

Program Review Resources

American Psychological Association. (2011). *Principles for quality undergraduate education in psychology*. Washington, DC: Author. Retrieved from

<http://www.apa.org/education/undergrad/principles.aspx>

American Psychological Association. (2013). *APA Guidelines for the Undergraduate Psychology Major: Version 2.0*. Retrieved from

<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

Appleby, D. C. (2018). Preparing psychology majors to enter the workforce. *Teaching of Psychology*, 45(1), 14-23. doi:10.1177/0098628317744944

Association of American Colleges & Universities. *High Impact Practices*:

<https://www.aacu.org/resources/high-impact-practices>

Association of American Colleges & Universities. *The LEAP Challenge*:

<https://www.aacu.org/leap>

Barak, R. J., & Breier, B. E. (1990). *Successful program review: A practical guide to evaluating programs in academic settings*. San Francisco, CA: Jossey-Bass.

Berquist, W. H., & Armstrong, J. L. (1986). *Planning effectively for educational quality: An outcomes-based approach for colleges committed to excellence*. San Francisco, CA:

Jossey-Bass.

Bresciani, M. J. (2006). *Outcomes-based academic and co-curricular program review: A compilation of institutional good practices*. Sterling, VA: Stylus Publishing.

College Board AP Central, AP Psychology Course Home Page:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html

- Dunn, D. S., McCarthy, M. A., Baker, S., & Halonen, J. S. (2011). *Using quality benchmarks for assessing and developing undergraduate programs*. San Francisco, CA: Jossey-Bass.
- Dunn, D. S., McCarthy, M. A., Baker, S., Halonen, J. S., & Hill, G. W. (2007). Quality benchmarks in undergraduate programs. *American Psychologist*, *62*, 650-670.
- Dunn, D. S., & McCarthy, M. A. (2010). The capstone course in psychology as liberal education opportunity. In D. S. Dunn, B. C. Beins, M. A. McCarthy, & G. W. Hill, IV (Eds.), *Best practices for beginnings and endings in the psychology major* (pp. 155-170). New York: Oxford University Press.
- Dunn, D. S., Baker, S. C., Halonen, J. S., & McCarthy, M. A. (2013). *All assessment is local: Planning and executing a self-study using quality benchmarks*. In D. S. Dunn, S. C. Baker, C. M., Mehrotra, R. E. Landrum, & M. A. McCarthy (Eds.), *Assessing teaching and learning in psychology: Current and future perspectives* (pp. 147-158). Belmont, CA: Wadsworth Cengage.
- Dunn, D. S., Brewer, C. L., Cautin, R. L., Gurung, R. A., Keith, K. D., McGregor, L. N., Nida, S. A., Puccio, P., & Voight, M. J. (2010). The undergraduate psychology curriculum: Call for a core. In D. F. Halpern (Ed.), *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline* (pp. 47-61). Washington, DC: American Psychological Association.
- Halpern, D. (Ed) (2010). *Undergraduate education in psychology: A blueprint for the future of the discipline*. Washington, DC: American Psychological Association.
- Halonen, J. S., Bosack, T., Clay, S., & McCarthy, M. A. (2003). A rubric for learning, teaching, and assessing scientific inquiry in psychology. *Teaching of Psychology*, *30*, 196-208.

- Halonen, J. S., & Dunn, D. S. (2017). Avoiding the potholes of program review. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Avoiding-the-Potholes-of/239330>
- Levy, J., Burton, G., Mickler, S., & Vigorito, M. (1999). A curriculum matrix for psychology program review. *Teaching of Psychology*, 26, 291-294.
- McCarthy, M.A., Dunn, D.S., Halonen, J.S., & Baker, S.C. (2015). Academic program reviews in psychology: Challenges and opportunities. In D.S. Dunn (Ed.), *Oxford Handbook of Undergraduate Psychology Education*, (pp. 833-842). Oxford: Oxford University Press.
- McMinn, J.G., & Dunn, D.S. (2015). Structuring the psychology curriculum: Balancing breadth, depth, and currency. In D.S. Dunn (Ed.), *Oxford Handbook of Undergraduate Psychology Education*, (pp. 783-794). Oxford: Oxford University Press.
- Pusateri, T. P., Poe, R. E., Addison, W. E., & Goedel, G. D. (2004). Designing and implementing psychology program reviews. In D. S. Dunn, C. M. Mehrotra, & J. S. Halonen (Eds.), *Measuring up: Educational assessment challenges and practices for psychology* (pp. 65-89). Washington, DC: American Psychological Association.
- Society for the Teaching of Psychology, Departmental Consulting Service:
<http://www.teachpsych.org/page-1603015>
- Stoloff, M. L., Curtis, N. A., Rodgers, M., Brewster, J., & McCarthy, M. A. (2012). Characteristics of successful undergraduate psychology programs. *Teaching of Psychology*, 39, 91-99.
- Stoloff, M., McCarthy, M., Keller, L., Varfolomeeva, V., Lynch, J., Makara, K., Simmons, S., & Smiley, W. (2010). The undergraduate psychology major: An examination of structure and sequence. *Teaching of Psychology*, 37, 4-15.