descriptions may be helpful in interviews where students are asked to describe their strengths and weaknesses. To provide support for self-assessment claims, students may offer specific examples of the work accomplished to maximize their effectiveness.

GOAL 4

Communication, Psychological Literacy, and Technology Skills

Overview

The skills in this category address the ability of students to build and maintain effective communication skills in processing and expressing information. Novice students develop the capacity to distinguish appropriate and inappropriate communication strategies in developing interpersonal relationships. Advanced students use their knowledge of equity, diversity, and inclusion to improve the effectiveness of their communication skills. Novice students grow in their ability to express their own ideas with clarity, explain the ideas of others, discuss psychological concepts, communicate a cogent scientific argument, and present information using a scientific approach. Toward the end of their major, students are able to communicate the results of a research study or other psychology-related project, explain scientific results, and present information to professional audiences in different formats. Students develop psychological literacy, including applying knowledge of research skills necessary to be an informed consumer of research or a critic regarding unsupported claims about behavior. Ultimately, the psychology student possesses the tools and motivation to evaluate whether claims have merit. They also develop some sophistication in using appropriate technology to improve communication outcomes.

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
4.1 Interact effectively with others	4.1a Attend to key overt and covert elements in communication	4.1A Distinguish between overt and covert messages in communication
	4.1b Recognize that knowledge of culture, values, and biases may reduce misunderstandings in communication	4.1B Deploy psychological concepts to facilitate effective interactions with people of diverse backgrounds
4.2 Write and present effectively for different purposes	4.2a Recognize communication content and form differ based on purpose	4.2A Craft clear and concise communications to fulfill a purpose and address specific audiences
	4.2b Express ideas that accurately reflect basic psychological concepts and principles	4.2B Construct arguments clearly and concisely from evidence-based psychological concepts and theories
	4.2c Organize ideas to fit a basic project's purpose and length	4.2C Develop ideas in formats to fit a complex project's purpose and length
	4.2d Deliver basic communication projects that meet established conventions and professional guidelines	4.2D Deliver complex communication projects that meet established conventions and professional guidelines
	4.2e Use inclusive language and examples in communication projects	4.2E Use inclusive language and examples in communication projects to optimize audience understanding and engagement

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
	4.2f Accept feedback to improve communication quality	4.2F Revise communication projects by incorporating constructive feedback
	4.2g Ask relevant questions to clarify a communicator's intended meaning	4.2G Generate questions intended to deepen or broaden the discussion related to a communication project
	4.2h Provide relevant general feedback on a communication project	4.2H Offer constructive feedback on a communication project
4.3 **Provide evidence of psychological literacy**	4.3a Accurately summarize general ideas and conclusions from psychological sources	4.3A Accurately summarize complex ideas and conclusions from psychological sources and research
	4.3b Identify how information sources differ in credibility and objectivity, favoring expert, peer-reviewed scholarship	4.3B Describe the characteristics and relative value of different kinds of information sources (e.g., primary vs. secondary, peer reviewed vs. non-reviewed, empirical vs. nonempirical)
	4.3c Articulate criteria for identifying objective sources of psychological information	4.3C Evaluate psychological information based on the currency, reliability, validity, and generalizability of sources
	4.3d Describe the types of biases or errors that appear in various media	4.3D Evaluate the biases and errors that appear in various media
4.4 **Exhibit appropriate technological skills to improve communication**	4.4a Distinguish between professional and unprofessional electronic communication	4.4A Use electronic communication professionally
	4.4b Describe how to use digital and social media effectively and responsibly	4.4B Use digital and social media effectively and responsibly
	4.4c Identify and navigate psychology databases and other legitimate sources of information to address psychological questions	4.4C Develop comprehensive and efficient strategies for locating and using relevant scholarship to investigate psychological questions
	4.4d Use technology to create documents and presentations that professionally convey information	4.4D Use advanced features of technology to create engaging, effective, and professional documents and presentations

Attributes Inferred from Successful Demonstration:

Attentive	Comprehensible	Flexible	Investigative
Precise Prepared	Respectful	Organized	Persuasive
Technology-oriented	Adaptable		

Recommendations for Faculty Use: The attributes may be helpful when constructing appropriate descriptions for letters of recommendation that capture high-quality student performance. Describing the nature of the work accomplished that justifies the use of the attribute will produce stronger reference statements.

Recommendations for Student Use: These descriptions may be helpful in interviews where students are asked to describe their strengths and weaknesses. To provide support for self-assessment claims, students may offer specific examples of the work accomplished to maximize their effectiveness.

GOAL 5

Personal and Professional Development

Overview

The skills in this domain refer to abilities that sharpen students' readiness for the workplace whether the student's future involves graduate school or a job following the associate or baccalaureate degree. A background in psychological science may confer a workplace advantage because of the specific applicability of content that focuses on understanding human diversity and behavior. The skills related to this goal have been influenced by The Skillful Psychology Student, a document developed by APA's Committee on Associate and Baccalaureate Education that articulates what skills students will need to be successful. The emphasis in this domain involves self-regulation, project management skills, professional judgment, collaboration skills, and proficiency in workplace technology and career planning. Curriculum design within psychology programs needs to address how to provide explicit feedback to promote development of these skill sets over the duration of study in psychological science. These skills can be developed and refined in traditional academic settings and through experiences acquired during internships, full- or part-time jobs, leadership positions, and extracurricular engagement (cf. National Association of Colleges and Employers' Job Outlook, 2022). Educators commit to facilitating inclusive opportunities for psychology students from different backgrounds. Campus career professionals can be enlisted to support planning and execution of goals related to selection and pursuit of a professional direction.

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
5.1 Exhibit effective self-regulation	5.1a Describe self-regulation strategies (e.g., focused attention, time management, meeting deadlines) that can improve performance	5.1A Use self-regulation strategies (e.g., focused attention, time management, meeting deadlines) to enhance performance and develop evidence for a strong work ethic
	5.1b Accept feedback from peers, educators, and mentors to improve task performance	5.1B Incorporate suggestions from feedback from peers, educators, and mentors to improve task performance
	5.1c Identify self-awareness and self-care strategies to promote high-quality performance	5.1C Incorporate self-awareness and self-care practices to promote high-quality performance
	5.1d Describe strategies that build resilience in relation to failed efforts or unpleasant events	5.1D Persevere when appropriately challenged by using resilience-based strategies
	5.1e Describe the importance of adapting to change	5.1E Adapt to change in a flexible and proactive manner that is appropriate to the context
5.2 Refine project management skills	5.2a Follow instructions and use rubrics to inform project execution	5.2A Adhere to or exceed project criteria in project completion
	5.2b Identify resources, potential problems, or constraints that may influence project completion	5.2B Develop alternative strategies to expand resources and overcome problems and constraints

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
5.3 Display effective judgment in professional interactions	5.3a Recognize that opinions and personalities will differ in professional, cultural, and academic contexts	5.3A Accept and adapt to interaction complexity in professional, cultural, and academic contexts
	5.3b Describe the merits of science-based evidence over personal opinion in solving professional problems	5.3B Develop and implement professional solutions that emphasize the value of data as evidence
	5.3c Identify how civic engagement builds relationships that can produce a positive professional impact	5.3C Engage in civic projects that can produce a positive professional impact
	5.3d Identify how different work settings express and promote specific values, including how professionalism is defined	5.3D Discuss how well one's own personal values align with particular workplaces
5.4 Cultivate workforce collaboration skills	5.4a Give evidence of making positive contributions to team-based efforts	5.4A Collaborate effectively on team-based projects
	5.4b Recognize the potential to develop stronger solutions through collaborative problem-solving by people with diverse backgrounds	5.4B Incorporate diverse perspectives to maximize collaboration effectiveness and problem-solving
	5.4c Identify problems that typically develop when working with teams	5.4C Implement possible solutions to problems that develop when working with teams
	5.4d Assess basic strengths and weaknesses in one's own performance as a team member	5.4D Address weaknesses in one's own performance as a team member
	5.4e Describe leadership behavior that contributes to successful task completion	5.4E Exhibit leadership in successful task completion
	5.4f Identify potential personal biases that can influence professional judgment	5.4F Adopt specific strategies to mitigate personal biases that can influence professional judgment
5.5 Demonstrate appropriate workforce technological skills	5.5a Identify and use appropriate technology for completing data processing tasks	5.5A Use appropriate technology to improve work quality, efficiency, and productivity
	5.5b Express willingness to learn and adapt to changes in technology	5.5B Develop competence in adapting to changing technologies

Outcomes **Students will:**	***Foundation Indicators*** **Students will:**	***Baccalaureate Indicators*** **Students will:**
	5.5c Conduct online interactions appropriate to professional contexts	5.5C Establish a strategic online presence
5.6 **Develop direction for life after graduation**	5.6a Identify academic and career options based on personal interests and values	5.6A Refine an academic and career plan based on accurate self-assessment of abilities and feedback from others
	5.6b Identify and locate appropriate career resources	5.6B Use appropriate career resources to evaluate academic and career options
	5.6c Identify skills and qualifications preferred by graduate programs and employers who hire psychology majors	5.6C Develop evidence of skills and qualifications that graduate programs and employers desire in psychology graduates
	5.6d Articulate the purpose of a resume or curriculum vitae	5.6D Create and maintain a resume or curriculum vitae that showcases a psychology background
	5.6e Recognize the value of participating in activities that strengthen preparation for job entry or graduate school, such as cocurricular activities, securing mentors, and networking	5.6E Gain experience and develop skills in activities that strengthen preparation for job entry or graduate school admission

Attributes Inferred from Successful Demonstration:

Adaptable	Collaborative	Confident	Conscientious
Dependable	Directed	Efficient	Industrious
Intuitive	Prepared	Reflective	Resilient
Resourceful	Responsible	Sensitive	Skillful

Recommendations for Faculty Use: The attributes may be helpful when constructing appropriate descriptions for letters of recommendation that capture high-quality student performance. Describing the nature of the work accomplished that justifies the use of the attribute will produce stronger reference statements.

Recommendations for Student Use: These descriptions may be helpful in interviews where students are asked to describe their strengths and weaknesses. To provide support for self-assessment claims, students may offer specific examples of the work accomplished to maximize their effectiveness.

GUIDING PRINCIPLES FOR 3.0

The obligation to revise and update the *Guidelines* prompted members of the task force to reflect on the inherent value of the undergraduate major at this juncture in our history. This question is particularly compelling in light of negative perceptions about the value of the undergraduate psychology major (Brinthaupt et al., 2012, 2016) that may lead to those who influence students' lives, and even students themselves, questioning their choice of major. This challenge was highlighted a few years ago as a societal concern when during a campaign speech a presidential contender claimed the destiny of the psychology graduate would be working in the food service industry (Dunn & Halonen, 2024). In a commencement address, the same politician claimed the world already had too many psychology majors. Unfortunately, psychology often does emerge as a course of study students regret choosing in the regular "major regret postmortem" conducted by the *Chronicle of Higher Education* (June, 2022).

Consequently, we adopted the vision that *Guidelines 3.0* provide robust evidence that selecting the major has far-reaching, positive implications for students and the futures they choose to pursue. We believe studying psychological science has enormous potential to transform people; students who major in psychology develop the capacity to transform others and become agents of positive social change. We adopted the theme **Empowering People to Make a Difference in Their Lives and Communities** to provide inspiration for our work. In subsequent sections, we elaborate on both the philosophical and the operational principles that guided the recommendations that constitute *Guidelines 3.0.*

Philosophical Principles

Several philosophical principles undergirded our discussions and the decisions we made about the vision, mission, and content of this revision. (Throughout the document we use the terms "psychology" and "psychological science" interchangeably. We are aware that local preferences dictate whether one term conveys more rigor or prestige. We do not claim to make those distinctions in this document but wanted to acknowledge the current variations that exist favoring the use of one term over the other, which is why we intentionally use both terms. We elaborate the practical implications of this terminology in a later section of this document; see p. 50.)

