

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.