



# List of Quality Principles and Recommendations

## QUALITY PRINCIPLE AND RECOMMENDATIONS FOR FACULTY MEMBERS

### QUALITY PRINCIPLE 1

Faculty members strive to be ethical (APA, 2017), 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.