- **Psychology is a transformative pursuit.** The discipline of psychology can be a transformative force, whether promoting change at the personal, professional, institutional, or community level (Sokol & Kuebli, 2011). Fostering change through therapeutic interventions, consultations, or behavioral research has historically been an obvious contribution psychologists may make to improve the quality of professional and personal lives. Students can benefit from applying psychological principles to make and sustain healthy choices and to get the most out of their academic experiences. They also need to realize the potential of psychological science as a change agent for academic momentum and success (Wang, 2017) and for social policy and cultural transformation. The undergraduate curriculum should reflect that broad potential. Additionally, students should also recognize the limits of psychological science.
- **Psychological science is an inclusive discipline.** Every person is welcome to learn about psychology and cultivate the related skills. Despite challenges in the history of psychological science with regard to equitable and fair treatment, we recognize the value of diverse voices in solving problems, large and small. In that spirit, we strove to create a document that reflects our openness and encouragement to all.
- **Psychological science should support movement toward achieving a fair, just, and equitable society.** The document showcases the way psychological science may support important social and cultural changes to improve the quality of life. We believe psychological science has a responsibility for providing an educational experience that contributes to achieving a fair, just, and equitable society (Davidson & Morrissey, 2011; Hulme, 2014). The discipline of psychology is unique in the undergraduate curriculum for the role it plays in shedding light on the intricacies of human interaction. As just one example, studies in attitude formation and change (e.g., Allport, 1954; Asch, 1956) lend themselves to some important tools in increasing awareness and facilitating more meaningful, productive, and harmonious interactions. Addressing conflicts constructively may improve and deepen interpersonal and intercultural relationships as well as produce outcomes (Deutsch, 1973).
- **Psychological science should support diversity of ideas and freedom of expression.** Support for diversity not only addresses the individual and cultural differences that exist among people but also should encompass support for the expression of diverse ideas and experiences (Samford Faculty Senate Committee on Diversity, 2013). We are careful to avoid dictating what one should believe, but instead emphasize how psychological science knowledge and skills may be applied to produce meaningful change. We also endorse the importance of critical thinking and data-informed choices that may mitigate cognitive biases and thinking fallacies inherent in human functioning.
- **Psychological science should promote attention to different global perspectives and contributions.** To thrive in an interconnected, global environment, stu-

dents need to develop skill sets that will help them function effectively in interdependent global systems (American Association of Colleges and Universities, 2007). Although psychological science has developed an intellectual stronghold in the United States, the growth of the discipline in other parts of the world is undeniable (Takooshian et al., 2016). However, we concluded that educators may not always help undergraduates recognize that psychology is a worldwide enterprise. Although we designed this document specifically to address expectations in the United States under the auspices of the APA, we acknowledge the potential the Guidelines may have in influencing policy beyond U.S. borders. A great deal of the psychological literature developed in the United States (e.g., Thalmayer et al., 2021) raises questions about the degree to which we can generalize our findings to other groups. A common historical criticism of the psychology canon is that a significant amount of published human research may have emerged from studying college sophomores. This observation reinforces that our sciences may chiefly be built on observations and measurements of Western, Educated, Industrialized, Rich, and Democratic (WEIRD) populations (Henrich et al., 2010). We need to be less insular as a discipline. As educators, we need to remind students to look beyond traditional geographic boundaries in the intellectual sources they use when constructing psychological arguments. To that extent, Guidelines 3.0 encourages educators to incorporate links to international scholarship that may broaden the value and applications of research, where appropriate. Psychological thinkers benefit from a conscientious pursuit of what we may learn from other countries and cultures.

- **Psychological science should reaffirm the central importance of operating from ethically defensible decisions.** Events on the world stage in the past few years called into question whether psychology's moral center had drifted (Craig et al., 2020; Wingen et al., 2020). We believe education needs to go beyond informing students of the existence of ethics codes by helping them understand and embrace the principles that drive ethical reasoning with the goal of building an ethical, just, fair, safe, and honorable society. Students need to recognize how behaving with integrity builds stronger interpersonal and professional relationships and learn to engage with others in a way that promotes perceptions of reliability and trustworthiness.
- **Psychological science should continue its leadership in conducting and advocating open science practices.** Recent concerns with whether the findings of psychological science are valid and reliable underscore the importance of embracing and teaching open science practices (Nosek, 2019). Rather than adopting a defensive posture regarding the existence and magnitude of reported replication failures, psychologists should feel pride in their willingness to be transparent about their research process and to have their results scrutinized. This perspective means that some of the traditions related to empirical research have been changing and need to be communicated to students as reinforcement for how contemporary psychological science should operate.
- **Psychological science students should have a well-rounded grasp of both psychology's accomplishments as well as its failings.** Psychology has a checkered history with regard to its ethical practices (Sinclair, 2017). Although we may cite historical episodes in psychology that demonstrate violation of ethics or moral codes, we also need to emphasize the degree to which contemporary psychologists undergo checks and balances to ensure that scientific conclusions are sound and therapeutic processes are properly selected and delivered. Research participants, therapy clients, researchers, and practitioners all should be protected from harm. Because negative episodes tend to garner attention, we support the strategy that the curriculum needs to balance the historical blights on the discipline with psychologists' contributions to building a stronger society. The checkered past also extends to problems with privilege and marginalization. [For more information, see the report *Examining Psychology's Contributions to the Belief in Racial Hierarchy and Perpetuation of Inequality for People of Color in the United States* (Cummings Center for the History of Psychology, 2021).] Although psychologists have been instrumental in developing insights into prejudice and discrimination and contributed to significant cultural reforms to address policies designed to reduce discrimination, the discipline owns that we could do more collectively to promote inclusion and equity as expressed in APA's (2021e) resolution on dismantling racism.
- **Undergraduate programs should do a better job in preparing students who enter the workforce after graduation.** Students who graduate with a degree in psychology should be well prepared to succeed in the workplace in assuming a psychology-related future, whether that future involves entering the workforce with an associate or baccalaureate degree or pursuing additional education in graduate or professional schools (Appleby, 2018; Dunn & Halonen, 2024). Baccalaureate programs have been fairly effective in preparing students for graduate school. However, the majority of students who earn a baccalaureate degree will enter the workforce rather than go to graduate school. Most four-year programs have not paid as much attention to the workforce pathway compared to the graduate school pathway. As a consequence, four-year programs may appropriately be criticized for failing to focus adequately on those students who do not plan to attend graduate school (Halonen, 2013).

In contrast, students completing associate degrees or career-enhancing certificate programs tend to be highly focused on what employment advantages might accrue to their new status. Lower-level coursework in psychology is especially helpful in human services, such as applied behavior analysis (ABA) programs working with autism spectrum, child development, geriatrics, and addiction. Entry-level work in these areas may ultimately lead students to return to school for a higher-level degree. At the same time, students may also be satisfied that the associate degree successfully unlocked the future opportunities they were seeking.

Programs striving to be more responsive to workforce preparation—whether at the associate or baccalaureate level—may need to pursue some broad curriculum reform to help students understand the degree to which a background in psychological science will inform and enhance their workforce lives. Consider convening some focus groups of alumni who have moved into the workforce to determine what other kinds of experiences should be incorporated in the curriculum to improve psychology major competitiveness. This emphasis will reinforce students' perceptions of the vital link between their psychology major and their occupational choices. Employers place great value on a new hire's ability to think critically, communicate, collaborate, and reason ethically (Finley, 2021), which aligns with the goals supported in *Guidelines 3.0*.

For additional support in making decisions about preferred professional pathways, we recommend the following website developed by the American Psychological Association of Graduate Students (APAGS, 2021): https://www.apa.org/apags/resources

Further information on psychology pathways is available via APA's interactive data tool *Degree Pathways in Psychology*: https://www.apa.org/workforce/data-tools/degrees-pathways.aspx

- **Psychological science majors can help correct public misperceptions about the nature of the discipline.** Psychological science suffers in the public eye from some fundamental misunderstandings about the nature of the discipline (Dunn & Halonen, 2024). Every student who completes a degree in psychology has the potential to be an ambassador for the discipline, not just in correcting the public view of the discipline, but also in shedding light on other big societal issues. Students will benefit from programmatic encouragement to "seize the narrative" in public discussions about the true nature of psychological science, both as a matter of accurate and effective self-assessment about what psychological thinkers may accomplish, but also to assist the public in avoiding misconceptions and gaining a clearer understanding of the value of psychological thinking in addressing the challenges in contemporary life.

Operational Principles

We concentrated on several design features that helped us with the *Guidelines 3.0* revision.

- **Remain aspirational rather than prescriptive.** The *Guidelines* do not rise to the level of standards that must be achieved or some negative consequence will transpire. However, the document is designed to inspire local discussion to help programs forge their optimal curricular and assessment planning informed by recommended national practices as well as local distinguishing features. Programs are encouraged to adapt or amend the guidelines to capture any distinctive features of their curriculum from an informed basis. Although the document is not prescriptive, it includes our recommendations on what students should know and be able to do upon completion of a two- or four-year experience in the psychology major. We offer some strategies to promote effective collaboration on curriculum in the implications section of this document.
- **Retain the overall goal and outcome structure.** *Guidelines 2.0* proved to be useful in curriculum planning and accountability practices; therefore, we elected not to change the fundamental structure. That configuration contributed to the widespread adoption and use of *Guidelines 2.0*. Student learning outcomes continue to provide benchmarks for preferred practices; indicators continue to illustrate how we would gather evidence to document that the outcomes have been achieved. We hope to maintain a place of central importance in national curricular/assessment planning and implementation achieved by *Guidelines 2.0* but to reflect issues of emerging importance over the past decade in *Guidelines 3.0*.
- **Remain curriculum "agnostic."** For the most part, we do not dictate a specific curriculum or endorse specific content that should be "covered" in achieving the outcomes. How educators address the goals and outcomes should reflect respect for academic freedom. The emphasis in *Guidelines 3.0* addresses additional skill development to produce well-prepared majors for the workforce as well as graduate and professional schools. Notably missing from this document are recommendations about course requirements and sequencing as well as specific content that should be taught. We believe content may be addressed with some flexibility if the outcomes themselves are discernible in curricular and assessment design.
- **Reinforce "novice to expert" continuum in skill development.** Complex skills tend to develop over time, prompting educators to design educational experiences that foster skill growth over the course of the major (Kalyuga, 2015). Thus, we recommend that programs explore how individual courses contribute to cumulative program expectations regarding what students should know and be able to do in their major. We have

designated two levels to capture novice-to-expert growth at the midpoint (foundation) and endpoint (baccalaureate) of the undergraduate career. Although skill development is a continuum, we believe that identifying indicators at two levels will be helpful to programs as they plan their curriculum. Further, identifying indicators at these two levels may promote making connections between community colleges and four-year colleges and universities. We have heavily relied on terminology from Bloom's Taxonomy (cf. Anderson & Krathwohl, 2001) to differentiate lower- versus higher-order expectations within the major. We have also tried to stay away from expressing indicators that may be problematic for measurement, such as "understand" or "appreciate." Our intention was to choose outcomes and indicators that lent themselves to observable and measurable behavior whenever possible.

- **Should be useful to students.** We want students to know about and use *Guidelines 3.0* to enhance their educational success and workforce readiness. To those ends, we encourage psychology programs to share outcomes with students in course syllabi and program resource material.
- **Make the ideas practical and accessible.** We wanted to ensure that the indicators we are suggesting were manageable and reasonable across the variable contexts in which psychology programs operate. The language in the document was designed to be user friendly for faculty and students alike. Consequently, we strive for the simplest expression possible in our recommendations. We are aware that arguments could be made to have specific skills show up in more than one goal. We attempted to use descriptions that limited the use of exemplars ("e.g.") to avoid cataloging and to minimize the risk of generating offense by omitting preferred examples of specific stakeholders. For the purposes of simplification, we occasionally consigned a skill to one specific category. When the outcomes or indicators overlapped, we tried to augment the description with qualifiers that addressed why a variation of that outcome or indicator fit in a specific category. Our goal was to reduce redundant information, where appropriate.
- **Integrate prior relevant work.** We saw *Guidelines 3.0* as an opportunity to integrate past related work from APA task forces to produce continuity among related education improvement efforts. Consequently, we align our work with recent outcome-focused work completed in the following efforts: the Introductory Psychology Initiative (APA, 2021a); *Strengthening the Common Core of the Introductory Psychology Course* (APA Board of Educational Affairs Working Group on Strengthening the Common Core of the Introductory Psychology Course, 2014); the *Equity, Diversity, and Inclusion Framework* (APA, 2021d); the current Ethics Code (APA, 2017a), among others. Our work also reflects preferred practices contributed from other organizations or disciplines (e.g., American Association of Colleges and Universities, 2007).
- **Accommodate diverse contexts that deliver undergraduate psychology programs.** We recognize that the content of the *Guidelines* has potential impact for a variety of educational contexts, including high school, college, and even graduate training. The variety of contexts that deliver the undergraduate major is significant (e.g., public vs. private, religiously affiliated, selective vs. nonselective). Program sizes differ. Access to resources differ. Programs may be strictly face-to-face or fully online. Heterogeneity of both student bodies and faculty who teach them vary as well. In this document we strive to be as inclusive as possible with a framework that may be adapted to any undergraduate context. We designed the document to be hospitable and usable across varied institutional contexts and modes of delivery, regardless of their differences.
- **Any outcome or indicator outlined in Guidelines 3.0 should be assessable.** Task forces associated with prior versions of the *Guidelines* were conscientious about assisting faculty to assess the outcomes specified in the documents. That intention has only increased in importance as regional accrediting bodies add pressure regarding the evidence psychology programs may offer about their claims for academic success. We believe any indicator may be assessed and hope *Guidelines 3.0* will encourage publication of more assessment strategies to support this claim.
- **Outcomes should represent realistic expectations for psychology majors in two- and four-year programs.** The aspirational intent of earlier versions of the *Guidelines* produced a more idealized set of expectations that did not always clearly lend themselves to precise assessment strategies. Feedback from *Guidelines 2.0* suggested that many of the indicators, especially at the baccalaureate level, may have overshot what could be accomplished by the majority of students in a four-year degree. Although we acknowledge that baccalaureate-level students are not likely to be true disciplinary experts (a term that might be better reserved for graduate education and beyond), we did envision what a reasonably competent graduate should be able to do when we constructed or revised the baccalaureate-level goals. Consequently, we focused on what could be realistically achieved by undergraduates at the two- and four-year levels. Although the focus of the document addresses our recommendations about what should be achieved by all majors, a well-designed undergraduate program will also provide opportunities for students to exceed expectations.

