

APA GUIDELINES on Core Learning Goals for Master's Degree Graduates in Psychology

APA TASK FORCE ON GUIDELINES FOR MASTER'S PROGRAMS IN PSYCHOLOGY

APPROVED BY THE APA COUNCIL OF REPRESENTATIVES
MARCH 2018



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Copyright © 2018 by the American Psychological Association. This material may be reproduced and distributed without permission provided that acknowledgment is given to the American Psychological Association. This material may not be reprinted, translated, or distributed electronically without prior permission in writing from the publisher. For permission, contact APA, Rights and Permissions, 750 First Street, NE, Washington, DC 20002-4242.

This document was approved by the APA Council of Representatives over the course of its meeting March 9-10, 2018, and is set to expire in approximately 2028. It is available online at <http://www.apa.org/about/policy/masters-goals-guidelines.pdf>.

Suggested bibliographic reference

American Psychological Association, Task Force on Guidelines for Master's Programs in Psychology. (2018). *APA guidelines on core learning goals for master's degree graduates in psychology*. Retrieved from <http://www.apa.org/about/policy/masters-goals-guidelines.pdf>



**AMERICAN
PSYCHOLOGICAL
ASSOCIATION**

APA Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology

APA TASK FORCE ON GUIDELINES FOR MASTER'S PROGRAMS IN PSYCHOLOGY

Members

Jodie Ullman, PhD (Chair)

Department of Psychology
California State University–San Bernardino

Nadya Fouad, PhD

Department of Educational Psychology
University of Wisconsin–Milwaukee

Jane S. Halonen, PhD

Department of Psychology
University of West Florida

Margo Jackson, PhD

Chair, Division of Psychological and Educational Services
Fordham University at Lincoln Center

Steven Kass, PhD

Department of Psychology
University of West Florida

Elizabeth Klonoff, PhD, ABPP (BEA Liaison)

Department of Psychology
San Diego State University

David Kreiner, PhD

Department of Psychological Science
University of Central Missouri

William Parham, PhD, ABPP

Department of Educational Support Services
School of Education
Loyola Marymount University

Rick Short, PhD

Dean, School of Human Sciences and Humanities
University of Houston Clear Lake

APA Staff Liaison

Garth A. Fowler, PhD

Education Directorate
American Psychological Association
gfowler@apa.org

Contents

- Terminology Used and Rationale 1
 - Charge: The BEA Task Force on Guidelines for Master’s Programs in Psychology 1
- Scope of Application and Need 1
- Process of Developing the Guidelines. 3
- Implementation and Maintenance of the Guidelines. 4
- Content of Guidelines: Core Learning Goals for Master’s Degree Graduates in Psychology. 5
 - Goal 1 Knowledge Base in Psychology 6
 - Goal 2 Scientific Mindedness. 7
 - Goal 3 Ethical and Social Responsibility in a Diverse World 8
 - Goal 4 Communication 9
 - Goal 5 Professional Development. 10
- References 11
- Additional Materials Reviewed 12

Introduction

TERMINOLOGY USED AND RATIONALE

The Board of Educational Affairs (BEA) of the American Psychological Association (APA) appointed a task force to articulate what students should know and be able to do at the conclusion of a master's program. Professional organizations such as APA have an obligation to lead the discipline in offering guidance about appropriate learning goals and outcomes at all levels of education. APA guidelines outline goals and outcomes at the high school and undergraduate level as well as competencies at the clinical, counseling, and school doctoral level. This document is intended to help bridge the sequence of education and training with core goals and outcomes for psychology master's programs.

CHARGE:

A Task Force on Guidelines for Master's Programs in Psychology

Due to both the increase in the number and diversity of Master's level programs that are offered, and an increase in students interested in Master's level graduate study, there has been extensive growth in the number of students applying to and graduating from terminal Master's level programs in psychology. The Board of Educational Affairs believes that departments would find a set of guidelines (goals and outcomes) for Master's level education useful to help structure programs and provide high quality education. Recently, the APA approved the "APA Guidelines for the Undergraduate Major 2.0." These guidelines provide general consensus regarding the goals and learning expectations of the undergraduate major. As such, BEA is forming a Task Force to develop guidelines for Master's Programs in Psychology.

