

## Periodic Review/Program Evaluation

### Recommendations from Review Panel Regarding Programs to Prepare Teachers of Psychology (CE)

December 8, 2005

<b>Institution: Grand Valley State University</b>					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary					
Secondary		20			
K-12					
<b>Source of Standards/Guidelines:</b> National Council for the Social Studies					<b>Pub. Date:</b> 1997
<b>Program Assessment Summary/Recommendation</b>					
<input checked="" type="checkbox"/> Meets all standards and requirements		<input type="checkbox"/> Not all standards and requirements are met		<input type="checkbox"/> Insufficient documentation for program review	
<input checked="" type="checkbox"/> Approval		<input type="checkbox"/> Approval Pending		<input type="checkbox"/> Approval Suspended	
<b>Standards/Requirements Not Met:</b>					
<b>Additional information needed/action to be taken:</b>					
<b>Comments:</b>					
<p>Reviewers, having inspected the several components of this report, are pleased to grant approval of this psychology minor program. Among the strengths observed are the following: well qualified teaching faculty whose continuing research informs their instruction; requirement of Statistics and Research Methods; preparedness of teacher candidates (evinced in response to Standard 2.5); spiral curriculum; focus on context; comparative approach to the discipline.</p> <p>The considerable focus on candidate preparedness is impressive. EDU 200's requirement of both an observation and an interview with a classroom teacher is followed by, not one, but two field placements. The teacher-assisting semester prior to the actual student teaching experience provides a commendable transition.</p> <p>While the program report, <i>in toto</i>, assures the review panel that all conditions are met, the institution is asked to consider limiting teacher candidates' electives to courses germane to their future classroom aspirations. Within the developmental psychology choices, for example, Adolescent Development (PSY 331) seems of much greater value to the secondary-level teacher than Adult Development (PSY 332). Similarly, any of the cognitive psychology options appear more beneficial than, say, Psychopharmacology (PSY 432).</p> <p>In anticipation of the next review period, the institution is encouraged to begin collecting outcome data respecting the psychology minor.</p>					