SUMMARY OF CHANGES AND IMPROVEMENTS FROM *GUIDELINES 2.0*

Because *Guidelines 2.0* was popularly received and drove significant curriculum and assessment discussions in the last decade, the challenge to revise encouraged us to be visionary about what the updated *Guidelines 3.0* could accomplish. We asked for feedback and also attended to emerging literature on the impact of the *Guidelines* (Norcross et al., 2016). Besides fine-tuning the outcomes and indicators that would normally transpire in a routine policy update, this document reflects some overarching themes that drove our decision-making in how undergraduate education might change to meet the demands of contemporary life.

Changes in Structure

We have revised some of the titles of the goals in keeping with some of the modifications we propose. We maintained the five-goal structure that emerged in *Guidelines 2.0* since those emphases remain at the core of undergraduate education. We are aware that significant scholarship of teaching and learning builds on *Guidelines 2.0,* including the development of APA's Project Assessment (2017). We summarize the key differences in goal titles or content below.

- Goal 1 has been retitled "Content Knowledge and Applications," which not only addresses expertise in comprehending and describing basic terminology and theories but expands to include how such psychological science content may be applied.
- Promotion of psychology as a science continues to be a central consideration in the *Guidelines,* reflected primarily in Goal 2. We retained the label of "Scientific Inquiry and Critical Thinking." However, we also expanded attention to statistical reasoning, which surfaced as a key omission from *Guidelines 2.0.* The new indicators reflect the vigorous discussion that has been transpiring about expanding considerations on how to interpret research findings statistically.
- We have modified Goal 3 with a name change to provide a showcase for "Values in Psychological Science." Equity, diversity, and inclusion were themes not just housed in Goal 3 but addressed throughout the document where relevant. We retained the importance of building and using psychological knowledge and skills to develop interpersonal and intercultural competence, but also increased the importance of psychology's role in addressing community, national, and global issues.
- The scope of Goal 4 has changed as reflected in the title, "Communication, Psychological Literacy, and Technology Skills." This goal continues to emphasize how psychology majors write and speak reflecting the discipline, but we have added attention to managing technology as well as selecting and processing information.
- Goal 5, "Personal and Professional Development," expanded to address important work accomplished in linking psychology undergraduate education with what employers seek in their hires. To those ends, we have incorporated attention to teamwork skills and the ability to adapt to organizational culture to improve the preparation of students who either head into the workforce after graduation or move into graduate or professional studies.

Changes in Emphases

- **Clarification of "psychological science" vs. "psychology."** The task force recognizes that the very designation of academic units has been undergoing review and reform. Although many still identify as "psychology" programs, many others have embraced strengthening the scientific emphasis with unit names that promote "psychological science." We sympathize with the argument that psychology should not need to make the tie to science explicit since our colleagues in the natural sciences do not feel compelled to go to these lengths. For example, we do not see a comparable movement to brand undergraduate programs as "chemical science" or "biological science." However, psychology educators face a different kind of legitimacy battle in the eye of the public since the ties of psychology to science are perceived to be more tenuous. Consequently, we have strategically applied the designation of psychological science throughout *Guidelines 3.0* to reflect emerging contemporary practice. We incorporate the term "psychology" when we allude more generally to the discipline of psychology.
- **Workforce preparation.** We recommend that students who graduate with a degree in psychology be well prepared to assume a psychology-related future, whether that future involves the workforce or additional education in graduate or professional schools. Historically, departments have done a defensible job in preparing students for graduate school, but we believe the majority of undergraduate majors—those who choose to enter the workforce upon graduation—often end up neglected in their undergraduate pursuits by faculty who are better prepared and more focused on graduate school prospects. As such, in most programs the graduate school–bound students tend to receive substantial privileges that are not accessible for workforce-oriented students (Halonen, 2013). One serious consequence of this two-tiered status is that workforce students often disconnect their professional identities with their major; if they do not go to graduate school, they encode "I'm

not doing anything with my degree." We think departments need to develop learning opportunities for workforce students that feel honorable and reinforce their connection to their undergraduate degrees. That stance encourages faculty to be explicit about how their courses have the potential to hone skills that will have value in the workplace.

- **EDI matters.** Although attention to diversity concerns has historically been incorporated into previous versions of the *Guidelines,* the current task force focused more extensively on the obligation of psychological science to contribute to fairness and justice. We addressed equity, diversity, and inclusion (EDI) issues in Goal 3 as a fundamental and deeply held value in psychology. However, we also conscientiously infused aspects of diversity into other goal areas. The stance taken in this document is more forthright about psychology's obligation to make conditions more equitable and inclusive.
- **Global considerations.** Our process involved conferring with both domestic and international experts on how educators across the globe deliver the discipline at the undergraduate level. Past versions of the *Guidelines* have been influential in setting expectations beyond the United States for undergraduate student performance. To those ends, we were careful to incorporate generic language that might be easier to apply across international boundaries.
- **Ethical prominence.** In parallel with task force work undertaken by the APA to improve ethical understanding and adherence to codes of conduct, we elaborated expectations for undergraduate performance. We expanded the focus to include research, practice, and academic contexts. We also chose to emphasize the principles that underlie ethical codes to encourage students to appreciate the practical value of having codes that govern professional behavior. Our emphasis includes the role that ethical behavior plays in building and maintaining interpersonal relationships.
- **Statistical updating.** One of the areas in which *Guidelines 2.0* received critical reviews was the underrepresentation of measurement and statistics. We have rectified that problem by elaborating the advantages of using statistics in drawing conclusions about the potential value of research. We incorporated expectations regarding scales of measurement, data visualization, and psychometric criteria that emphasize conclusions about reliability and validity. We also incorporated references to "new statistics" to reflect emerging preferred practices in courses dealing with methods and statistics.
- **Methods elaboration.** We have included expectations that draw distinctions between quantitative and qualitative research, highlighting the relevance and importance of both general approaches in addressing research questions.
- **Thematic adoption.** We incorporated the seven themes that characterize the discipline of psychology that were developed by APA's Introductory Psychology Initiative. We expect students to be conversant in those themes throughout undergraduate study, with refined ability to discuss the impact of those themes by the end of their undergraduate experience.

PUTTING THE *GUIDELINES* INTO ACTION

Engaging Program Personnel in Curricular and Assessment Planning

Guidelines 3.0 provides a framework to facilitate the development of effective undergraduate programs. We recommend a collaborative approach in which everyone involved in delivering the program is also involved in decision-making (Dunn, Troisi, et al., 2020). In addition to the *Guidelines*, helpful guidance about breadth, coherence, sequencing, and other aspects of effective programs may be found in the proposed *APA Principles for Quality Undergraduate Education in Psychology* (see Appendix A).

Faculty vary in their level of passion about program planning, but all have a stake. Curriculum and assessment procedures are more likely to be effective when they are the product of a team effort. It may be useful to remind those who are less enthusiastic about program planning that their participation is an opportunity to have more agency in the future of the program. Another helpful strategy is for program leaders to communicate regularly about assessment and recognize faculty for their efforts (Dunn, Troisi, et al., 2020).

Program assessment in particular is often perceived as a burden imposed by outside forces (Halonen, Beers, & Brown, 2020). Clearly, programs must meet expectations of their institutions, accrediting agencies, and various stakeholders. Yet faculty may tailor their program to their priorities, institution, available resources, and student population. Framing assessment as a way of supporting student learning, as opposed to additional work that generates data for reports that may go unread, can reduce the level of burden faculty perceive.

We have structured *Guidelines 3.0* to address variable accountability practices. We designed the *Guidelines* around five goals with corresponding student learning outcomes and indicators that reflect expected achievement. Assessment decision-makers can determine how best to incorporate those two levels in the development of the assessment plan. For example, a program striving to be comprehensive in its expectations for graduates can build an assessment plan from the outcomes that best illustrate the distinctive nature of its program. On the other hand, building assessment plans that treat the goals as program outcomes provides more variability in the specific assessment targets a program may pursue. In this case, multiple assessment strategies could be used to document progress made, for example, in Professional Development. Similarly, faculty who are focused on assessment within courses may find the indicators to be most helpful in developing their teaching and learning strategies. Regardless of how educators technically frame their expectations, regional accrediting bodies encourage faculty to support claims of excellence with evidence based on student performance.

Each institution is likely to have an assessment cycle that specifies when reports are due, but programs will benefit from including assessment procedures as part of their ongoing business. Being proactive about assessment work is likely to result in more thoughtful decisions. Spreading the work out over time will also reduce the onerous aspects of attempting to complete everything in one long meeting. An effective assessment infrastructure for a program will include clearly delineated responsibilities. For example, the program decides whether one person serves as the assessment point person, whether activities are coordinated by an assessment committee, and whether administrative support could be made available. Sustainability of assessment efforts may be improved by distributing the workload in an equitable way. We recommend that individuals who take on major roles in assessment receive compensation, such as stipends, release time, and recognition for promotion and tenure decisions.

A Call to Action

We recommend judicious preparation for program planning meetings. Effective preparation includes sharing an agenda that identifies specific goals for each meeting; scheduling adequate time, including breaks, to accomplish the goals; and providing relevant documents with the expectation that participants will review those materials in advance. It may be tempting to focus on refining assessment procedures, but it is also crucial to use the data for program improvement (Dunn, Coffman, et al., 2020). We recommend that a review of the data inform changes in program delivery such as curriculum revision and improved teaching methods. "Closing the loop" in this way may lead faculty to be more enthusiastic about assessment.

It is important for assessment planning to also be realistic. If the plans are too complicated or burdensome to carry out, the effort expended to design them will have been wasted (Dunn, Coffman, et al., 2020). Wherever possible, we recommend program personnel simplify and automate processes that generate meaningful data. Borrowing from the aphorism often attributed to Voltaire (1772), perfection is the enemy of the good.

Implications of *Guidelines 3.0* for Community College Contexts

Community college psychology professors teach lower-division courses, prepare graduates to enter the workforce in a variety of human service–related occupations, and facilitate academic success for students planning on transferring to upper-division psychology programs. Successful transfer experiences may be achieved more readily when the goals of the community college and their transfer institutions align. We believe that articulating the learning outcome indicators for both kinds of institutions may contribute to greater coordination of effort to foster mutual appreciation of institution goals and improve successful student transitions.

Community college faculty indicated that the original *Guidelines* did not speak well to the educational experiences offered in a two-year program. In response, *Guidelines 2.0* differentiated two-year outcomes from baccalaureate achievements. The foundation/baccalaureate differentiation proved helpful in *Guidelines 2.0.* Consequently, this task force has retained that format and refined the outcomes and indicators for this current version. The learning indicators presented in *Guidelines 3.0* reflect extensive community college input, mainly on the foundational content. Five experienced community college teachers served on the *Guidelines* task force.

Community college psychology faculty can make effective use of *Guidelines 3.0* in several ways. The foundation outcomes may be helpful when reviewing and updating two-year psychology-oriented curricula, articulating program and course student learning outcomes, designing assessment activities, and engaging in academic program reviews. *Guidelines 3.0* may also be useful for justifying requests for essential instructional resources, particularly when faculty can base program needs on preferred national practices. In addition, the *Guidelines* make a case for revisiting state regulations about the recommended courses that departments offer at the two-year level.

Tips on Program Planning

The outcomes presented in *Guidelines 3.0* are aspirational and not prescriptive. We do not propose them as a "one-size-fits-all" set of learning outcomes. Local factors will, of course, affect how the psychology faculty can incorporate *Guidelines 3.0* into their programs. For example, some community college programs offer a restricted range of the most basic psychology courses, primarily emphasizing General Psychology. In those settings, both the foundation indicators and the outcomes specified by the Introductory

Psychology Initiative will be the most useful in program planning. Other contexts offer a broad range of courses that would be comparable to the options available in four-year settings.

Using the Guidelines to Leverage Resources and Strengthen the Program

In preparing a three-year program review report, one department used *Guidelines 2.0* learning indicators to argue for and eventually hire a tenure-track faculty position. Another department used *Guidelines 2.0* to justify, equip, and staff an introductory psychology lab. Psychology faculty at another community college used *Guidelines 2.0* indicators to support placing psychology courses (e.g., General Psychology, Statistics, Biopsychology, and Critical Thinking) on their college's recommended course completion pattern for all associate degree and transfer students. Another department used the *Guidelines* to create a comprehensive transfer-ready assessment instrument designed explicitly for psychology majors. The *Guidelines* have encouraged some departments to implement new courses (e.g., Critical Thinking, Career Development, Cognition). Numerous departmental faculties refer to *Guidelines 2.0* when identifying course and program student learning outcomes and developing corresponding assessment tools and strategies.