The Task Force will develop a set of goals and learning outcomes that will:

- Be applicable to any subfield of psychology (e.g., neuroscience, cognitive, I/O, quantitative or clinical/counseling/school)
- Serve as a basis for departments and programs to create learning outcomes
- Not prescribe any course or curriculum requirements, nor specific professional-based competencies associated with serving clients or applying psychological science
- Not address or challenge the doctoral requirement for those licensed for independent practice of psychology, as set forth in the APA's Model Licensure Act

The number of master's degree programs is growing rapidly. Although data are not available solely for terminal master's programs, APA workforce data indicate that between 2004 and 2013 the number of master's degrees awarded in psychology in the United States increased by 54%. The number of master's degrees in 2004 was 18,457, and in 2013 the number increased to 28,462 (Mullan, Stamm, Christidis, & Nigrinis, 2015). This growth and interest in master's-level education is noteworthy. Although there has been dramatic growth in these programs in the past decade, master's-level education has been of interest to psychology for several decades. It is incumbent upon APA to lead in the development of educational goals and outcomes and provide a model of scaffolded education and of consistency and integrity across the span of education. Indeed, APA now has developed guidelines along the educational continuum (high school psychology, undergraduate psychology, and doctoral clinical, counseling, and school psychology). As illustrated in Figure 1, it is time to fill the educational gap and provide the goals and outcomes for master's-level education.

Note that the charge to the task force explicitly states that BEA believes that psychology departments would find the development of a set of "guidelines (goals and outcomes) for Master's level education useful to help structure programs and provide high quality education." Thus, the *Core Learning Goals for Master's Degree Graduates* is advisory in nature, for use in developing curricula, as opposed to being "standards," which can be viewed as either mandatory or minimal requirements.

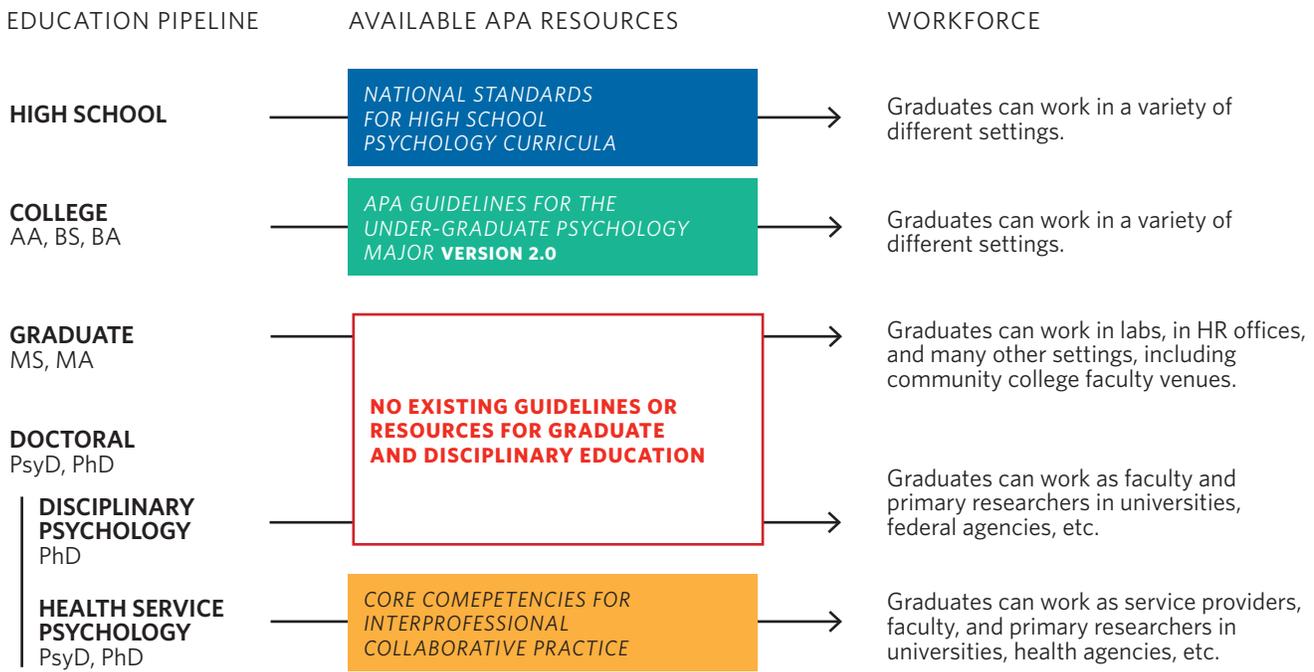
Throughout this document we refer to *program goals*, *student learning outcomes*, and *indicators*. Although there are a variety of definitions for goals and outcomes, program goals refer to the five general domains encompassed by the guidelines: knowledge, scientific thinking, communication skills, values, and professional development. Each of the program goals hosts a list of more specific student learning outcomes. The outcomes have associated indicators that demonstrate different ways students may achieve the outcomes.