When making a case for new resources or support, faculty may invoke *Guidelines 3.0* as an arbiter of what constitutes best practice. Many administrators may not be aware that the APA has put forth effort to produce a document that identifies what the best programs are doing to serve their students. Linking resource requests to any relevant program metrics (e.g., student retention, graduation rates, alumni earning power) tends to be more successful, so determining how specific implementation of the guidelines improves program performance metrics will have greater appeal for administrators who manage funding decisions.

Articulation Challenges

Community college psychology programs in many states offer Introductory Statistics and Research Methods courses, whereas course articulation rules in some states prohibit the inclusion of those courses. Due to such statewide restrictions, community college transfer students may arrive at their university already disadvantaged compared to "native" students (who began their studies as university first-year students). Without statistics and research course preparation, transfer students must compete with native students who have already completed those courses. Another consequence is that transfer students may find themselves less competitive when seeking research lab positions. Even more troubling is that many transfer students in psychology's academic and career pathways come from historically underrepresented ethnic backgrounds, and many are first-generation college students. Because this articulation barrier exists in contexts that prohibit these basic but essential courses, community college psychology teachers must find alternative ways to help their students acquire foundational statistics and research experiences and skills before graduating with an associate degree and transferring. Strategies include embedding research content and projects in existing courses (Jackson & Griggs, 2012; Johnson, 1996; McKelvie & Standing, 2018) or implementing a research lab in the Introductory Psychology course (Branch & Dubow, 2021; Thieman et al., 2009). Stevens et al. (2016) offer eight scientific reasoning modules designed to strengthen scientific reasoning in introductory psychology students. Other ways include, but are not limited to, forming a research committee within your psychology club or Psi Beta chapter (McCartney et al., 2020); hosting an on-campus student research conference (Carsrud et al., 1984; Lipton, 1986; Woody & Miller, 2020); establishing a research partnership with a local university (Ashcroft et al., 2021); implementing an interdisciplinary research program (Paris, 2018; Peterson et al., 2021); launching a student research journal (Dawson & Marken, 2019; Farkas & Pashkova-Balkenhol, 2021; Hart, 2012); and supporting student attendance at and participation in a professional psychology conference (Rastogi et al., 2011). One enterprising department successfully negotiated an articulation agreement with the psychology department at their primary transfer college; their community college program now provides transferable introductory statistics and research methods courses.

A Call to Action

We encourage community college educators in psychology to explore how *Guidelines 3.0* can support high-quality courses in two-year contexts. First, widespread support for *Guidelines 3.0* may help reinforce consistency in performance expectations despite differences in context so that students know what skills, experiences, and knowledge we expect them to acquire. Therefore, introducing students to *Guidelines 3.0* may be helpful to them. Second, *Guidelines 3.0* may support programs in mounting compelling arguments for securing needed resources by demonstrating aspirations for accountability and improvement. Finally, the *Guidelines* may serve educators who want to redesign articulation agreements by arguing for relevant access to courses at the two-year level. That stance might not only address the inconsistent treatment of research and statistics but might also justify expanding electives in two-year programs.

Implications of *Guidelines 3.0* for Introductory Psychology/High School

Although *Guidelines 3.0* are helpful to high school and college instructors who advise students in their pursuit of a psychology degree, the guidelines may have limited usefulness in teaching Introductory Psychology. Rather, high school teachers may rely on the APA *National Standards for High School Psychology Curricula* and Introductory Psychology instructors at colleges can look to APA's *Student Learning*

Outcomes for Introductory Psychology and the larger scope of work recommended by APA's Introductory Psychology Initiative in the book *Transforming Introductory Psychology* (Gurung & Neufeld, 2022). We include a summary of the approved outcomes from the APA-IPI project in Appendix B.

Considerations for Occupational Destination: Workforce vs. Graduate School Readiness

We recommend that students who graduate with a degree in psychology be well prepared to pursue a psychology-related future in the contemporary workplace, whether they enter the workforce with an undergraduate degree or proceed to graduate or professional school. Many students major in psychology because they are interested in the subject matter, and they have not yet selected a career path. Some students choose the psychology major because they aspire to be psychologists, counselors, or professors. After studying psychology in greater depth and learning more about their own interests and the opportunities that are available, students often realize by their senior year that continuing with graduate school is not for them. Our goal is for students to recognize that successful completion of an undergraduate degree with a major in psychology is a substantial achievement in and of itself and one that has prepared them for a wide range of career opportunities. However, savvy psychology majors recognize that they should be actively preparing for a psychology-related career throughout their undergraduate experience, including taking advantage of extracurricular and other enrichment opportunities that will help them be even more competitive in the job market.

Although this section focuses on career options for students completing four-year degrees, we also acknowledge the contribution of two-year degrees in promoting students' occupational outcomes. Certainly, completing an associate degree with coursework in psychology supports students in making informed decisions about future educational and career pursuits, helps them gain access to four-year institutions, and contributes to their understanding of behavioral principles that will apply to virtually any career they choose to pursue. Additionally, students who have earned an associate degree have lower unemployment (Bureau of Labor Statistics, 2016) and earn significantly more than students whose educational attainment is limited to graduation from high school (Bureau of Labor Statistics, 2021).

Career Paths Followed by Those Who Major in Psychology

A background in psychology may lead to a plethora of employment opportunities. The APA Center for Workforce Studies (https://www.apa.org/workforce) produces data tools that may be used to explore the psychology education and workforce pathways of students who complete an undergraduate degree in psychology. In contrast with the common criticism that "you can't get a job with just a bachelor's degree," the APA Center for Workforce Studies provides evidence of the breadth of workplace contexts that may provide meaningful and profitable employment for those who achieve a four-year degree.

Based on National Science Foundation data that includes 3.7 million students who earned a bachelor's degree in psychology (APA, 2021c), psychology majors follow three primary career paths upon graduation that prepare them for a range of occupational outcomes:

- Careers that may begin with a bachelor's degree (57%)
- Professions requiring graduate degrees in psychology (14%)
- Other professions that require graduate degrees (29%)

Figure 1 presents a snapshot of the broad range of career and career clusters those earning a baccalaureate in psychology pursue over time. Note that some of these careers may require additional education and licensure beyond the baccalaureate (e.g., social workers, counselors), while others may not (e.g., marketing and sales occupations). It is important for psychology programs to prepare students for the careers they are most likely to pursue upon graduation.

FIGURE 1.

Employment Outcomes of Psychology Majors, 2019 (APA, 2021b).

Source: American Psychological Association (2021b)

According to the APA Center for Workforce Studies (APA, 2021c), the majority of psychology majors enter the workforce with their bachelor's degree. The most common occupational outcomes include positions in social work (11%) or counseling (7%); administrative (9%), management (7%), service (6%), personnel (4%), or sales and marketing (3%); and preschool or elementary teaching (5%; APA, 2021b). These commonly held positions account for only 52% of careers pursued by psychology majors with an undergraduate degree—consequently, the range of opportunities is very broad. Note that the Center for Workforce Studies updates their online data tools approximately every two years. Whereas the overall findings have been similar with each revision, we recommend reviewing the data tools (https://apa.org/workforce/data-tools) for the most recent information. Other outstanding resources that may help psychology students consider how their undergraduate experiences may prepare them for career opportunities include Dunn and Halonen (2024), Kuther and Morgan (2019), and Landrum and Davis (2020). See Boysen (2020) for a great resource for students who wish to go on to graduate school in psychology.

Historically, psychology departments frequently have demonstrated a stronger orientation toward offering coursework and opportunities that may be most helpful to majors who wish to continue with graduate education; the pursuit of psychology careers requiring doctoral-level training is often vaunted as the ultimate goal for psychology majors. Consequently, those programs may do a very effective job of preparing future graduate students but may inadvertently neglect those who choose instead to enter the workforce. As illustrated in Figure 2, in reality, a limited number of psychology majors achieve the goal of graduate education. In fact, of the 3.5 million psychology bachelor's degree holders, only 1 in 7 go on to obtain a graduate degree in psychology (National Center for Science and Engineering Statistics, 2017).

When faculty interact with students, it is important to demonstrate an appreciation for the value of the broad diversity of career pathways open to psychology majors. We recommend that faculty commit to helping all psychology majors identify the specific knowledge and skills they are developing in their course of study so they may effectively leverage those experiences to pursue unique career goals. It is important that students who discover their own interests, nurture their strengths, and find their calling with an occupation that helps them to pursue a meaningful life believe their undergraduate psychology experiences were valuable to their life journey. It would be inaccurate for students who do not pursue psychology or psychology-adjacent professions to conclude that they are "not doing anything with their bachelor's degree in psychology." Undergraduate psychology students develop a deep understanding of behavioral science principles and skills that are applicable to almost every career pathway.

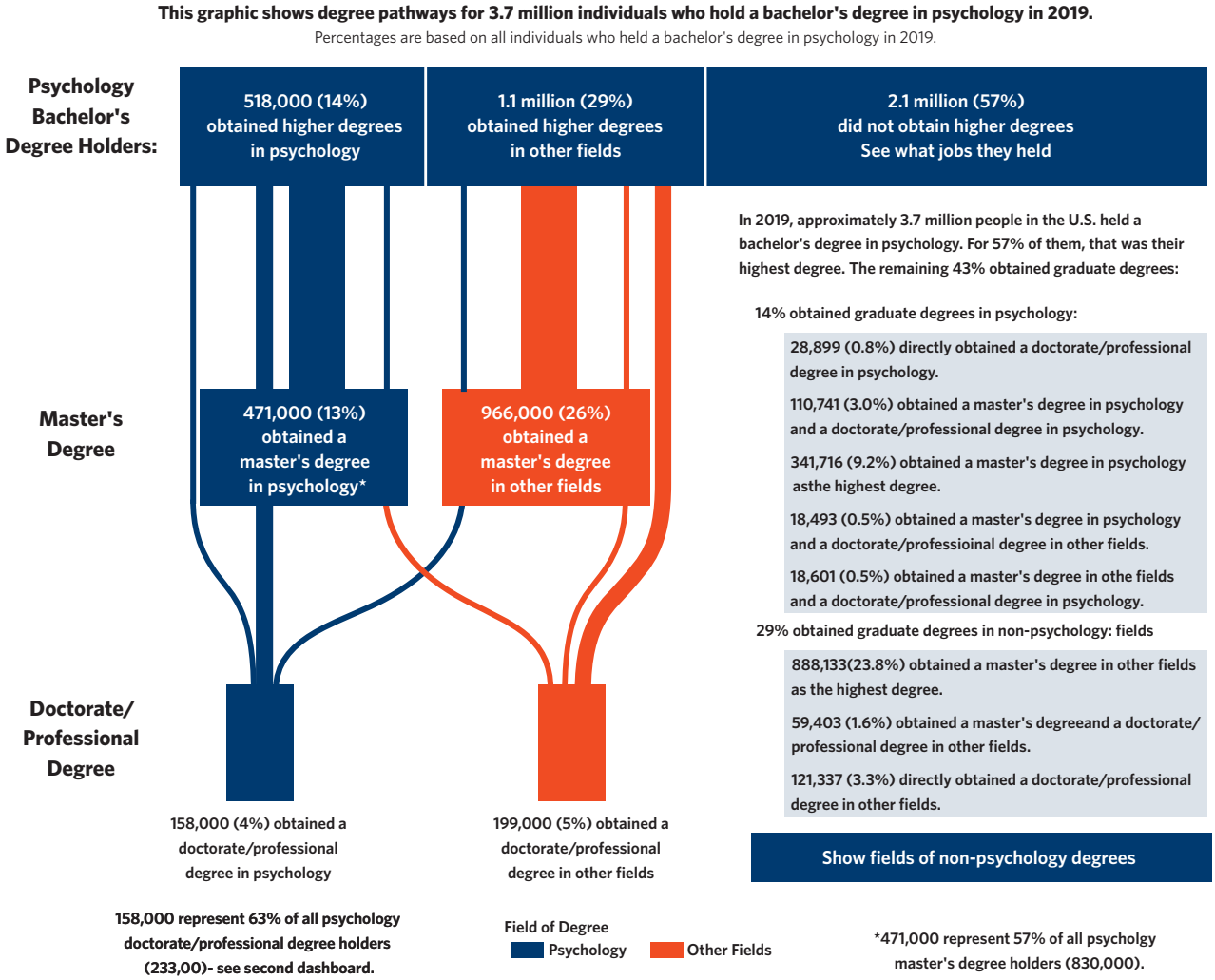
A minority of psychology majors pursue careers requiring graduate school in psychology. Of the psychology majors who complete a graduate degree in psychology, the master's degree in psychology is the most common. Only 3.8% of psychology majors earn a doctoral degree in psychology.

Preparation for graduate work in psychology is an important goal of the psychology major, but since a minority of our students follow this pathway, we recommend that programs not overemphasize this career outcome or consider it the ultimate goal for psychology majors. Fortunately, focusing on the undergraduate goals and outcomes that qualify students for entry into the workforce also will facilitate solid preparation for graduate and professional school. Many psychology majors reap benefits from their background in psychology even as they pursue careers that require graduate or professional degrees that are technically outside of psychology. APA (2021b) reports that the most popular option is education (25%), including teaching, special education, and educational administration. Other psychology-related options include law and other legal studies (21%); medicine and health professions (19%); social work (18%); counselor education (7%); and business and management (5%).

Figure 2 captures a representative year (2019) to demonstrate the professional pathways psychology majors pursued, including those in psychology as well as those in related disciplines.

FIGURE 2.

Pathways from a Bachelor's Degree in Psychology



Source: American Psychological Association (2021c)

For further information on professional opportunities, see APA *Degree Pathways in Psychology*: https://www.apa.org/workforce/data-tools/degrees-pathways.aspx

Contemporary Workplace Skills

When students complete a psychology major that reflects the goals and outcomes of the *Guidelines*, they will become "skillful psychology students" (Naufel et al., 2018) who are well prepared for a wide range of professional opportunities. Psychology students may develop cognitive, communication, personal, social, and technological skills that are necessary for success in today's workplace.

Many of the skills cultivated through the undergraduate study of psychology have been identified as highly valuable by executives and hiring managers according to a survey commissioned by the American Association of Colleges and Universities (Finley, 2021), including the following:

- Critical thinking and complex problem-solving
- Locating, evaluating, and using information in decision-making
- Analyzing and interpreting data, including working with numbers and statistics
- Making sound decisions and ethical judgments
- Communicating in writing and presentations
- Communicating/working with people from different cultural backgrounds

Employers place great value on the same experiences that psychology programs and graduate program admissions committees recommend, including:

- Completing internships, apprenticeships, or work experiences
- Working with mentors individually and as part of research project experiences
- Collaborating with people from diverse backgrounds

Employers appreciate applicants who have skills and experiences that are developed during the psychology major; they particularly value candidates who can relate their skills and experiences to the positions for which they have applied.

Unfortunately, many students cannot clearly articulate what they know in ways that apply to a wide range of career options. Graduating students do not always see the connection between the psychology outcomes achieved and their value for workforce positions. The ability to articulate psychology-related skill sets may be even more important given the rise in applicant tracking systems (i.e., bots) that screen out candidates who fail to represent targeted terms. As such, psychology program faculty need to develop opportunities for all students to reflect on what they have learned during their psychology major and how the variety of information and skills applies to any career and general preparation for life. Opportunities transpire in the academic advising process as well as in many courses throughout the major. Faculty are encouraged to address specific skills promoted within their class activities in syllabi, assignments, and rubrics to help students develop greater facility in understanding the skill sets they are developing in the major. A well-designed capstone course may be especially effective at helping students integrate what they have learned and facilitate making meaningful connections to a variety of career paths.

Students pursuing any psychology-related career opportunity can feel confident that their decisions are justifiable, honorable, and consistent with the goals of an undergraduate psychology program. Psychology faculty help students to develop the knowledge and skills that prepare students for a wide range of career opportunities and to make career decisions that are right for them. We recommend that the psychology major curriculum:

- Develop students' knowledge and skills that are applicable to a wide range of career opportunities;
- Ensure that majors develop a strong working knowledge of the broad range of career options available to psychology majors;
- Help students recognize how the knowledge and skills they have developed as psychology majors are applicable to a range of careers both inside and outside the field of psychology.

Employers and post-graduate programs in all fields will appreciate the broad knowledge and skills developed by students who complete programs that include substantial focus on all five goals articulated in these guidelines.

Advice on Using the Guidelines for High-Achieving Students

Guidelines 3.0 specifically targets the kinds of outcomes we may expect of any student graduating with a degree in psychology. Achieving the outcomes represents a general statement of fitness as a psychological thinker with an undergraduate background. However, for students who have set their sights on some form of graduate or professional education or other highly competitive career opportunities, faculty need to encourage them to strive to exceed the competence levels specified in the *Guidelines* and seek opportunities for experiential learning on campus and in the community through additional classwork, research experiences, internships, volunteerism, and/or employment. Students who demonstrate their motivation and initiative are more likely to impress graduate school admission committees and potential employers.

Faculty who use the *Guidelines* to create performance rubrics may benefit from thinking about categorizing performance in one of three tiers: *Exceeding Expectations, Meeting Expectations,* or *Not Meeting Expectations.* Incorporating some judgment about exemplary performance may encourage students to invest in higher-quality work and potentially inspire greater creativity. Consistent high-level performance is more likely to generate favorable recommendation or reference letters and other high-impact opportunities to build a persuasive case for admission or hiring.

A Call to Action

Faculty must help students leverage what they have learned to pursue post-graduation opportunities (e.g., Naufel et al., 2018;

Van Kirk, 2019). As illustrated in Figure 1, presenting a wide range of career opportunities available to psychology majors during coursework and career advising throughout the psychology major program will help students recognize that the major supports diverse occupational goals, and not only for students who complete graduate school in psychology.

Experiences beyond the basic requirements of the psychology major may be critical to help students achieve their goals. To prepare for the workforce and professions requiring graduate or professional school outside of psychology, students may need to complete specific coursework or engage in internships, work, or volunteer experiences in settings relevant to the student's chosen profession. Selected coursework and extracurricular activities that may include pre-professional programs (such as pre-health or pre-law), minors, or second majors may provide persuasive evidence of fitness for specific career goals.

The quality of career advising often shows up as a common complaint when students address program weaknesses during evaluations. Most campuses provide faculty and staff advisors who focus on career and pre-professional questions; however, students' questions about how to find jobs after graduation may surface in other academic interactions in and out of the classroom. Traditionally trained faculty often feel underprepared to respond to career-related questions that do not reflect their own experiences.; however, sidestepping this critical issue is not advised since it is of paramount importance to student satisfaction with the major. This obligation becomes even more compelling when we consider the substantial debt loads many students bear upon graduation. Psychology faculty can collaborate with colleagues across campus to ensure that all program stakeholders, whether in a formal or informal advising role, may effectively address the career needs of students who major in psychology. Every faculty member does not need to know the specifics of every career option, but we recommend that all faculty be conversant in general about the kinds of opportunities that exist for baccalaureate-prepared students and be able to direct students to appropriate resources. We encourage faculty members to refrain from reinforcing misperceptions that "you can't get a job without a graduate degree."

Incorporating Open Science into *Guidelines 3.0*

In the past decade, psychological scientists have experienced significant turmoil surrounding questions about the quality of the discipline's scholarship and scientific practices; this turmoil is referred to as the replication crisis (Diener & Biswas-Diener, 2018). In 2015, the Open Science Collaboration published the results of an ambitious attempt to replicate 100 studies that had recently been published in three top psychology journals. They found that only about one-third of the studies replicated, and the observed effect sizes tended to be smaller in the replications than the original. Contemporary research teams simply were unable to match the results originally published in psychology's literature. Nosek established the Center for Open Science to advocate for strategies that would strengthen psychology's research claims.

Causes of replication failure are diverse. Explanations include sloppy or unsystematic execution of either the original study or the attempted replication, questionable research practices, differences between the original study and the replication effort, or simply chance. Some critics have suggested that researchers may have inappropriately generalized their findings while ignoring important contextual variables (i.e., findings that fit one group may not apply to another group or a different time). Unfortunately, in some worst-case scenarios, psychologists have been guilty of fabricating data to produce significant results. The pressures on academic researchers to publish or perish with regard to future tenure and promotion decisions placed a premium on generating a substantial number of publishable studies demonstrating statistically significant results. This pressure to publish discouraged researchers from attempting to build a stronger case for a psychological claim through replication.

Psychologists have responded to the turmoil of the crisis by recognizing the opportunity to enhance the credibility of psychological research (Vazire, 2018) and to promote inclusive practices.

They proposed some important changes or refinements in how research transpires that are reflected in *Guidelines 3.0.* Some of the changes represent substantially different ways of proceeding with research design, analysis, and dissemination; other recommendations emphasize the need to reaffirm a commitment to a priori theorizing. Consequently, many practical changes—some of them quite dramatic—appear to be shaping preferred practice in the open science movement. The key differences are explained below.

The New Statistics

Null hypothesis significance testing (NHST) has long dominated data analysis protocol in psychology, with an emphasis on achieving specified probability levels to determine whether a research design could claim the discovery of relationships between variables. However, critics of this practice (cf. Cumming 2014; Normile et al., 2019) suggest that traditional statistical practices may have contributed to the replication crisis. The emphasis on interpreting *p* values produces a dichotomous outcome: Was the result significant or not? Such an all-or-none conclusion provides limited interpretive value in the absence of understanding the effect size. In addition, substantial research evidence suggests that *p* values are often misinterpreted by researchers and consumers alike. Students regularly report that learning inferential statistics is anxiety provoking because the logic of NHST is not intuitive and is hard to grasp.

Another concerning tendency is the practice of *ad hoc* hypothesizing rather than developing a priori hypotheses based on theory. The practice of developing and reporting hypotheses after the data have been collected has been referred to as "HARKing" or Hypothesizing After Results are

Known (Kerr, 1998). To maximize the likelihood of getting publishable results, researchers may engage in data mining, known as "*p*-hacking," to be able to claim any significant finding that will enhance the likelihood of publication (Head et al., 2015). Such practices seem to be fueled by the dichotomous judgment that applies a probability level to determine whether a result is significant or not significant.

Challenges to NHST are not technically new; however, the replication crisis provided new fuel for rethinking how psychologists can interpret the procedures they follow in their research. Flawed statistical procedures, such as the examples described above, make replication failures much more likely. The "new statistics" shift the emphasis away from significance value to effect sizes to estimate the magnitude of differences (Normile et al., 2019). The new statistics also reinforce the specification of confidence intervals and the value of replications. In addition, meta-analyses take on greater importance to determine where the weight of evidence converges across related studies.

Open Science Practices

The ability to make claims with confidence from psychological research extends beyond statistical analysis. Some journals not only endorse the inclusion of effect sizes as a standard expectation in research but also may discourage the use of NHST interpretations altogether. In addition, many psychologists have begun preregistering their work, which involves creating a time-stamped and uneditable document before data collection that specifies the methods and analysis plan of the study. This protocol provides additional transparency about the research process and helps guard against questionable research practices like HARKing and *p*-hacking. Some journals allow researchers to submit proposals for studies such that an approved proposal guarantees that research findings will be publishable regardless of whether the results achieve significance. By changing to this strategy, the discipline does not lose important information that occurs when research studies do not achieve significant differences. Open science practices support more comprehensive treatment of phenomena and potentially help researchers avoid pursuing research strategies that produce misleading or unreliable results.

Data Ethics and Transparency

Open science reinforces the idea that science is a public good. Researchers must commit to choosing designs that maximize respect and protection for research participants. They must also apply statistical techniques that clearly communicate their findings. This approach emphasizes the importance of making research designs transparent and data available for scrutiny. Thus, many researchers participate in open science practices such as preregistration and data sharing, and some journals have added badging protocols for studies that meet open science standards. Open science practice also encourages the use of open sources to promote dissemination of research findings.

Greater Contextual Awareness

Psychologists have long prided themselves on exercising objectivity in their research. However, contemporary researchers recognize that research projects grow out of specific sociohistorical contexts. Differences in context certainly shed light on why older studies may not replicate in contemporary times. We also recognize that, despite a commitment to objectivity, psychological researchers are human beings who are likely to approach problems with their own personal and cultural biases. Consequently, peer review processes would benefit from having greater diverse representation in reviewing panels (Munafo et al., 2017).

New Software Support

Many researchers report moving away from SPSS as the standard data management software strategy and toward open-source statistical programs (e.g., JASP, R, Jamovi) that work effectively with other data management software. According to Basturk (2005), students who are skilled at software applications tend to achieve higher grades in later courses. Using open- source software may promote sound statistical practices well beyond graduation. However, making this transition may require additional professional development for psychology faculty who may be unfamiliar with the software.

Smith (2020) observed that *Guidelines 2.0* supported an open science approach. However, the refinements in Goal 2 of *Guidelines 3.0* provide even greater emphasis on open science and emerging preferred science practices. We expanded the articulation of statistical outcomes in a purposeful way to reflect the open science trends. Undergraduates do need to understand that traditional practices are evolving, and they need to learn to appreciate the practical advantages of communicating effect sizes rather than significance levels in data interpretation. This approach will be more straightforward and confidence building for students who struggle with the rationale for inferential statistics.