SCOPE OF APPLICATION AND NEED

These outcomes will serve as a basis for departments and programs to create or refine their own program learning goals and outcomes. The goals and outcomes do not specify curriculum requirements but concentrate on the common areas of development of knowledge, skills, and abilities on which virtually any mas-

FIGURE 1

PSYCHOLOGY DISCIPLINARY AND PROFESSIONAL EDUCATION AND TRAINING PIPELINE



ter’s program will focus. The task force intends the guidelines to be compatible with existing guidelines at the undergraduate level and to provide a bridge, when appropriate, to doctoral requirements for students who continue their education beyond the master’s level. Please note that these outcomes and goals do not address or challenge the doctoral requirement for those licensed for independent practice of psychology, as set forth in APA’s (2010) *Model Act for State Licensure of Psychologists*.

Faculty in academic departments are focused on examining the higher order knowledge, skills, and awareness that students develop during their programs of study. This interest in student learning, beyond simply grades, is coupled with nationwide trends that focus on the importance of intentionality of student learning. Students’ ability to reflect on

their learning may be associated with the development of deep learning and critical lifelong learning characteristics. The importance of the development of broad knowledge, skills, awareness, and abilities within a discipline is recognized not only by faculty and students but also by regional higher education accreditors who now increasingly focus on student learning in the form of outcomes. Other professional organizations are also focused on developing discipline goals and outcomes.

This synergy of interest from universities, regional accreditors, and other disciplinary organizations provides the perfect context for the development of these goals and outcomes. Indeed, the development of master’s guidelines unfolds against a national backdrop of increased attention to curricular and assessment practices. Faculty in academic departments face greater pressure from administrators, leg-

islators, and regional accrediting bodies to provide evidence that students are learning what programs intend them to learn. Most programs strive to encourage deep and lifelong learning but now face mandates to document their students’ success beyond grading. Desired knowledge, abilities, and skills now routinely take the form of “student learning outcomes,” and departments must engage in more coordinated planning to determine which student learning outcomes are most relevant to their specific program goals. Program objectives must be developed within the evolving contexts of accreditation standards, where relevant, and occupational forecasts.

In 2013, APA approved the *Guidelines for the Undergraduate Psychology Major: Version 2.0*, and this document builds on those guidelines. The student learning outcomes selected to reflect the master’s

level demonstrate a shift from breadth at the undergraduate level to depth. Borrowing from the revised Bloom's taxonomy proposed by Anderson and colleagues (2001), we suggest that faculty are likely to expect students at the master's level to develop rich expertise in narrower areas of interest while spending a larger proportion of time in higher order skill development, including analyzing, evaluating, and creating. For example, students will spend more time analyzing relevant literature in their selected areas of interest, evaluating the strengths and weaknesses of different theoretical approaches or methodologies, and creating their own intellectual contributions to the field through substantive research or theses.

The goals and objectives provided will be helpful both to students and to faculty. Intentionality of learning is developed when students are able to consider and understand the link between the course work and overall general goals. Faculty may use these objectives as a starting point for local discussions about program development and refinement. Students can use well-articulated objectives as a framework for reflecting on their education.

These are broad suggested goals and objectives for an overall master's program in psychology and provide guidance for psychology programs, regardless of sub-discipline. The development of program objectives and goals must be organic and developed locally so that the unique characteristics of a program and an environment can be taken into account and academic freedom supported.

These learning goals do not imply a particular curriculum, as curriculum decisions are solely under the auspices of faculty who specialize in the disciplines within programs. It is also important to note that these goals and objectives apply to all subdisciplines within psychology and are intended as broad goals for the discipline. It is beyond the charge of this task force to make recommendations on assessment methods. There are now vast resources available for a variety of assessment techniques, including out-

standing APA resources. For example, the *Assessment Cyberguide for Learning Goals and Outcomes* (Pusateri, Halonen, Hill, & McCarthy, 2009) is highly appropriate for the goals and outcomes outlined in this document. Choice of assessment techniques is best matched to the particular environment of an institution. Our goal with this document is to provide guidance for development of a set of program-level goals and objectives solely for master's-level graduate programs in psychology.

Finally, we acknowledge that we must address the potential question as to whether these guidelines could influence the predominance of doctoral-level training, which has always been a primary focus of APA. We intend the master's guidelines to strengthen relationships with doctoral programs. Master's graduates earn their degrees to deepen their knowledge and understanding of psychology, preparing graduates to enhance and enrich their job functioning in their field of choice. We also believe that programs that clearly articulate performance expectations for their students will be more effective in making a case for the educational pathway a graduate chooses, whether it is entering the workforce or continuing into a doctoral program.

In conclusion, we intend these guidelines to serve as a critical starting point for meaningful conversations on the core knowledge and skills we would like our master's-level graduates in psychology to possess when they graduate. We have confidence that greater clarity about the distinctive features of master's-level education will reap many benefits in the psychology community as well as in the broader world.

PROCESS OF DEVELOPING THE GUIDELINES

In spring 2014, BEA approved a charge to create a task force to develop guidelines for master's degree programs in psychology (see "Charge" in Introduction). APA Education Directorate staff organized a call for nominees, due in April 2014, and a BEA selection committee appointed eight members; subsequently, the task

force chair completed her appointment to BEA, which meant the task force no longer had a current BEA member. BEA then appointed a ninth member to serve as the BEA task force liaison (see list of task force members, the BEA-appointed liaison, and APA staff liaison on p. i).

To capture the breadth of master's-level education, the selection committee chose task force members from different subdisciplines (e.g., general experimental, I/O, counseling) and types of master's-granting institutions, as well as those with expertise in a variety of assessment areas and experience in administrative and faculty roles in their university settings.

The task force met at APA headquarters in June 2014 and established a framework for the guidelines, mindful that the new guidelines would build on the recently approved *Guidelines for the Undergraduate Guidelines: Version 2.0*. The task force continued to meet via teleconference afterward. In fall 2015, the task force submitted the core learning goals and outcomes to BEA for review and comment, and in spring 2016 they submitted a draft version of the entire document. BEA approved a final draft of the *APA Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology* in summer 2016 and submitted a cross-cutting agenda item for the fall 2016 consolidated meetings to solicit comments from Boards and Committees. Comments were collected over a 60-day period that closed on Nov. 21, 2016, via the Education Directorate's comment [website](#).

The task force reviewed and responded to comments and subsequently submitted the revised document and the responses to comments to the APA Office of General Council for review in early 2017. Upon approval, the *APA Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology* was submitted as a cross-cutting agenda item for the spring 2017 consolidated meetings, requesting support from APA Boards and Committees that the document be adopted as official APA guidelines by the Council of Representatives.

These goals and outcomes were developed through a combination of literature

review of discipline assessment guidelines, review of other discipline guidelines, and outcomes developed for other educational levels within APA. After reviewing goals and outcomes from other disciplinary groups, task force members generated a range of student learning outcome possibilities and then culled the list of potential outcomes to a manageable list for each of the goals. Practical examples inspired the description of indicators. These indicators are not exhaustive and serve as exemplars of possible indicators. The task force also generated an overarching description of what the scope of each area should be as a means of introducing proposed student learning outcomes.