Departments may also consider how to teach open science practices beyond statistical courses, such as discussing the replicability of findings in topical courses and teaching open science skills to undergraduates (e.g., how to preregister studies; how to share research materials in a public repository such as the Open Science Framework). Incorporating open science practices into the undergraduate curriculum will enable students to use those techniques in their own work in the future and become more critical consumers of science. A host of open science teaching materials is available for reuse in published papers (see Kathawalla et al., 2021; Pownall et al., 2021) and on the Open Science Framework (course syllabi for open and reproducible methods, https://osf.io/vkhbt/).

Leveraging Support for Psychology as a STEM Science

Psychology programs often run into resistance in relation to claims of being a scientific enterprise. Despite the fact that

the National Science Foundation declared psychology and related social sciences as STEM (science, technology, engineering, and math) members (Dovidio et al., 2010), local authorities and administrators may not always recognize psychology as a STEM discipline.

Many undergraduate programs have been conflicted about whether to designate their programs as "psychological science" or maintain the more traditional designation of "psychology." Transforming the name of the department to include science in the title (e.g., "Department of Psychological Sciences") may be a strategic decision—rather than a defensive posture—if it persuades local and/or institutional authorities to classify psychology as a STEM discipline with corresponding competitive funding.

However, complicating psychology's claim for formal recognition as a science is the current practice of designating programs using the Classification of Instructional Programs (CIP) codes (APA, 2022). Federal agencies rely on CIP codes for determining STEM classification that produces some operational advantages for science programs. For example, the Department of Defense and the National Science Foundation use CIP codes to qualify candidates for scholarship support. Additionally, students who are pursuing psychology degrees in America under the auspices of an F-1 visa may be able to extend their visa for programs that are clearly recognized as STEM science.

Most four-year programs maintain the CIP code classification of *Psychology, General* (42.0101), which is not currently a STEM designation. However, several programs (e.g., Purdue University, Edinboro University) have successfully negotiated a change in their CIP code status to reflect a different name and number: *Research and Experimental Psychology* (42.2799).

Careful alignment of STEM-focused programs with the goals outlined in *Guidelines 3.0* may provide additional evidence for qualifying psychology as STEM. Goal 2 (Scientific Inquiry and Critical Thinking) outlines appropriate goals, learning outcomes, and performance indicators to reinforce the recognition of psychology as STEM. By incorporating the principles of open science addressed in the document, that recognition may be strengthened.

A Call to Action

Guidelines 3.0 endorse open science practices. Consequently, educators may seek some statistical reeducation to keep current with preferred practice. Normile et al. (2019) advocated that during this time of transition it may be most helpful, and perhaps least disruptive, to combine NHST interpretations with those strategies that grow out of open science practices. They recommend a six-episode video sequence developed by the Association for Psychological Science to assist faculty in becoming more well informed about open science (https://www.psychologicalscience.org/members/new-statistics).

International Implications of *Guidelines 3.0*

Psychology higher education, historically dominated by the United States, is now increasingly international. As Takooshian and colleagues (2016) reported, undergraduate psychology is extremely popular around the world; they note that the share of all psychologists who worked in the United States was 80% in the 1980s, but as of the publication of their article, the share of U.S. psychologists had dropped to 21–24%. This change is particularly notable given that the sheer number of psychologists in the United States and worldwide has been skyrocketing. The global expansion of our field suggests that we, as psychology instructors, 1) remain aware of international education trends, and 2) make our courses more international. The third iteration of the *APA Guidelines for the Undergraduate Psychology Major* emphasizes this internationalization to a greater degree than its predecessors, including soliciting input from U.S. psychologists with international experience and from psychology instructors working outside the United States.

Many scholarship of teaching and learning (SoTL) articles dedicated to international concerns have cited past versions of APA guidelines, including articles about students studying outside the United States (i.e., study abroad experiences), instructors and administrators internationalizing the U.S. psychology curriculum, and the global expansion of psychology education generally. We predict *Guidelines 3.0* will remain a popular citation source. We also hope the latest *Guidelines* will help the United States play a bigger role in an ongoing and growing international conversation about recommended competencies for the psychology major. These *Guidelines* may reduce concern that the psychology community in the United States seeks disciplinary dominance or that it is indifferent to or unaware of pedagogical advances in other nations.

International Trends in Psychology Higher Education

Harmonization. In 1999, a consortium of 29 European countries, through what came to be called the Bologna Process, committed to the development of a European Higher Education Area (EHEA) to increase the quality of higher education and facilitate international and institutional mobility of students and degree holders. The consortium aimed for flexibility through "harmonization" among institutions and countries rather than a more prescriptive standardization across its member institutions and countries. Consortium members agreed to create comparable degrees through a "tuning" process, develop explicit connections with employers, facilitate mobility, and collaborate with respect to minimum competencies, assessment, and quality assurance (Bologna Declaration, 1999). The Bologna countries have met many of these goals (Eurydice/European Commission/EACEA, 2018). (The Bologna countries also developed a diploma, the EuroPsy Certificate, that outlines minimum competencies for practicing psychologists in the

EHEA for whom the terminal degree is the master's—as it is in most parts of the world [European Federation of Psychologists' Associations, 2011]. EuroPsy facilitates quality assurance, competencies with respect to ethics, and mobility of clinician psychologists.)

The Bologna model has been widely admired and copied. With more than 4,000 psychology educational programs around the world, demands for international frameworks to promote quality and mobility have increased (Bullock, 2014). In line with this call, a Bologna Follow-up Group has led to partnerships between the EHEA and consortiums of institutions and countries in almost every part of the world, often with funding from the European Union (e.g., Dang, 2015; Knight, 2013; Nolan et al., 2020). Knight (2013) explains that Bologna "has propelled other regions and sub-regions around the world to look more seriously at the significance and modality of building closer alignment of their higher education systems" (p. 106).

Two important lessons are apparent from the EHEA and other Bologna-like initiatives. First, the range of stakeholders in higher education includes employers, community organizations, and the general public. Second, emphasizing harmonization and the related concept of "tuning" promotes mobility across institutions and countries. We hope the APA *Guidelines 3.0* will facilitate both goals because of its overlap with international trends, such as psychological literacy. Because of the possibility that faculty across the globe will review and perhaps adopt the guidelines, a more common language regarding psychology competencies and degrees may result; however, we acknowledge that even if instructors and programs outside the United States wish to implement *Guidelines 3.0,* that outcome may not be feasible. Cultural considerations and concerns that the *Guidelines* are U.S.–centric may discourage broader use. In addition, governments in many countries guide curricula with no flexibility at an institutional or departmental level to make wholesale changes in line with a document such as *Guidelines 3.0.*

Psychological literacy. In 2010, former APA president Diane Halpern and her colleagues memorably wrote:

> To bring about change in the perceptions of the general public and policy makers, all psychologists should develop the concept of psychologically literate citizens and convey this message so that policy makers and the general public will understand that the need to be psychologically literate is similar to being able to read or use numbers in thinking. (p. 172)

The simple, if somewhat radical, idea was that psychological knowledge and skills could become as familiar to people as the ability to read, write, and do basic math computations. In other words, people could be *psychologically literate*—able to use psychological theory and empirical evidence to enhance or improve everyday decisions and daily life in general at local, national, and international levels. Indeed, the concept of global citizenship is an integral part of psychological literacy (Cranney & Dunn, 2011). Thus, psychology students may be taught to recognize and to rely on the utility of psychological knowledge both in as well as beyond academic settings.

In effect, psychological literacy enables students and university graduates to use what they have learned to adjust to the stresses and strains found in their work settings, their families, and their local and global communities. The COVID-19 pandemic, beginning in spring 2020, illustrates how related behavioral compliance (e.g., lockdowns, mask wearing, vaccinations, booster shots) was more successful in some nations than others, a fact that points to the importance of applying psychological knowledge to influence the welfare of whole communities.

Psychology education may contribute to solutions for global threats like the pandemic or climate change, as well as smaller, more local issues. Universities around the world are under some pressure to educate students who can enter the workforce while acting as knowledgeable citizens who can and will contribute in meaningful ways to improve their cultures and nations. Psychology may have a large role in shaping the next generation of psychologically literate global citizens.

As Morris et al. (2021), recently noted, there

> . . . appear to be two current approaches to defining and operationalizing [psychological literacy]: (a) as a set of capabilities—knowledge, skills, and attitudes, that a student should acquire during their psychology education, and (b) as a general capacity to intentionally apply psychology to achieve personal, professional, and societal goals. Regarding the former, although there is some consensus regarding what constitutes the set of capabilities, further development is required. Regarding the latter, practical implications, challenges and opportunities require further exploration. (p. 1)

Clearly, creating psychologically literate international citizens—those who see using psychological science to benefit all of humanity—is a good idea.

Internationalizing Our Courses

Thus far, we have been discussing broad global trends. However, we want to emphasize that each of us, as instructors, has the ability to contribute to a global conversation within psychology education by internationalizing our own courses. We can apply the same tactics that we describe elsewhere in this document with respect to diversity, equity, and inclusion to internationalization. Specifically, we can consider the topics we choose, the research we cover, and the readings we assign. The Association for Psychological Science recently published an excellent essay about the grand challenges of psychology, many of them international (see https://www.psychologicalscience.org/observer/grand-challenges), as well as a three-part series from a team of international authors entitled "Psychological

Science Needs the Entire Globe" (see https://www.psychologicalscience.org/observer/global-psych-science). These essays suggest a wide range of topics and research that we can incorporate across the psychology curriculum. On a seemingly smaller level, but one that is quite important in terms of inclusion, we also can relatively easily diversify the examples we use to clarify concepts in class, including with broader representation in names and photos (Littleford & Nolan, 2013).

International Input on *Guidelines 3.0*

We invited 21 colleagues to provide input on a draft of the *Guidelines;* most were from countries outside of the United States, although some were from or working in the United States but with extensive international experience. We received feedback from 10 of these colleagues representing nine different countries from Africa, Asia, Europe, North America, Oceania, and South America.

Of these 10 psychology educators, six were previously aware of APA's *Guidelines*. Of those who were aware, some indicated that individual instructors used *Guidelines 2.0* at the course level, but noted that at the institutional level, country-specific requirements made it difficult to apply the guidelines; however, one non–U.S. colleague wrote that "this set of documents is possibly the most comprehensive readily accessible set of teaching resources for undergraduate psychology in the world." One international colleague lauded the emphases on internationalization, open science, ethics, and technological literacy, and another appreciated the "global vision." One contributor highlighted the emphasis on diversity and inclusion, and yet another praised focuses on social justice and on career development.

Criticisms included a lack of attention to "application to self," including when related to students' "values and sense of morality," particularly with respect to careers; insufficient attention to psychological literacy; and "mixed messages" with respect to minimal vs. aspirational outcomes. Another respondent commented that equity, diversity, and inclusion (EDI) as understood in the United States is not universally applicable, noting, for example, that "ethnicity" is not a viable or meaningful concept in all countries. One colleague asked for an increased emphasis on the place of psychology in the context of other fields in the social, physical, and natural sciences, as well as in the humanities and in cultural studies.

Relatively universally, the respondents viewed *Guidelines 3.0* as helpful for developing courses, curricula, and programs. Several stated that they hoped to use these guidelines to effect changes in their own countries. One colleague expressed the wish that our understanding of psychology's history expand to include an international perspective, writing, "I understand most of the theories were from Europe and United States, but also important to see how the history of psychology moves globally. It would be very difficult to go country by country but still important to see some of the benchmarks of the historical movement in Asia, Africa, and other places." We agree, and hope that the increased international emphasis in *Guidelines 3.0* will encourage broader conversations among U.S. instructors and between U.S. instructors and international colleagues.

A few respondents took the time to send additional comments, observations, and suggestions outside the survey they received. One individual wrote to express gratitude that *Guidelines 3.0* identified optimal expectations for psychology programs to consider. This individual urged that minimum expectations be highlighted, as many systems outside the United States need to know the minimum structure they must provide to pass quality reviews for accreditation or program review processes. Currently, undergraduate psychology programs in the United States do not have any sort of accreditation requirement or process, nor is one on the horizon. Nonetheless, the *Guidelines* may serve as a proxy for such a process, as they encourage some level of standards or a form of quality control. Finally, the colleague also praised the revised section on Communication, Psychological Literacy, and Technology Skills as important. The colleague suggested that the literacy skills (e.g., speaking, writing) be expanded to include careful or critical listening as well as what might be best called "media literacy," that is, attending to the veracity of the media sources being cited or relied on for information.

Another colleague identified an important distinction between U.S. training in psychology—especially training oriented toward practice—and that found elsewhere, including in Colombia and other parts of Latin America. The United States is highly focused on degree acquisition beyond the baccalaureate level; however, other nations have "historically strong social needs associated with poverty and wars" that have encouraged them to allow individuals with undergraduate degrees in psychology to perform clinical, community, and educational interventions in much of Latin America through the decades-old "Bogotá model" (Ardila, 1978; Benito, 2009). These budding psychologists work as acknowledged professionals who often use their earnings to pay for their postgraduate studies.