IMPLEMENTATION AND MAINTENANCE OF THE GUIDELINES

The document will be posted on the APA website with the Education Directorate resources. Presentations and workshops on how to implement the guidelines, similar to those arranged for the implementation of the undergraduate guidelines, will be conducted. Potential venues for these workshops could be the APA convention, the Association for Psychological Science's Teaching Institute, the National Institute on the Teaching of Psychology, the Society for Teaching Psychology's (STP) Annual Conference on Teaching, and the annual meeting of the Association of Heads of Departments of Psychology (AHDP).

These guidelines will also be disseminated to relevant organizations, including the following: the Council of Graduate Departments of Psychology (COGDOP), Association of Heads of Departments of Psychology (AHDP), Society for the Teaching of Psychology (STP), the Council of Chairs of Training Councils (CCTC), the National Council of Schools and Programs of Professional Psychology (NCSPP), the Council of Counseling Psychology Training Programs (CCPTP), and the APA's Committee on Early Career Psychologists. The task force will submit proposals and disseminate the guidelines to the regional psychology associations for distribution as well. The guidelines will also be proposed as a focus of a special issue of *American*

Psychologist on master's education and training. The completed guidelines would be included, with perhaps four to five other articles addressing the topic.

Maintenance

The guidelines will be reviewed and updated every 10 years in keeping with APA policy.

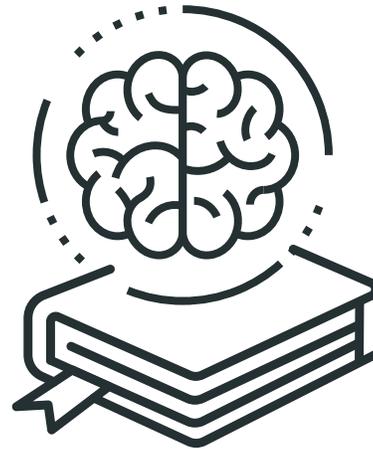
Content of the Guidelines

Core Learning Goals for Master's Degree Graduates in Psychology

GOAL 1

Knowledge Base in Psychology

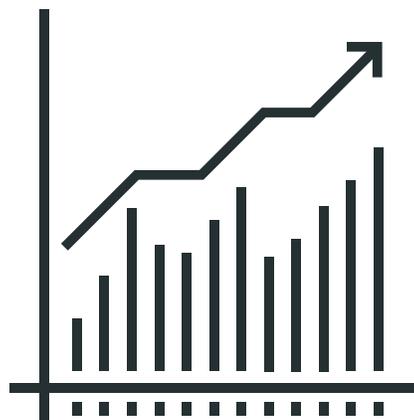
The master’s graduate in psychology demonstrates a broad knowledge of psychology’s core domains, knowledge of psychology as a science, and advanced knowledge in an area of concentration. Broad knowledge is apparent in the graduate’s ability to articulate historical and contemporary issues and apply scientific principles in psychology. The knowledge base is further distinguished from the baccalaureate level by the ability to analyze and integrate information across the major domains of psychology. An area of concentration is marked by comprehensive knowledge of relevant theories, concepts, and methods in a focused area. The graduate is able to place an area of concentration in appropriate context and explain how dimensions of diversity relate to the knowledge base. The student should demonstrate evaluation and synthesis of specialized knowledge, typically in a culminating experience such as an internship or thesis.



OUTCOMES Graduates	INDICATORS Graduates
<p>1.1 Characterize the nature of psychology in science and practice</p>	<p>Identify current concerns regarding the status of psychology as a discipline and professional practice</p> <p>Describe historical development and contemporary concerns of relevant area of concentration</p>
<p>1.2 Deepen comprehensive knowledge of psychology's core foundation content domains</p> <ul style="list-style-type: none"> ▪ Affective, biological, cognitive, developmental, and social aspects of behavior ▪ Advanced integrative knowledge of basic discipline-specific content areas ▪ Psychometrics ▪ Quantitative and qualitative methods ▪ Research methods ▪ Learning and motivation 	<p>Identify prevailing psychological perspectives and orientations</p> <p>Summarize key figures, central concerns, and methods that cut across content domains</p> <p>Predict the kinds of questions and methods that emerge from different content domains</p> <p>Explain complex behavior by integrating concepts from different content domains</p> <p>Synthesize psychological perspectives reflecting the relevant influences of the social, political, and historical context</p> <p>Use statistical methods to answer research questions</p> <p>Understand/evaluate statistical methods in journal articles, such as their appropriateness to answer a research question and for the type of data collected</p>

GOAL 2
Scientific Mindedness

By being scientifically minded, students apply appropriate techniques to identify and answer research questions and to make informed decisions as knowledgeable consumers of the research literature. The skills involved in achieving this goal enable the student to evaluate literature sources with informed critical thinking; integrate various concepts, principles, and theories to formulate plausible explanations for behavior; solve problems in a variety of settings; and carry out their roles in science and practice with appropriate attention to cultural diversity and intersecting identities. These skills are essential for master’s-level graduates whether they become practitioners or scientists. Scientifically minded graduates can make an impact on society by ensuring that they solve problems and employ interventions with the knowledge that their strategies have been tested with scientific rigor.



OUTCOMES Graduates	INDICATORS Graduates
2.1 Demonstrate psychological literacy	Identify researchable questions at appropriate level of complexity Access/navigate relevant databases to gather pertinent peer-reviewed data Evaluate quality of sources using critical thinking
2.2 Formulate plausible psychological explanations for behavioral phenomena	Integrate an appropriate range of psychology concepts to explain behavior Identify and rule out alternative explanations. Recognize and defend against biases (e.g., personal, cultural, cognitive) that might distort conclusions
2.3 Engage in innovative and integrative applications to solve problems	Apply specialized expertise to solve problems in applied research, consulting, and/or innovating Make decisions informed by convergence of evidence in literature
2.4 Incorporate sociocultural factors in scientific inquiry	Employ research and professional interventions that take into account individual and cultural diversity and its complexity. Design interventions for specific age groups and target populations, considering intersecting identities

GOAL 3

Ethical and Social Responsibility in a Diverse World

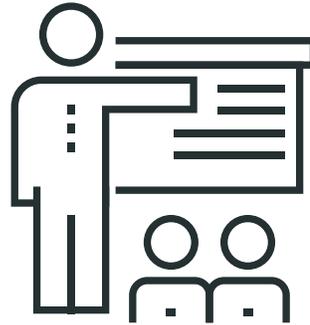
Graduates earning a master’s-level degree recognize that serving in the profession, regardless of the specific area of concentration, involves recognizing and embracing the ethical standards of the discipline. They understand that they are likely to manage complex ethical circumstances in research and/or practice contexts. They strive to respond appropriately to ethical challenges that may arise when working with diverse individuals, groups, and communities who represent various cultural and personal backgrounds (see APA’s [2002] definition of *diversity* and *multiculturalism*). Their competence includes exhibiting cultural humility about the potential limitations that may transpire from their own background and worldview. Finally, they are prepared to be effective change-agents who can successfully strategize and seek consultation when necessary regarding how to work with people who have diverse backgrounds.