Finally, we asked these international colleagues whether they thought the *Guidelines* were too U.S.–centric to be useful. Most did not, with one respondent commenting that "It has a global outlook—and very conscious about it." Another respondent seemed to capture an overall perception: "I don't think it is too U.S.–centric to be useful, but it is clearly a U.S.–centric document." Another respondent noted that "It would be interesting to have an international perspective on what undergrad psychology degree can do internationally." We agree, and hope there will be ongoing research and collaborations in this area.

A Call to Action

Based on international trends and on the feedback from our international colleagues, we suggest several ways in which the *Guidelines* might be useful in a global context. First, departments (or even students on their own) might use

Guidelines 3.0 to communicate what students have learned, which could be helpful when working in international contexts in the United States or moving internationally for work or school. Relatedly, students could use *Guidelines 3.0* to shape their experiences, including choosing courses, when studying internationally. Some U.S. departments of psychology implicitly communicate that when their undergraduate majors study abroad, taking psychology courses is not necessary or even desirable (i.e., a form of the U.S.–centric concern). They speculate that finding "equivalent courses" will be difficult. Instead, students may be advised to study abroad to develop a better and broader understanding of international perspectives on psychology. Psychology programs are encouraged to be flexible in terms of accepting international psychology courses as psychology electives for their study abroad students.

Second, although the *Guidelines* might be useful in non–U.S. contexts, they would have to be interpreted based on the local culture, educational system, and approach to psychology; moreover, U.S. psychologists must be cautious about applying the guidelines when working outside the United States as they represent a U.S. perspective. See Morgan-Consoli et al. (2018) for a discussion of both general and teaching-specific competencies for U.S. instructors working internationally. The U.S. undergraduate experience is structured differently than that found in most other nations; for example, the typical American undergraduate degree is completed in four years, whereas many other nations grant a bachelor's degree in three years' time. Similarly, most U.S. undergraduates complete a set of general education courses designed to provide them with a broader understanding of other educational areas in the humanities, arts, and social and natural sciences. Other nations often focus primarily or exclusively on the major area of study.

Nonetheless, an ongoing conversation about similarities across countries and world regions might enhance both higher education quality and mobility. As Nolan and colleagues (2020) wrote, those involved in psychology higher education in the United States "could benefit from examining the complex, sometimes limited, often varied, but also inspiring Tuning projects initiated by our colleagues around the world" (p. 194). We hope *Guidelines 3.0* will inspire our colleagues to join this international conversation.

Resources

Our international colleagues wisely suggested that we include resources for international organizations related to psychology teaching and learning, as well as other relevant documents. We hope this list will grow, particularly with organizations and input from the Global South.

- APA's Office of International Affairs: https://www.apa.org/international (In particular, see the list of international organizations, networks, and meetings: https://www.apa.org/international/networks)
- APA's (2004) *Resolution on Culture and Gender Awareness in International Psychology*: http://www.apa.org/about/policy/gender.aspx
- Australian Psychology Learning and Teaching (AusPLAT):
- https://www.ausplat.com/
- European Federation of Psychology Teachers' Associations (EFPTA): https://www.efpta.org/home
- European Society of Psychology Learning and Teaching (ESPLAT): https://www.esplat.org (Note: ESPLAT has a journal, *Psychology Learning and Teaching*, that has an international editorial board and international contributors.)
- International Compilation of Human Research Standards: https://www.hhs.gov/ohrp/sites/default/files/2018-International-Compilation-of-Human-Research-Standards.pdf
- International Council of Psychology Educators (ICOPE): http://www.psychliteracy.com/icope-inc
- International Union of Psychological Science: https://www.iupsys.net/about
- *Montreal Statement on Research Integrity in Cross-Boundary Research Collaborations*: https://www.wcrif.org/downloads/main-website/montreal-statement/123-montreal-statement-english/file
- Velayo (2016) list of resources to "Internationalize Undergraduate Psychology": http://www.apa.org/education/undergrad/internationalize.aspx
- World Health Organization's mental health resources: https://www.who.int/teams/mental-health-and-substance-use

Equity, Diversity, and Inclusion in *Guidelines 3.0*

APA has the foundational goal "To advance EDI [equity, diversity, and inclusion] through psychological science that champions thought leadership, innovation, and excellence" (APA, 2021b, p. 6). Psychology instructors, by way of their roles, convey the history, values, and principles of the field to psychology students. In doing so, they teach students the norms of the field. Therefore, psychology instructors may view both the opportunity and the responsibility to incorporate equity, diversity, and inclusion (EDI) frameworks into courses and curricula. Achieving this goal will require concerted cultivation in all aspects of instruction at the associate and baccalaureate education levels. As such, we took intentional steps to ensure that the indicators of *Guidelines 3.0* align with EDI in light of the importance of empowering students to make a difference in their lives and communities.

We believe instructors help students to understand the prevailing attitudes, beliefs, and values that influence, and sometimes limit, the impact of psychological research. We created *Guidelines 3.0* with a commitment to uncover, identify, and explore implicit assumptions that have influ-

enced the field of psychology since its inception, such as objectivity, universalism, and individualism, among others. Heine and Norenzayan (2006) explained, "Few people would dispute that culture is relevant to psychology. Yet for much of the history of their field, most psychologists have sought to discover and explain human thought and behavior in terms of universal principles" (p. 251). Similarly, psychology developed with a strong preference for individualism, which encompasses ideas of individual freedom and responsibility. This bias often results in looking for and attributing observations to individual sources at the expense of other factors, including those derived in collectivistic and communal values. Although objectivity, universalism, and individualism have a place in the field, their dominance has limited the relevance and importance of psychological knowledge to the diverse U.S. and global populations.

A greater focus on EDI is associated with an abundance of favorable academic and related outcomes. Course elements that involve EDI increase student awareness of privilege and marginalization and inspire social action (Case, 2007; Weinstock, 2019). EDI activities may also help students learn about cultural diversity (Baumgartner & Johnson-Bailey, 2008). These learning opportunities augment skills in multicultural competence and reduce prejudice (Smith & Trimble, 2016). Students also show improvements in ethnocultural empathy, relinquishing claims of colorblind racial attitudes and reporting greater interest in pursuing more multicultural experiences (Patterson et al., 2018).

Incorporating EDI-informed pedagogy in educational experiences is associated with an increased sense of belonging, especially among historically marginalized student communities. Useful strategies include intentionally showing appreciation for the ideas and experiences of historically marginalized students (Good et al., 2012; Howansky et al., 2022), high-quality social learning opportunities (Surr et al., 2018), communicating the relevance of the course content to personal and collective identities (Eccles et al., 2006; Hunn, 2014), and including work by underrepresented psychologists (Good et al., 2012).

Steps Taken to Address Equity, Diversity, and Inclusion in *Guidelines 3.0*

To promote EDI throughout *Guidelines 3.0*, each change or addition included background research, consideration of APA's *Equity, Diversity, and Inclusion Framework* (2021b), consultation with experts, and extensive discussion. We elevated the importance of cultural/contextual factors with indicators that encourage the development of self- and other-awareness, knowledge, and skills. We also highlighted disparate access to opportunities, strategies to overcome discrimination, and systems and community perspectives within the indicators to counteract the historical overemphasis on universalism, individualism, and other values and practices that tend to marginalize. We discussed how an EDI focus may augment interest in policy-level interventions. We further attended to characteristics of institutions and the level at which students learned this information so that at both associate and baccalaureate levels they would enhance their knowledge, skills, and abilities pertaining to EDI.

Understanding by undergraduates of our checkered history in regard to privilege and marginalization is vital to encouraging a commitment to the importance of EDI (APA, 2021b). Psychologists have contributed meaningful scholarship in understanding bias and prejudice. Many seminal works of psychologists have shaped progressive public policies designed to reduce discrimination. However, the history of the discipline also reveals egregious examples of inappropriate and unethical practices related to systemic discriminatory practices (Cummings Center for the History of Psychology, 2021).

Additionally, higher education has practical reasons for pursuing an enlightened stance regarding equitable opportunity and supportive strategies. Implementation of EDI goals could improve retention and graduation rates, which often become a central consideration in funding allocations. Graduates who are more sophisticated with regard to EDI considerations will also be more competitive in the workforce.

Promoting Equity, Diversity, and Inclusion Using *Guidelines 3.0*

These *Guidelines* may serve as a tool to help psychology programs augment EDI in their curricula. Foremost, the *Guidelines* provide direction for what, where, and when students may acquire related EDI knowledge and skills. The *Guidelines* may also help faculty identify gaps in their own curricula where EDI topics may be addressed and fill them accordingly.

The *Guidelines* were set up not only for students to understand EDI but also to promote EDI within the psychology curriculum. Assessment of these indicators may provide evidence regarding the extent to which students are achieving and acquiring the skills they need to be able to function successfully in complex social contexts. If students are not meeting these expectations, faculty can adjust accordingly.

Following *Guidelines 3.0* creates the opportunity to strengthen EDI within both the discipline of psychology and the broader working environment. A fundamental basis for understanding EDI may be offered in introductory psychology courses. As undergraduates progress, they may acquire more skills and knowledge. When they finish courses and enter the workforce or pursue graduate degrees, they become equipped with tools to apply this knowledge and these skills in more novel contexts.

A Call to Action

Incorporating EDI into the psychology curriculum may meet the needs of current students of psychology and responsibly expand the knowledge base of psychological science toward improving lives and communities (Gillborn et al., 2021). We encourage psychology programs to consider EDI areas in the curriculum that need greater attention. For instance, syllabi reviews across undergraduate and graduate pro-

grams revealed that psychology has lagged in addressing EDI in its curriculum (Boysen, 2011; Fuentes & Shannon, 2016). Programmatic discussions about commitment to EDI principles that highlight good examples emerging from syllabi reviews may be a productive way to initiate this important conversation.

A concern often voiced among psychologists is that students may not have a good grasp of the discipline's history, particularly in relation to its role in supporting discriminatory practices that have placed marginalized groups at a disadvantage. Historians have detailed how some psychologists contributed to eugenics (Yakushko, 2019) and systematically discriminated against women and African Americans and other minorities, placing many obstacles in the way of entering a discipline initially dominated by white males (Benjamin, 2019). We recommend that psychology programs help students explore the ways in which psychologists may have worked to maintain the status quo and the negative consequences such action produced for those without privilege. Attention to the many achievements of psychologists is best balanced with attention to lessons learned from mistakes of the past. Even when students do not take a History of Psychology course, the historic problems caused by exclusionary and discriminatory practices may be addressed in a variety of courses in the standard undergraduate curriculum, including Introductory Psychology, Social Psychology, Developmental Psychology, and many others.

As we created *Guidelines 3.0,* we were intentional at every step to promote justice and equity. As our final call to action, we encourage programs, too, to model a process of being intentional and deliberate when creating curricula or adopting strategies. We encourage programs to dig deep; consider word choices; reflect on how courses and experiences will include or exclude others; and examine how traditional practices might have contributed to inequitable opportunities. We also encourage programs to seek feedback from those whose voices may not always be heard, including students; to recognize the importance of research when guiding these decisions; but also to recognize the limitations the research itself may have. In short, we encourage programs not only to use the *Guidelines* as tools to promote EDI but also to use the process to engender a stronger commitment to the principles of social justice.

ARTICULATION WITH RELATED APA DOCUMENTS

Advances in psychology's scholarship of teaching and learning (SoTL) literature, especially documents that have been produced to improve curriculum from APA, have been incorporated in *Guidelines 3.0.* This iteration of *APA Guidelines* attempted to integrate various influences in the recommendations regarding curriculum and assessment.

APA Principles for Quality Undergraduate Education Psychology

Beginning with the St. Mary's Conference in 1991, the APA has supported articulating quality principles (QP) to provide recommendations to guide programs and departments in their educational practices. Conclusions from the conference were published as the first formal principles in 1994 (McGovern & Reich, 1996). The principles were revised in 2011 in conjunction with the 2008 National Conference on Undergraduate Education in Psychology held in Tacoma, WA, and revised again in 2023.

The QPs are designed to describe best practices that faculty members, programs, and departments may adopt to facilitate student learning and development, in ways that fit their specific institutional needs and missions. They are informed by the integration of available research (e.g., scholarship of teaching and learning), diverse educator experience, and APA educational policy (e.g., *APA Guidelines for the Undergraduate Psychology Major*; dismantling systemic racism). The QPs are intended to complement, and to be used in conjunction with, the *APA Guidelines for the Undergraduate Psychology Major 3.0*. Whereas *Guidelines 3.0* describe a set of curricular goals, student learning outcomes, and foundation and baccalaureate indicators of learning progress, the QPs define the actions faculty members, programs, and departments may take, and the ongoing practices they may adopt, to create a high-quality, stimulating, and inclusive learning environment designed to maximize student learning and professional development. The new QPs are displayed in Appendix A.