OUTCOMES Graduates	INDICATORS Graduates
<p>3.1 Behave in accordance with the ethical standards of the discipline</p>	<p>Articulate psychology’s core values that support formal ethics codes</p> <p>Describe the relevant professional and ethical codes as necessary for career and professional goals</p> <p>Embrace APA Code of Ethics as guidelines for managing ethical conduct (e.g., Maintain confidentiality where conditions warrant)</p> <p>Recognize potential conflict areas between formal code and personal values</p>
<p>3.2 Make defensible ethical decisions</p>	<p>Articulate personal process for making ethical decisions</p> <p>Describe ethical expectations and challenges typical of area of concentration</p> <p>Address legal and ethical challenges in area of concentration</p> <p>Observe appropriate boundaries in area of concentration</p> <p>Seek appropriate consultation on ethically compromising matters</p>
<p>3.3 Deepen understanding of self</p>	<p>Articulate how one’s own biases and social relationships and assumptions affect one’s ability</p> <p>Describe dimensions of own identity, how they may intersect, and how they influence interaction</p> <p>Demonstrate understanding and limits of one’s role</p>
<p>3.4 Strengthen personal integrity and interpersonal effectiveness</p>	<p>Take responsibility for own actions</p> <p>Exhibit concern for the welfare of others</p> <p>Demonstrate honesty and integrity, even in difficult situations</p>
<p>3.5 Exercise values that reflect commitment to diversity</p>	<p>Describe how culture and context and developmental processes shape behaviors, ways of thinking, and expression of emotion</p> <p>Anticipate the impact of within-group differences and multiple intersecting identities on interaction</p> <p>Interact effectively and sensitively with diverse others</p> <p>Recognize and acknowledge how discrimination and oppression may adversely influence interaction</p>

GOAL 4

Communication

Master’s graduates in psychology demonstrate competence in written, oral, and interpersonal communication skills in multiple formats and contexts. They express psychological concepts clearly and with culturally appropriate adaptations for different audiences. Graduates interact effectively and collaborate collegially with professional peers. The skills in this domain include using technology ethically and effectively in professional and personal communication.



OUTCOMES Graduates	INDICATORS Graduates
<p>4.1 Express ideas effectively by writing and speaking in multiple formats</p>	<p>Follow project instructions (e.g., time or page limit)</p> <p>Adhere to APA style in authoring scholarly material and presenting research (including grammar and formatting)</p> <p>Present ideas in clear, coherent, and well-organized manner</p> <p>Align expression of ideas with the specific mode of the communication</p> <p>Anticipate or adjust details of communication to meet the needs of audience</p> <p>Adapt ideas for different contexts and different audiences</p>
<p>4.2 Interact effectively with others</p>	<p>Collaborate collegially with others, including effective team work</p> <p>Give affirming and critical feedback to others</p> <p>Respond constructively to feedback from others</p>
<p>4.3 Use technology effectively</p>	<p>Use technology to enhance professional and personal communication</p> <p>Assess strengths and limitations of specific technologies as tools for professional and personal communication</p> <p>Demonstrate ethical and responsible use of technology as a tool for professional and personal communication</p> <p>Discuss impact and importance of social media as a tool in professional psychology</p> <p>Describe cautions, pitfalls, downsides, and personal and professional vulnerabilities when using social media</p>

GOAL 5

Professional Development

Individuals with a master’s degree in psychology are able to apply their knowledge and skills to achieve professional success. Graduates may pursue professional opportunities in a variety of areas, but they will display a higher level of independence in their professional performance than would be evident at the baccalaureate level. Master’s graduates effectively evaluate and monitor their own performance. They should be knowledgeable about professional opportunities for which they are qualified and develop plans to pursue a professional career. Having identified a professional concentration, the individual should establish and communicate a clear professional identity. The master’s graduate demonstrates a level of sophistication in adhering to professional standards. In summary, graduates are not only knowledgeable but also skilled in the application of their knowledge to a chosen profession.