The APA *Guide to College Teaching*

In 2018 APA's Committee on Associate and Baccalaureate Education (CABE) charged a working group with developing a document that would encapsulate the best research-based concepts related to teaching in higher education. The APA *Guide to College Teaching: Essential Tools and Techniques Based on Psychological Science* (APA, 2020) captures principles related to how students learn, evidence-based practices for motivation, and the importance of context in learning. In addition, the document addresses concepts in classroom management and assessment as they relate specifically to undergraduates. The principles outlined in the document (https://www.apa.org/ed/precollege/undergrad/college-teaching-guide.pdf) support high-quality instruction strategies that may optimize the achievement of outcomes outlined in *Guidelines 3.0*.

The APA Introductory Psychology Initiative

The APA Introductory Psychology Initiative (IPI) addressed outcomes for introductory psychology and mirrors many of the foundation indicators presented here. The APA IPI student learning outcomes (APA, 2021a) may be seen as precursors to many of the current *Guidelines 3.0* goals and indicators, and recommendations from the IPI are similarly content agnostic and aspirational (Gurung & Neufeld, 2022). The focus of this document is addressing content knowledge and applications (a theme we adopted in the new title for Goal 1). We also incorporate the specific themes that an education in psychological science may be designed to foster. We provide the summary of introductory psychology outcomes in Appendix B.

APA's Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum

The Board of Educational Affairs convened a group of educators specifically to create a bridge between the original version of the undergraduate *Guidelines* and the challenge of crafting outcomes that would be helpful in two-year college contexts (APA Board of Educational Affairs Task Force on Strengthening the Teaching and Learning of Undergraduate Psychological Science, 2008). Their work was based on that of Bloom's Taxonomy (Anderson & Krathwohl, 2001) and provides a compendium of useful course-based outcomes. That document may be accessed at this link: https://www.apa.org/ed/governance/bea/curriculum.pdf

The Skillful Psychology Student: Prepared for Success in the 21st Century Workplace

Recognizing the need for psychology students to translate their skills to careers, the Committee on Associate and Baccalaureate Education convened a working group to examine how *Guidelines 2.0* mapped onto skills that employers often seek. Through qualitative analyses, quantitative analyses, and discussion, the working group created the *Skillful Psychology Student* document (Naufel et al., 2018; Van Kirk, 2019). The *Skillful Psychology Student* is comprised of five skill domains (e.g., cognitive, social, technological, personal, and communication) with 17 skills (e.g., analytical thinking for the cognitive domain) within these domains (Naufel et al., 2018). This document connects psychology to the language of employers, and students may use it for resume writing purposes, searching for potential psychology-related jobs, or to see how psychology is represented in a variety of career fields. Finally, the *Skillful Psychology Student* may be used in curricular development and program assessment. The document is available here: https://www.apa.org/education-career/guide/transferable-skills.pdf

APA's *Strengthening the Common Core of the Introductory Psychology Course*

Recommendations by the APA Board of Educational Affairs Working Group on Strengthening the Common Core of the Introductory Psychology Course (2014; Gurung et al., 2016) provide a guide to selecting content, suggesting instructors cover at least two topics from each of five domains or pillars. The Pillar Model evokes an architectural plan similar to an ancient Greek structure. The base of the building represents the need to teach the foundational principles of scientific inquiry. Each pillar of the structure signifies the content of psychology divided into domains (biological, cognitive, development, social and personality, and mental and physical health).

The Pillar Model takes significant pressure off instructors who may now be supported in covering 10 topics in a course, in addition to research methods. While instructors may also cover material from other chapters that fits their own department or university needs, the focus is educating students on the integrative themes of psychology and ensuring that they receive at least a basic exposure to the breadth of psychology through the field's five major domains. Although some instructors may decide to include more topics, the APA Introductory Psychology Initiative work clearly notes the value of achieving outcomes by making strategic choices about content coverage that does not require exposing students to all the available material. Here is the link to the "pillar document": https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/selecting-content

APA's Assessment CyberGuide

The original *Guidelines* spurred the development of the *Assessment CyberGuide*, which was published shortly after the *Guidelines* appeared but revised in 2009 (Pusateri et al.). The *CyberGuide* offers a comprehensive discussion on making assessment decisions at the course and program level and is still regularly accessed by those dealing with contemporary assessment problems. The *CyberGuide* is available at https://www.apa.org/ed/governance/bea/assessment-cyber-guide-v2.pdf

APA's Project Assessment

More recently, APA's Project Assessment established a website (pass.apa.org) to assist in implementing assessment strategies linked to *Guidelines 2.0.* The website was developed from two conferences, the Summit on National Assessment of Psychology (2016) and the Summit on High School Psychology Education (2017). Although the website was established to provide exemplars of assessment practice to illustrate outcomes in *Guidelines 2.0,* its content remains relevant to *Guidelines 3.0.* The site is organized not just by relevant outcomes but also by type of assessment and whether the exemplar reports data in support of claims (i.e., "evidence based" or merely "evidence informed"). Registration is required, but access to and use of the database is free.

The APA Assessment Guide for Psychology Teachers

The Assessment Subcommittee from the 2017 High School Psychology Summit generated a primer that provides a strong orientation to assessment practices along with exemplars. The document may be accessed at https://www.apa.org/ed/precollege/topss/assessment-guide.pdf

APA's *Equity, Diversity, and Inclusion (EDI) Framework*

The APA *Equity, Diversity, and Inclusion Framework* (2021b) presents a model for progressive action within APA, the field of psychology, and society. The model is based on an integration of decades of psychological research. It recommends various actions, including acknowledging oppression, operating from a systems perspective, including marginalized voices, and striving for continued equity, diversity, and inclusion growth in all areas of psychology, among others. The document may be accessed at https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf

APA Ethical Principles of Psychologists and Code of Conduct

The APA has provided support to its members in navigating professional ethical standards since the publication of its first code in 1953. The code, intended to provide guidance on professional ethics for psychological professionals including educators, is regularly revisited, reviewed, and updated. The current code became effective in 2002 with minor amendments in 2010 and 2017. *Guidelines 3.0* support the importance of ethical oversight, specifically reflected in Goals 2 (Scientific Inquiry and Critical Thinking) and 3 (Values in Psychological Science). The most current version of the code may be found here: https://www.apa.org/ethics/code

ASSESSMENT RESOURCES

This non-exhaustive list of references strives to capture scholarship in accountability practices that will assist programs in curriculum design and assessment. The list includes both classic sources and more contemporary works in contexts across the undergraduate curriculum.

General Assessment Books

Finney, S. J., Wells, J. B., & Henning, G. W. (2021, March). *The need for program theory and implementation fidelity in assessment practice and standards* (Occasional Paper No. 52). University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. https://www.learningoutcomesassessment.org/wp-content/uploads/2021/03/Occ_Paper_51-1.pdf

Fulcher, K. H., Good, M. R., Coleman, C. M., & Smith, K. L. (2014, December). *A simple model for learning improvement: Weigh pig, feed pig, weigh pig* (Occasional Paper No. 23). University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. https://in.ewu.edu/facultycommons/wp-content/uploads/sites/129/2016/12/A-Simple-Model-for-Learning-Improvement_Weigh-Pig-Feed-Pig-Re-Weigh-Pig.pdf

Fulcher, K. H., & Prendergast, C. O. (2021). *Improving student learning at scale: A how-to guide for higher education.* Stylus.

Maki, P. (2004). *Assessing for learning: Building a sustainable commitment across the institution.* Stylus.

Suskie, L. (2018). *Assessing student learning: A common sense guide* (3rd ed). Wiley & Sons.

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Equity in Assessment

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APPENDIX A

APA Principles for Quality Undergraduate Education in Psychology

Below is a summary of the principles and recommendations for quality undergraduate education in psychology. For the full document please visit this link: https://www.apa.org/about/policy/principles-quality-undergraduate-education-psychology.pdf

Quality Principle and Recommendations for Faculty Members

Quality Principle 1

Faculty members strive to be ethical (APA, 2017a), culturally responsive scientist–educators who use their educational background, ongoing professional development, pedagogical expertise, and lived experience to teach, mentor, and support students with diverse and intersecting identities.

RECOMMENDATIONS

1. Faculty members recognize that they must have the current and relevant expertise needed to teach in their content area.
2. Faculty members understand and apply evidence-based learning principles and help students develop an understanding of the science of learning that students can apply to their own lives.
3. Faculty members seek to create accessible, inclusive, and flexible curriculum that aims to address the expected variability among learners and contexts.
4. Faculty members engage in continuous assessment of the success of their instruction and use that information to refine instructional practices to enhance student success.
5. Faculty members recognize the long history of discriminatory policies and practices embedded in higher education, engage in sustained efforts to dismantle these oppressive systems, and actively promote fairness, equity, diversity, and inclusion in their teaching practices.
6. Faculty members provide support and guidance to students.

Quality Principle and Recommendations for Psychology Programs and Departments

Quality Principle 2

Psychology departments and programs design their curriculum, offer cocurricular activities, and create learning environments that will adequately prepare students to achieve the knowledge and skills expected of undergraduates engaged in the study of psychology.

RECOMMENDATIONS

1. Psychology departments and programs provide a coherent globally informed curriculum with learning goals and outcomes informed by APA's policy documents on undergraduate education.
2. Courses are sequenced in ways that allow upper-division courses to build on concepts that are introduced in lower-division courses.
3. Psychology departments and programs recognize that their faculty must be sufficient in size and expertise to teach the depth and breadth of courses needed for students to achieve expected learning goals and outcomes.
4. Psychology departments and programs develop policies and procedures that support quality teaching.
5. Psychology departments and programs provide experiential learning opportunities and support student involvement in cocurricular activities.
6. Psychology departments and programs promote equity, diversity, and inclusion and engage in efforts to dismantle systemic oppression and reduce educational inequities.
7. Psychology departments and programs provide the advising and mentorship psychology majors need to pursue academic and career goals.
8. Psychology departments and programs engage in a periodic practice of program review aimed at ensuring that students are achieving expected learning outcomes.
9. Psychology departments and programs foster positive relationships with other institutions to support educational and career pathways for students

APPENDIX B

APA Introductory Psychology Initiative (IPI) Student Learning Outcomes for Introductory Psychology

Below is a summary of the student learning outcomes. For the full document please visit this link: https://www.apa.org/about/policy/introductory-psychology-initiative-student-outcomes.pdf

In 2021 the APA approved the student learning outcomes proposed by the Introductory Psychology Initiative (IPI) as part of its effort to transform the introductory course to meet the needs of contemporary education. These student learning outcomes (SLOs) are intended for multiple venues, formats, and contexts and are intentionally broad to apply to an introductory-level survey course. The SLOs address basic psychological concepts, methods, and themes. The SLOs do not emphasize course content; instead, they focus on the application of practical skills that will help students navigate their lives. The SLOs promote themes that are the enduring lessons students can take away from the introductory psychology course. For example, the discipline of psychology continuously examines its own history of successes and abuses, actively committing to the ethical practices that build a responsible future for the profession and contribute to building a just and equitable society.

In an introductory psychology course, students are expected to:

PSYCHOLOGY CONTENT

Identify basic concepts and research findings

1.1 Define and explain basic psychological concepts.

1.2 Interpret research findings related to psychological concepts.

1.3 Apply psychological principles to personal growth and other aspects of everyday life.

SCIENTIFIC THINKING

Solve problems using psychological methods

2.1 Describe the advantages and limitations of research strategies.

2.2 Evaluate, design, or conduct psychological research.

2.3 Draw logical and objective conclusions about behavior and mental processes from empirical evidence.

2.4 Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.

KEY THEMES

Provide examples of psychology's integrative themes

A. Psychological science relies on empirical evidence and adapts as new data develop.

B. Psychology explains general principles that govern behavior while recognizing individual differences.

C. Psychological, biological, social, and cultural factors influence behavior and mental processes.

D. Psychology values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.

E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.

F. Applying psychological principles can change our lives, organizations, and communities in positive ways.

G. Ethical principles guide psychology research and practice.

APPENDIX C

The Skillful Psychology Student: Prepared for Success in the 21st Century Workplace

Below is a summary of the principles and recommendations for developing the skillful psychology student. For the full document please visit this link: https://www.apa.org/education-career/guide/transferable-skills.pdf

Psychology provides skills that employers value.

COGNITIVE

Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.
Critical thinking: Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems.
Creativity: Use innovative and resourceful approaches to problem-solving and new tasks.
Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources.
Judgment and decision-making: Engage in logical and systematic thinking and ethical decision-making when considering the possible outcomes of a particular action.

COMMUNICATION

Oral communication: Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences.
Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.

PERSONAL

Adaptability: Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur.
Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.
Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.

SOCIAL

Collaboration: Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others.
Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others.
Leadership: Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner.
Management: Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks.
Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.

TECHNOLOGICAL

Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.
Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

AMERICAN
PSYCHOLOGICAL
ASSOCIATION