OUTCOMES Graduates	INDICATORS Graduates
<p>5.1 Exhibit continuous self-reflection and self-regulation in the context of professional work</p>	<p>Continuously and accurately self-assess performance quality in professional settings</p> <p>Accept and use feedback in a constructive manner to improve performance</p> <p>Accurately identify gaps in own knowledge and abilities and work to improve them</p> <p>Identify impact of their professional role on their own health and well-being</p>
<p>5.2 Identify appropriate professional career options based on accurate assessment of knowledge, skills, and abilities</p>	<p>Develop a realistic individual development plan for a professional career</p> <p>Display appropriate interview skills</p> <p>Identify multiple career paths, trajectories, and training requirements</p>
<p>5.3 Apply knowledge base and scientific thinking skills in professional settings</p>	<p>Identify and solve problems in professional settings by using content knowledge and scientific reasoning</p> <p>Demonstrate understanding and limits of one’s role</p>
<p>5.4 Observe professional workforce standards</p>	<p>Demonstrate professional conduct and appropriate communication across professional settings</p> <p>Adhere to organization protocols, taking into consideration ethical issues, standards, and/or principles in psychology</p>
<p>5.5 Enhance professional identity</p>	<p>Represent themselves appropriately based on training and level of education</p> <p>Display emerging identity with psychology and in area of concentration</p> <p>Participate in appropriate professional organizations</p> <p>Pursue appropriate continuing education opportunities</p> <p>Maintain current knowledge of the field by reading appropriate professional journals</p>
<p>5.6 Exhibit refined project management skills</p>	<p>Incorporate individual and cultural diversity perspectives into project planning and implementation</p> <p>Work effectively alone or with teams to accomplish professional tasks</p> <p>Manage project work timeline to accommodate contingencies</p> <p>Accept responsibility for failure to meet expectations and develop recovery strategy</p>

REFERENCES

- American Psychological Association. (2002). *Multicultural guidelines on education, training, research, practices, and organizational change for psychologists*. Retrieved from <http://apa.org/about/policy/multicultural-guidelines-archived.pdf>
- American Psychological Association. (2010). *Model act for state licensure of psychologists*. Retrieved from <http://apapracticecentral.org/ce/state/model-act.aspx>
- American Psychological Association. (2013). *APA guidelines for the undergraduate major: Version 2.0*. Retrieved from <http://apa.org/ed/precollege/about/undergraduate-major.aspx>
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., . . . Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.
- Mullan, M., Stamm, K., Christidis, P., & Nigrinis, A. (2015, January). How much has the number of advanced degrees in psychology increased in the past decade? *Monitor on Psychology*, 46, 13. Retrieved from <http://apa.org/monitor/2015/01/datapoint.aspx>
- Pusateri, T., Halonen, J. S., Hill, B., & McCarthy, M. (2009). *The assessment cyberguide for learning goals and outcomes (2nd ed.)*. Retrieved from <http://apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>
- ## ADDITIONAL MATERIALS REVIEWED
- Adelman, C., Ewell, P., Gaston, P., & Schneider, C. G. (2011). *The degree qualifications profile*. Retrieved from <https://www.luminafoundation.org/resources/dqp>
- American Association of Colleges and Universities. (2005). *Liberal education and America's promise (LEAP): Essential learning outcomes*. Retrieved from <https://www.aacu.org/leap/essential-learning-outcomes>
- American Association of Colleges and Universities. (2012, January). *AAC&U statement on the Lumina Foundation for Education's proposed degree qualifications profile*. Retrieved from <https://www.aacu.org/aacu-statement-lumina-foundation-educations-proposed-degree-qualifications-profile>
- American Historical Society. (2005). *Retrieving the master's degree from the dustbin of history*. Retrieved from <https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives-retrieving-the-masters-degree-from-the-dustbin-of-history>
- Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., . . . Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3(4, Suppl.), S5-S26. doi:10.1037/a0015832
- Klein-Collins, R. (2012). *Competency-based degree programs in the U.S. postsecondary credentials for measurable student learning and performance*. Retrieved from http://cdn2.hubspot.net/hubfs/617695/CAEL_Reports/2012_CompencyBasedPrograms.pdf
- McDaniel, S. H., Grus, C. L., Cubic, B. A., Hunter, C. L., Kearney, L.K., Schuman, C. C., . . . Johnson, S. B. (2014). Competencies for psychology practice in primary care. *American Psychologist*, 69, 409-429. doi:10.1037/a0036072
- Society for Industrial and Organizational Psychology. (1994). *Guidelines for education and training at the master's level in industrial-organizational psychology*. Retrieved from <http://www.siop.org/guidelines.aspx>
- Van Vooren, N., & Spalter-Roth, R. (2009). *Paying attention to master's degrees in sociology*. Washington, DC: American Sociological Association.
- Van Vooren, N., & Spalter-Roth, R. (2011). *Sociology master's graduates join the workforce*. Washington, DC: American Sociological Association.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION