

**Ball State University**

**Psychological Science Department**

**Undergraduate Handbook**

# Table of Contents

Introduction .....	3
<b>Section I. Ball State University Department of Psychological Science</b>	
A. History. The Department of Psychological Science .....	3
B. Department Faculty .....	4
C. The Psychology Resource and Advising Center .....	7
D. University Libraries .....	8
<b>Section II. Courses and Programs</b>	
A. Programs .....	9
B. Program Descriptions and Requirements .....	10
<b>C. Recommended Course Sequencing/Curriculum Planning .....</b>	<b>10</b>
D. Course Descriptions .....	11
E. Information for Majors .....	15
F. Preparing for a Variety of Career Paths .....	16
<b>Section III. Opportunities for Psychology Students</b>	
A. Departmental Honors in Psychological Science .....	17
B. Application Form for Departmental Honors in Psychological Science .....	18
C. Introduction: How to Get Involved .....	19
D. Internships .....	19
E. Student Research Assistantships .....	20
F. Student Teaching Assistantships .....	22
G. Psi Chi- The Undergraduate Organization in Psychology .....	22
H. Scholarships and Fellowships .....	24
I. Grants and Awards .....	24
<b>Appendix</b>	
1. Admission Standards for Graduate Programs .....	26
2. Planning for Graduate School in Psychology: Time Table .....	27
3. Specialization Areas of Psychology .....	30
4. Grade Appeal Process .....	35
<b>Psychology Related Web Sites .....</b>	<b>37</b>

## **Introduction to the Handbook**

This handbook contains essential information and advice concerning the undergraduate major in psychology at Ball State. It provides detailed information on the courses and requirements for the psychology major and minor, and information on educational opportunities, programs, research, practical experience, and financial aid offered by the Department of Psychological Science.

Section I of the Handbook introduces the Department of Psychological Science and includes a note on its history, a listing of current faculty and their research specialties, as well as information on the Psychology Resource and Advising Center and the University Libraries.

Section II of the Handbook explains the requirements (and gives specific course descriptions) for the major and minor in psychology and the teaching major in social studies. This section also provides other valuable information for psychology majors (links to the core curriculum, major field exam, how to prepare for a variety of career paths).

Section III of the Handbook gives information on opportunities for students to get involved in the department. Taking advantage of these opportunities allows students to become actively involved in their own education. There is information on internships, research assistantships, teaching assistantships, and Psi Chi, the undergraduate organization in Psychology. This section also has information on scholarships, fellowships, grants, and awards for which students may be eligible. Taking advantage of these opportunities provides valuable experience that is often of interest to employers and graduate schools.

## **Section I. Ball State Psychological Science Department**

### **History of the Psychology Department**

The undergraduate major in psychology was created in 1965, when Ball State Teachers College expanded and became Ball State University, and from 1965-68 it was housed in a newly created department of psychology within the Teachers College. By 1968 a number of the faculty in this department believed that there should be a psychology department in the new College of Sciences and Humanities, and they left the Teachers College to establish that new unit, which was called the Department of General and Experimental Psychology. The first chairperson of the new department was Robert E. Hill Jr., and the emphasis in the department was undergraduate education, including the undergraduate major in psychology. The department also developed two Master's degree programs, although the nature of these programs has evolved over the years. In 1977, through the efforts of Chairperson Frank Meeker, the department's name was changed to the Department of Psychological Science.

The psychologists remaining in Teachers College split into two separate departments, Educational Psychology and Counseling Psychology and Guidance Services. These departments offer courses and minors for undergraduates, but since 1965 they have emphasized graduate education.

For an overview of the history of Ball State University, see *Ball State University: An Interpretive History* (2001) by Anthony O. Edmonds and E. Bruce Geelhoed. You can find copies in the campus bookstore and at Bracken Library.

## Department of Psychological Science Faculty

### **Deborah W. Balogh, Ph.D., Associate Provost and Dean of the Graduate School**

Availability to students is limited.

#### **Specialty Areas:**

- assessment of personality disorders
- gender issues in academic settings
- sexual harassment
- vulnerability to psychosis
- ethics in teaching

Office: Administration Building 326; Phone: 285-3716. [dbalogh@bsu.edu](mailto:dbalogh@bsu.edu)

### **Eric Belky, Ph.D.**

#### **Specialty Areas:**

- cognitive neuroscience
- sensation and perception
- pattern recognition modeling
- attention models

Office: North Quad 126; Phone: 285-8197. [ejbelky@bsu.edu](mailto:ejbelky@bsu.edu)

### **Paul M. Biner, Ph.D.**

#### **Specialty Areas:**

- industrial/organizational
- human/employee motivation
- teletraining, marketing research

Office: North Quad 109; Phone: 285-1703. [pbiner@bsu.edu](mailto:pbiner@bsu.edu)

### **Darrell L. Butler, Ph.D.**

#### **Specialty Areas:**

- cognition (perception, thinking, problem solving)
- human factors
- uses of computers in psychology

Office: North Quad 108C; Phone: 285-1700. [dlbutler@bsu.edu](mailto:dlbutler@bsu.edu)

### **Lambert Deckers, Ph.D.**

#### **Specialty Areas:**

- motivation (personality-motivation correlation)
- emotion

Office: North Quad 108A; Phone: 285-1706. [ldeckers@bsu.edu](mailto:ldeckers@bsu.edu)

### **Robert B Fischer, Ph.D.**

#### **Specialty Areas:**

- human sociobiology
- corrections issues
- neuropsychology

Office: North Quad 108D; Phone: 285-1701. [rfischer@bsu.edu](mailto:rfischer@bsu.edu)

## **Johnathan Forbey, Ph.D.**

### **Specialty Areas:**

- personality assessment
- forensic psychology
- research methodology and measurement

Office: North Quad 121; Phone: 285-3460.

## **George A. Gaither, Ph.D.**

### **Specialty Areas:**

- human sexual behavior
- measures of sexual interest
- sexual vocabularies
- skills that psychology majors develop

Office: North Quad 118; Phone: 285-1694. [ggaither@bsu.edu](mailto:ggaither@bsu.edu)

## **Thomas M. Holtgraves, Ph.D.**

### **Specialty Areas:**

- interpersonal communication processes/psycholinguistics
- personality and information processing
- gambling

Office: North Quad 108B; Phone: 285-1716. [00t0holtgrav@bsu.edu](mailto:00t0holtgrav@bsu.edu)

## **Rolf Holtz, Ph.D.**

### **Specialty Areas:**

- Organizational Behavior and Development
- Group Dynamics and Intergroup Relations
- Cognitive Processes of Social Comparison

Office: North Quad 129; Phone: 285-1699. [rfholtz@bsu.edu](mailto:rfholtz@bsu.edu)

## **Mary E Kite, Ph.D., Associate Dean of Graduate School**

Availability to students is limited.

### **Specialty Areas:**

- gender stereotyping and prejudice
- attitudes toward gay men and lesbians
- attitudes toward older adults

Office: Graduate School; Phone: 285-1300. [mkite@bsu.edu](mailto:mkite@bsu.edu)

## **Linh Nguyen Littleford, Ph.D.**

### **Specialty Areas:**

- diversity and ethnic minority issues
- professional ethics
- interpersonal interaction and intergroup anxiety
- acculturation and ethnic identity
- cross-cultural psychotherapy
- diversity and teaching

Office: North Quad 122; Phone: 285-1707. [lnlittleford@bsu.edu](mailto:lnlittleford@bsu.edu)

## **Gary Meunier, Ph.D**

### **Specialty Areas:**

- forensic psychology
- personality processes

Office: North Quad 101; Phone: 285-1710. [gmeunier@bsu.edu](mailto:gmeunier@bsu.edu)

## **David V. Perkins, Ph.D.**

### **Specialty Areas:**

- supported employment services for people with serious mental illness
- victimization of people with serious mental illness in the community
- support groups for people with serious mental illness and their families

Office: North Quad 108E; Phone: 285-1715. [dperkins@bsu.edu](mailto:dperkins@bsu.edu)

## **Kerri Pickel, Ph.D.**

### **Specialty Areas:**

- eyewitness memory
- juror decision making

Office: North Quad 120; Phone: 285-1711. [kpickel@bsu.edu](mailto:kpickel@bsu.edu)

## **Kristin Ritchey, Ph.D.**

### **Specialty Areas:**

- cognitive psychology
- reading comprehension

Office: North Quad 127; Phone: 285-1704. [karitchey@bsu.edu](mailto:karitchey@bsu.edu)

## **John Wallace, Ph.D.**

### **Specialty Areas:**

- testing and measurement
- program evaluation

Office: North Quad 124; Phone: 285-2209. [jwallace3@bsu.edu](mailto:jwallace3@bsu.edu)

## **Bernard E Whitley, Jr., Ph.D., Chair Department of Psychological Science**

### **Specialty Areas:**

- academic integrity
- prejudice and discrimination
- measurement issues in psychological research

Office: North Quad 104A Phone: 285-1690. [bwhitley@bsu.edu](mailto:bwhitley@bsu.edu)

## **Lucinda E Woodward, Ph.D.**

### **Specialty Areas:**

- personality psychology
- Posttraumatic Stress Syndrome
- health psychology
- environmental psychology

Office: North Quad 130; Phone: 285-1693. [lewoodward@bsu.edu](mailto:lewoodward@bsu.edu)

## **Psychology Resource and Advising Center**

The center is part of the department's continuing efforts to improve access to information and resources for undergraduate psychology majors. The center's primary goal is to increase access and retention by providing services and resources that will help psychology majors make better choices concerning their academic progress. As Dr. David Perkins, one of the supervisors of the new center says "we're strengthening advising by providing more accessibility during the week and more pathways through which students can receive input and connect with their faculty advisors. It is also providing experience for those staffing the center."

Adjacent to the departmental office, the center is staffed by graduate and undergraduate assistants and during the academic year is open approximately 30 hours a week. In addition to providing basic curricular advice, center staff will develop opportunities for students to learn how to get the most out of their undergraduate experience. These include guest speakers and symposia as well as workshops and print resources.

The center will help students connect with resources that will enable them to investigate potential bachelor's level psychology-related careers. According to Dr. George Gaither, "Although psychology is a broad field, students typically see our major only as a path toward becoming a 'psychologist,' which requires graduate-level training. Many of our students, then, may become disheartened by this prospect, and look for a major that they perceive to be a more likely path to finding work at the bachelor's level."

Consistent with the department's mission, the psychology major at Ball State offers students a liberal arts education while providing training in a number of marketable skills (e.g., writing, using technology, critical thinking, research design, data management and analysis). Contrary to some students' expectations, this combination makes them excellent candidates for a variety of careers. Thus, the main focus is to help students identify the skills that they have already developed as well as the skills that are necessary for specific careers, and then to use this information in putting together the remainder of their program of study. According to Dr. Gaither, "Our belief is that the resources available in the Advising and Resource Center as well as students' experiences in the required 'Orientation to Psychology as a Major' course will enable students to begin planning their program of study earlier and with a clearer focus, thereby increasing the chances that they will complete their degrees and be successful in the job market."

### **Resources available in the Psychology Resource and Advising Center**

The center has books and videos that students can utilize as they visit the center. Handouts on various topics are also available for students to take with them. Below is a sampling of some of the available resources.

#### **Books:**

- The Savvy Psychology Major
- Occupational Outlook Handbook
- Is Psychology the Major for you?
- Developing a Professional Vita or Resume
- Career Paths in Psychology
- Ethics in Plain English
- Great Jobs for Psychology Majors
- APA Publication Manual
- The Psychology Majors Handbook

#### **Bachelor's Level Careers in Psychology Video Series:**

- Bachelor's Level Careers in the Banking Industry
- Bachelor's Level Careers in Human or Social Services
- Bachelor's Level Careers in Marketing Communication
- Bachelor's Level Careers in Community Mental Health

- Bachelor's Level Careers in Addictions Counseling
- Bachelor's Level Careers in Clinical Research
- Bachelor's Level Careers in Psychological Assessment
- Bachelor's Level Careers in the Justice System

#### Graduate School Resources:

- APA Graduate School Guide
- Graduate Study in Psychology
- GRE Psychology Test
- 201 Best Questions to Ask on Your Interview
- Best Answers to the 201 Most Frequently Asked Interview Questions
- GRE Bulletin

#### Handouts:

- What Psych Majors Need to Know
- Scholarship and Fellowship information
- Tips for Doing Well in Psychology Courses
- Choosing a Mentor
- Careers in Psychology
- Where Do Career Level Psychologists Work?
- Applicant Characteristics Valued by Graduate Programs in Psychology

All **majors** are assigned a department faculty advisor. If you are not sure who your advisor is, you can check your DAPR or check in the [Department Office](#). If you have not yet been assigned an advisor or you wish to change your advisor, come to the psychology department advising office for assistance in this process.

Students with **Minors** in Psychological Science and dual majors may not be formally assigned to a faculty advisor in the psychology department. However, they are encouraged to take advantage of the services provided by the Psychological Science Advising Center.

In addition to their department faculty advisor, for help on some matters students may need to talk to Mr. [Larry Ottinger](#) in Academic Advising (NQ 320). He can help with information that all students need to know, such as University Core Curriculum requirements and applying for graduation.

## University Libraries

The Ball State University Libraries' (<http://www.bsu.edu/library/>) mission is to serve current and anticipated users by providing access to resources intended to satisfy informational needs related to and consistent with the University's teaching curriculum, research mission, and service programs.

The University Libraries, comprised of the Alexander M. Bracken Library and the [Architecture](#) and [Science-Health Science](#) branch libraries, offer convenient access to more than 1.5 million books, periodicals, microforms, audiovisual materials, microcomputer software, government publications, maps, manuscripts, music scores, archival records, and electronic databases.

Bracken Library, the main library on campus, is open 95.5 [hours](#) per week during the academic semesters. The library's arrangement into separate service, collection, and study areas is intended to facilitate access to the various information sources. [Library faculty and staff](#) are available in each service area to assist library users.

[CardCat](#), the Ball State University Libraries' Web-based catalog of books, periodicals and audiovisual materials can be accessed through the Libraries' [home page](#) or through text-based access via [Telnet](#).

The Libraries' home page also provides access to online journals, indexes to journal articles, connections to Internet browsers and library information. Assistance finding and using these resources is available at Reference, Bracken Library, First Floor West, 285-1101.

## Section II.

Programs:

**Major:** [Psychology](#)

**Minor:** [Psychology](#)

**Teaching Major:** [Social Studies](#)

**Courses:**

[PSYSC](#): Psychological Science

[www.bsu.edu/psychology](http://www.bsu.edu/psychology)

Psychology is a science that studies behavior and mental processes. Psychologists study individual differences in personality and cognitive abilities, social and biological influences on behavior, and the effects of development and learning on the individual. The Department of Psychological Science offers a program of study that is intended to serve students with a variety of career goals. Some students seek employment immediately following graduation. Others use the major as preparation for graduate study in psychology or a related field. In addition to a basic understanding of psychological science in both laboratory and experiential settings, the undergraduate program is designed to promote the development of critical thinking and communication skills, technological and diversity competencies, and personal and professional ethics.

The courses students select within the major should be driven by their educational goals. Whether students intend to pursue employment or graduate study, they should be familiar with the services of the Department's Advising and Resource Center and consult with their faculty advisor regarding course selection. Their faculty advisor may also be helpful in choosing a minor that will further their professional and personal objectives.

The department offers a minor in psychology that allows students to choose courses relevant to their own areas of interest. Students interested in teaching psychology at the high school level may complete a social studies major with an area of emphasis in psychology. Psychology minors and teaching majors are also encouraged to take advantage of the resources available in the Department's Advising and Resource Center.

### Programs

Students will be guided by the outline of baccalaureate [Degrees](#), the [University Core Curriculum](#), and the concentration areas listed below.

#### MAJOR IN PSYCHOLOGY, 44 hours

PREFIX	NO	SHORT TITLE	CR HRS
PSYSC	100	General	3
	241	Statistics	3
	284	Res Methods	4
	295	Orient Psych	1
	491	Systematic	3

6 hours from

PSYSC	362	Motiva Emotn (3)
-------	-----	------------------

#### MINOR IN PSYCHOLOGY, 21 hours

PREFIX	NO	SHORT TITLE	CR HRS
PSYSC	100	General	3
18 hours from electives in PSYSC			18
			21 hrs

#### TEACHER EDUCATION

#### TEACHING MAJOR IN SOCIAL STUDIES, 57-66

hours (see university undergraduate catalog for total requirements for this area)

	or		
	364	Learning (3)	
	416	Cognition (3)	
	468	Physiological (3)	6
9 hours from			
PSYSC	316	Social Psysc (3)	
	317	Personality (3)	
	321	Develop Psy (3)	
	432	Abnormal (3)	9
2 courses at 300- or 400-level PSYSC (no more than 3 hours from PSYSC 369 or 479)			6
2 courses at 400- level PSYSC (excluding PSYSC 479; no more than 3 hours from PSYSC 497 or 498)			6
3 hours of elective			<u>3</u>
			44 hrs

*PSYCHOLOGY area, 15 hours*

<i>PREFIX</i>	<i>NO</i>	<i>SHORT TITLE</i>	<i>CR HRS</i>
PSYSC	100	General	3
	493	Teach Psy 1	1
	494	Teach Psy 2	2
3 hours from			
PSYSC	267	Intro Biopsy (3)	
	468	Physiological (3)	3
3 hours from			
PSYSC	362	Motiva Emotn (3)	
	364	Learning (3)	
	416	Cognition (3)	3
3 hours from			
PSYSC	316	Social Psysc (3)	
	317	Personality (3)	
	324	Psych Women (3)	
	432	Abnormal (3)	
			<u>3</u>
			15 hrs

## Recommended Course Sequencing/Curriculum Planning

We recommend that students pay particular attention to the prerequisites for the courses listed below to insure that they are adequately prepared for the courses for which they register. We also recommend that students take the following courses Psyc 100, 241, 284, and 295 very early in their undergraduate careers because they are the foundation courses of the major (and prerequisites for many advanced classes). Furthermore, Psyc 491 is meant to be a capstone course and should be taken toward the end of the undergraduate career (i.e., senior year).

### COURSES:

#### PSYCHOLOGICAL SCIENCE (PSYSC)

##### **100 General Psychology. (3)**

Introduction to various branches of psychology and the contributions of each to understanding the behavior of people as they interact with their environment.

##### **213 The Psychology of Human Adjustment. (3)**

An introduction to how people can cope more effectively with common emotional, interpersonal, and situational problems. Self-management strategies and positive coping techniques are introduced for the enhancement of personal growth and adjustment.

*Prerequisite:* PSYSC 100.

##### **224 Applied Behavior Analysis. (3)**

Introduction to the principles of operant psychology and application of these principles to situations with people outside formal educational settings.

*Prerequisite:* PSYSC 100.

##### **241 Statistics. (3)**

Descriptive statistics and statistics of inference. The computation, application, and interpretation of various elementary statistics.

*Prerequisite:* PSYSC 100; MATHS 125 or its University Core Curriculum equivalent.

##### **267 Introduction to Biopsychology. (3)**

Broad-based survey focusing on the methods and findings relating biological influences to behavior.

Emphasizes the anatomy and functions of the nervous system, as well as other related topics that help to explain behavior.

*Prerequisite:* PSYSC 100.

*Not open to* students who have credit in PSYSC 468.

##### **277 Psychology of Sexual Behavior. (3)**

An examination of the determinants of human sexual behavior, focusing on the development of sexual identity and attitudes. Uses perspectives from social psychology, personality theory, and physiological psychology to build an understanding of this most complex behavior.

*Prerequisite:* PSYSC 100.

**284 Research Methods in Psychology. (4)**

Introduction to the use of the scientific method in the study of human behavior. Analyze and evaluate experimental studies to gain experience with research techniques while using essential controls and acceptable procedures.

*Prerequisite:* PSYSC 241 with a C- or better grade.

**295 Orientation to a Major in Psychology. (1)**

Helps develop an awareness of psychology courses, minors, internships, research assistantships, and other opportunities; learn about career options and graduate school selection processes; and explore personal strengths and weaknesses with regard to long term goals.

*Open only to* sophomore and junior psychological science majors.

**301 Psychology and Health. (3)**

Examines how psychological conditions influence disease prevention, medical treatment, stress and coping, and psychosocial adjustment to illness.

*Prerequisite:* PSYSC 100.

**315 Comparative Psychology. (3)**

Investigations of current studies of animal behavior emphasizing mammals, especially primates. Human sociobiology is discussed. Topics include courtship and mating, aggression, feeding, evolutionary principles, behavior genetics, and social systems in a variety of species.

*Prerequisite:* PSYSC 100 or permission of the instructor.

**316 Social Psychology. (3)**

Overview of conditions that affect a person in a social context: attitudes, impression formation, interpersonal relations, and group membership. Examines current theories and relevant research.

*Prerequisite:* PSYSC 100.

**317 Personality. (3)**

Presents and compares a wide variety of classical and modern theories of personality and pertinent empirical research. Considers the components of a good theory of personality and the applications of various personality theories.

*Prerequisite:* PSYSC 100.

**321 Developmental Psychology. (3)**

A survey of theory and research in perception, memory, learning, and cognition from an ontogenetic perspective.

*Prerequisite:* PSYSC 100.

**324 Psychology of Women. (3)**

Psychological study of women with emphasis on achievement motivation and dependency, attitudes toward women, sex-role identity, biological and social influences on women's behavior, self-concepts and psychological conflicts, and a study of research in sex differences.

*Prerequisite:* PSYSC 100.

**333 Environmental Psychology. (3)**

Presents the current knowledge and research in environmental psychology and studies its relevance to psychological planning for people's special needs. Investigates the psychological effects on persons and groups of selected conditions in various kinds of environments.

*Prerequisite:* PSYSC 316 or permission of the department chairperson. NREM 101 is strongly recommended.

**342 Advanced Statistics. (3)**

Inferential statistics and research design, computation and interpretation of statistics related to psychological research design. Critical analysis of published research literature.

*Prerequisite:* PSYSC 241.

**362 Motivation and Emotion. (3)**

Basic theory and research relating to motivation and emotion and applications to various facets of human behavior.

*Prerequisite:* PSYSC 100, 241.

**364 Psychology of Learning. (3)**

Nature of learning processes, possible influences upon these processes and resultant behaviors, and applications of the psychology of learning.

*Prerequisite:* PSYSC 100, 241.

**369 Professional Experience. (1-6)**

Designed to monitor the progress of students working in paid part-time psychology-related job settings and to assist them in relating and integrating job experiences with required knowledge of psychology.

*Prerequisite:* permission of the instructor.

A total of 6 hours of credit may be earned.

**373 Industrial Psychology. (3)**

Application of psychological principles to personnel selection, training, and evaluation, worker motivation and morale, leadership and supervision, job design, and workplace health and safety.

*Prerequisite:* PSYSC 100.

**390 Honors Colloquium in Psychology. (2)**

Explorations of selected issues in psychology with emphasis on individualized study, reporting, and group discussion of such topics as psychobiology, social psychology, learning, personality, and abnormal psychology.

**395 Special Topics in Psychology. (1-9)**

Surveys theory and research on a selected topic in psychology using a lecture and discussion format.

*Prerequisite:* PSYSC 100.

A total of 9 hours of credit may be earned provided that no topic is repeated.

**412 Sensation and Perception. (3)**

Survey of theories, methods, and knowledge concerning sensory physiology, sensation, and perception.

Emphasizes studies of people.

*Prerequisite:* PSYSC 100.

*Prerequisite recommended:* PSYSC 241, 284.

**416 Psychology of Cognition. (3)**

Survey of theories and research about human thought and memory. Topics include attention, memory, problem solving, and language.

*Prerequisite:* PSYSC 100.

*Prerequisite recommended:* PSYSC 241 and 284.

**432 Abnormal Psychology. (3)**

Systematic study of behavior pathology. Primary emphasis is on the use of theoretical perspectives and empirical data to understand the description, etiology, prognosis, treatment, and prevention of abnormal behavior.

*Prerequisite:* PSYSC 100.

*Prerequisite recommended:* PSYSC 284 and senior standing.

**435 Survey of Clinical Psychology. (3)**

Introduction to the roles and functions of personnel in clinical psychology.

*Prerequisite:* PSYSC 100.

**447 Psychological Tests and Measurements. (3)**

Theoretical and practical foundations underlying the construction, use, and interpretation of standardized psychological tests and inventories. Laboratory includes development of a psychological measure.

*Prerequisite:* PSYSC 284.

**468 Physiological Psychology. (3)**

An introduction to the physical basis of behavior, involving primarily the nervous system and its structure and function. Emphasizes the role of bodily systems in perception, learning, motivation, and conscious function.

*Prerequisite:* PSYSC 100, 241.

**474 Organization Development. (3)**

Presentation of techniques used to improve the efficiency and effectiveness of organizations. Critical examination of these techniques in the light of psychological theory and research.

*Prerequisite:* PSYSC 373.

**475 Psychology of Selection and Placement. (3)**

Introduction to principles of personnel testing as applied to the selection and placement process. Focus is on development of predictors and criteria, selection of an appropriate validation model, and the psychological dynamics of the interview processes.

*Prerequisite:* PSYSC 100, 241, or the equivalent.

**476 Human Factors Psychology. (3)**

Explores the relation between people and the physical things in their environments. Topics include design of objects based on psychological knowledge about information display, human control, and cognitive capacities.

*Prerequisite:* PSYSC 241 or other statistics course.

**479 Practical Experience. (1-6)**

Monitors the progress of students participating in unpaid psychology-related settings and assists them in integrating such experiences with acquired knowledge of psychology.

*Prerequisite:* permission of the instructor.

A total of 6 hours of credit may be earned.

**491 Systematic Psychology. (3)**

Major concepts of various schools of psychological thought and contemporary theoretical systems as they have evolved historically.

*Prerequisite:* PSYSC 100, 241; senior standing recommended.

### **493 Teaching of Psychology 1. (1)**

Students work with a PSYSC 100 instructor to develop curriculum plans, tools for the assessment of learning, and evaluation plans for an introductory psychology course. *Prerequisite:* 3 courses in the psychology area of the social studies teaching major; permission of the department chairperson.

*Open only to* social studies teaching majors in the psychology area.

### **494 Teaching of Psychology 2. (2)**

Students provide classroom instruction, conduct learning assessments, and conduct a study evaluating learning under the supervision of a PSYSC 100 instructor. *Prerequisite:* PSYSC 493; permission of the department chairperson.

*Open only to* social studies teaching majors in the psychology area.

### **495 Seminar in Psychology. (3)**

Investigations of topics of interest in the current literature of psychology.

*Prerequisite:* psychology major and senior standing.

**497 Supervised Empirical Research Experience. (1-3)** Experience in the collection of behavioral data in the field or laboratory setting. Students work closely with a supervising faculty member. The credit hours may be accumulated in more than one semester.

*Prerequisite:* permission of the department chairperson.

A total of 6 hours of credit may be earned, but no more than 3 in any one semester or term.

### **498 Independent Study in Psychology. (1-3)**

Topics for independent study and research to be chosen and investigated in consultation with instructors with special competence in the area involved. The credit hours may be accumulated in more than one semester.

*Prerequisite:* permission of the department chairperson.

A total of 3 hours of credit may be earned.

## **Important Information for Majors**

- 1) All students are responsible for meeting all necessary requirements for the major and the **University Core Curriculum**. Requirements for the **Core Curriculum** can be found at [http://www.bsu.edu/web/catalog\\_0204work/general/gen02/academic02.html](http://www.bsu.edu/web/catalog_0204work/general/gen02/academic02.html)
- 2) Graduating seniors are required to take the **Major Field Exam in Psychology**. Scores on the exam do not affect students' GPAs or eligibility to graduate, but it is very important to the department that every graduating senior completes this exam. The exam is one kind of information the department uses to assess the quality of the program for its undergraduate majors.

Students should take the exam during the last semester they take psychology courses. The undergraduate committee will select dates and times the test will be offered (currently, there are Fall, Spring, and Summer administrations), and this information is available in the Psychological Science Advising Center.

### **Sign Up to Take Test**

- A. Test booklets must be ordered, so students need to sign up at least 6 weeks before the first exam date (deadlines will be posted).
- B. Students should make appointments to see their advisors to review their DAPRs and obtain permission slips, after which they take the signed permission slips to NQ 104 and select a time to take the exam.

- C. Dates and times for the current semester's exam can be found at <http://www.bsu.edu/psychology/asp/fieldexam.asp>
- 3) Graduating seniors must take the Writing Competency Exam before their last semester. Information on this exam can be found at <http://www.bsu.edu/web/assessment/writingcomp.htm>. This exam is offered under several different topics (Social Studies, Business/Science & Technology, Liberal & Fine Arts, General, Education, and Special Needs). We suggest that individual students consider which topic they feel most comfortable/competent writing on before signing up for a specific date.
- 4) Graduating seniors must apply for graduation at <http://www.bsu.edu/webapps/graduation/default.asp> or see Larry Ottinger in NQ 320.
- 5) For more information on general advising matters see the advising handbook <http://www.bsu.edu/advising/media/pdf/handbook.pdf>

## Departmental Honors in Psychological Science

Students interested in receiving Departmental Honors in Psychological Science can apply for admission to the program at any time during the Fall or Spring academic semesters and during 1<sup>st</sup> or 2<sup>nd</sup> summer session. Application forms are available in the Psychological Science Department Office.

### I. Requirements for admission to the program:

- A. A minimum overall GPA of 3.25.
- B. B (3.00) or better (in +/- grading scale) in PSYSC 241.
- C. Students must have at least a sophomore standing.
- D. The student has a faculty mentor who agrees to oversee the thesis.

### II. Requirements for receiving Departmental Honors in Psychological Science:

- A. A minimum psychological science GPA of 3.50.
- B. A minimum overall GPA of 3.25.
- C. B (3.00) or better (in +/- grading scale) in both PSYSC 241 and PSYSC 284.
- D. A completed Honors Thesis/Project, which must be submitted 2 weeks prior to the last day of classes.

The student must complete a research project under the direction of a Psychological Science faculty member. As part of this project and at the discretion of the faculty member, the student must enroll for 1 or 2 credit hours per semester in a 2-semester departmental honors course. Three credit hours is the total number of hours that can be earned in this course. The student may also receive credit under PSYSC 498 for work on the thesis/project. The student must file a thesis project proposal with the Honors College (signed by the directing faculty member) prior to the commencement of the research. A written report on the project, in thesis form, must also be filed with the Honors College upon completion of the project.

The honors thesis/project may consist of any of the following:

- Empirical thesis, which includes a prospectus and data collection
- Empirical thesis, which includes a prospectus and archival data or data already collected
- Meta-analysis
- A paper in the style and quality of a *Psychological Bulletin* or *Psychological Review* article
- Philosophical position or one in support of certain point of view (hypothesis, theory)

Students who complete the Departmental Honors requirements will earn the designation “Departmental Honors in Psychological Science” in their official records. The achievement will also be noted in the commencement program and in department records. A student who is already a member of the Honors College can also receive Department Honors.

Revised 13 October 2003



## Preparing For a Variety of Career Paths

A wide variety of career options are available to those who major or minor in psychology. Skills, knowledge, and understanding gained from this area of study helps students be more marketable in a variety of careers. Those interested in a career at the Bachelor's level may want to consider the following areas: counseling, case management, business, management, teaching, criminal justice, sales, and research. It is important to remember that employers look for a specific skill set, including listening skills, willingness to learn, ability to work well with others, good communication, organizational skills, problem-solving skills, dependability, and ability to work independently. Ball State students have the opportunity to develop these skills and others through class work, extra-curricular activities, projects, and research. Attaining these skills brings success not only at Ball State but also later in one's career.

Students who go to graduate school have even more career opportunities available to them. A Master's degree can provide a sufficient educational background to become licensed and open a private practice, work in a mental health center as a primary therapist, obtain a higher employment status in business, management, criminal justice, and research, and some with Masters degrees are eligible to teach at junior colleges. However, psychologists with doctoral degrees have even wider employment opportunities (e.g., in universities, clinics, private practices, schools, businesses, research positions, and government programs).

To learn more about opportunities for employment with a Bachelor's, Master's, or Doctoral degrees, or about graduate school, stop by the **Psychological Science Advising Center and Resource Room (NQ103)**. The center has a variety of books, pamphlets, videos, and other resources that can help you navigate your academic experience and career path.

### Section III. To the Psychology Student:

#### Additional Opportunities to Get Involved

The Department of Psychological Science offers many ways for students to get involved in psychology outside of the classroom. Getting involved outside of the classroom has many benefits. You will have the opportunity to experience how psychology works and to gain experience. Students who are active within their department will develop relationships with the faculty and will receive useful recommendations from them. Graduate schools look for students who have been active in research and have work experience in psychology. Ball State has many opportunities for students to get involved in learning outside the classroom.

#### Internships

For many people "on the job" experience is an important way to learn and develop skills and abilities. You are encouraged to gain this experience while you are an undergraduate, either through volunteering or paid work. Under some circumstances, you may be able to earn department/college credit for this experience (see Psysc 366, 369, and 479 on [list of courses](#)).

There are three major ways that undergraduate students can get valuable work related experience for credit. *(Note that if you are interested in obtaining course credit, you must talk to the Department Internship Coordinator, [Dr. Gary Meunier](#).)*

#### Internships - Supervised Community Volunteer:

Internships are professionally supervised work experiences that relate to psychology. It is helpful if you can find a place that already offers such supervised experiences. For example, students have worked in the summer for the Easter Seal Society or during the academic year for various women's shelters such as the Julian Center in Indianapolis. To search for possibilities, check [Indiana INTERN.net](http://www.internjobs.com/do/where), <http://www.internjobs.com/do/where> , and the [BSU Career Center website for internships](#). For more information and to discuss course credit, students should contact [Dr. Gary Meunier](#), Department Internship Coordinator.

### **Psychology-Related Part-time Job:**

You may wish to find a part-time job that is related to psychology. There are many of these positions in the Delaware County area. Besides word of mouth, the newspapers, and other common sources of job listings, visit [Career Services at BSU](#), located in Lucina Hall or contact [Dr. Gary Meunier](#), Department Internship Coordinator.

### **Non-Supervised Community Volunteer:**

Volunteer experiences may help a volunteer to gain practical work experience and develop interpersonal skills by learning to relate well to people of other ages, backgrounds, and cultures. Volunteers are not paid. [Student Voluntary Services](#) (SVS) is a BSU student organization that acts as a clearinghouse for many community settings. If you have contacts or know an organization that would be appropriate for your career goals, you might check to see if they have openings. You can also contact [Dr. Gary Meunier](#), Department Internship Coordinator, for suggestions.

## **Student Research Assistants**

### **Why Get Involved in Research?**

Psychology is a science; it rests on a foundation of research. Some undergraduate jobs, many careers for psychologists with Masters degrees, and virtually all careers of psychologists with PhDs require research skills. Not surprisingly, graduate schools are typically more interested in applicants with research experience. And such experiences can help students decide the degree to which they wish to pursue a career that includes research activities. Learning to do research involves both knowledge that one can get in the classroom and knowledge one gains from being involved and working with mentors.

## Getting Started - Finding a Mentor

You are not expected to have a research idea to get started. Faculty members have spent years studying important problems in psychology and they usually have lots of ideas about the kinds of studies that could be done. So for most students, the first step is to find a faculty member with whom to work. There are many kinds of information students use to choose a research mentor.

- Some students like to approach a faculty member they had for a class, one they respect and can get along with.
- Other students like to consider the research topics. Some of the [faculty](#) research interests are included with the faculty biographies. Lists of research interests and projects are also kept in the main office of the BSU Department of Psychological Sciences (room NQ 104) and some are on the department bulletin boards in NQ. Some faculty will deviate very little from their stated research agendas; others are open to discussing ideas with students and developing a project as they interact with them. So, don't be afraid to ask.

## Support for Student Research and Researchers

There are a variety of programs that support students' research endeavors. Although such support is not required, you may find it very helpful:

- **Academic Credit.** You may be able to receive course credit for your involvement in research. (See PSYSC 497 and 498 in the [undergraduate course listings](#)).
- **Scholarships and Fellowships.** Some students have difficulty finding time to get involved in research because they must work as well as take classes. If you are a very good student, there are [scholarships and fellowships](#) that you could earn. These are honors that may also help relieve financial burdens.
- **Awards.** There are also competitions that provide monetary and recognition [awards](#) to students who have completed high quality research projects.
- **Money to Support Project.** If you have a project you would like to do but perhaps need to purchase some tests or other materials, there may be some student [grant](#) money available.

## Communicating Your Research

Students who complete projects should really seek appropriate places to communicate their activities and findings. Science makes little progress if scientists do not share their findings. Furthermore, there is much to learn about making high quality oral and written presentations to others. There are many outlets for student research projects.

**Conferences and Meetings.** Students may wish to participate in one of the various conferences offered to disseminate student research and foster development of professional skills. Some of these conferences provide opportunities to give oral presentations and some provide opportunities to present posters describing the work. The following is a partial list of conferences. Talk to your faculty mentor about other possibilities.

### **Some student conferences in Indiana and nearby states:**

1. Annual Department of Psychological Science Poster Session
2. Mid-American Undergraduate Psychology Research Conference
3. Butler University Undergraduate Research Conference
4. Psi Chi sessions at the meeting of Midwestern Psychological Association (Chicago)

**Other regional and national conferences for students:**

1. Great Plains Students' Psychology Conference
2. Southeastern Undergraduate Psychology Research Conference
3. Arkansas Symposium for Psychology Students
4. Minnesota Undergraduate Psychology Conference
5. Carolinas Psychology Conference
6. Delaware Valley Undergraduate Research Conference
7. Lehigh Valley Undergraduate Psychology Research Conference
8. University of Winnipeg Undergraduate Psychology Research Conference
9. Meeting of the American Psychological Association

Sometimes students can obtain a small stipend to help pay the cost of traveling to one of these conferences (Ball State's Office of Research and Sponsored Programs has one such program).

For further information about conferences, talk to your faculty advisor and/or contact:

Editor Psi Chi Newsletter  
Psi Chi National Office  
407 East 5th Street, Suite B  
Chattanooga, TN 37403.

**Publications.** Another way to disseminate research is by publishing. There are student journals that publish research done by undergraduates. For example:

**The Psi Chi Journal of Undergraduate Research**

Dr. Stephen Davis, Managing Editor  
Psi Chi Journal  
Department of Psychology  
Emporia State University  
Emporia, KS 66801

However, it is sometimes appropriate to submit student research to professional journals that are not limited to student submissions. Your faculty research mentor can help with this decision.

## Student Teaching Assistantships

**Purposes**

There are several different reasons for undergraduates to gain some experience teaching.

- "You never really know what you don't know until you try to teach it." (Anonymous)
- Getting some experience teaching can help you decide if you'd like to consider a teaching career or absolutely want to avoid it.
- Faculty and some undergraduates really need the help of students who are willing to try to facilitate student learning

## Options

### Department Teaching Assistant (TA):

Teaching Assistants help faculty with Introduction to Psychology courses. TA experiences are quite variable. Some attend class, hold office hours, and record test grades. Some lecture a few times during the semester, run regular study or discussion sessions, design practice tests and assignments, or get involved in other aspects of pedagogy. If you are interested, contact the [department office](#) or a [faculty member](#).

### Tutors and Supplementary Instructors:

Tutors and Supplementary instructors work one-on-one (or sometimes in small groups) in the Learning Center to help students who are struggling with particular courses such as statistics. For many students this is a good first teaching experience. Furthermore, the Learning Center has workshops to help you develop teaching skills. If you are interested contact the [Learning Center](#).

## Psi Chi – Psychology’s Honor Society

[Psi Chi](#) is the national honor society for psychology students. The national purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. However, the local chapter does more.

### BSU Local Chapter

Psi Chi here at Ball State University engages in a number of activities that enhance the regular curriculum. Our local chapter has five officers and a number of committees. Together, the officers and committees of the chapter organize a number of services and functions. In recent years, this has included:

- an annual psychology book sale
- parties and social events with department faculty
- speakers to talk about topics of interest to students (e.g. what clinical psychologists do in practice, a day in a life of an industrial psychologist, what FBI agents do, getting into graduate school, ...)
- community service projects
- a department resource room with information about graduate schools, getting jobs after graduation, etc.
- an annual poster session presenting student research
- trips by Psi Chi members to psychology meetings and conventions
- an annual banquet

Psi Chi members who organize and develop these functions get useful information, practical experience, fellowship, and leadership development. These can be extremely valuable extracurricular learning opportunities. Perhaps you would like to be involved in these projects or have an idea for another function that should be developed. Come to a meeting, learn how to get involved, and share your ideas. For more information see Dr. Gaither (NQ 118) who is the faculty advisor for Psi Chi.

## National

Members of Psi Chi are members of a large [national organization](#) founded in 1929. More than 250,000 students have joined Psi Chi. Today, there are more than 875 chapters and a national headquarters. Most department faculty joined Psi Chi as students. All memberships are for life. The National Psi Chi organization develops programs for members, emphasizing the needs of students. For example, they

- sponsor student sessions at regional and national conventions,
- provide student paper sessions at conferences,
- provide a Society newsletter,
- support a student journal, and
- give awards and travel money.

## Membership

Becoming a member is an honor that indicates academic excellence, and can be so noted on vitae and resumes. Psi Chi is a very selective organization open to excellent undergraduate and graduate students.

Undergraduate applicants must:

- have completed three semesters of college,
- have completed 9 credit hours of psychology (or completed 6 credit hours and presently enrolled in 3 credit hour course),
- maintained a "B" average or better and be in upper 35% of their class,
- have high standards for their behavior, and
- have a psychology major or minor.

Graduate applicants must :

- be enrolled in a psychology program,
- have a "B" or better in all graduate courses, and
- have high standards of personal behavior

Regardless of whether you become a member, watch for Psi Chi activities (particularly the bulletin boards in NQ) since many of the activities they sponsor are open to everyone. If you want to join Psi Chi, pick up an application form in the Department Office (NQ 104), or print an application ([Word](#) or [WordPerfect](#)). For further information, contact Psi Chi through the club's [email](#) or watch for notices in NQ and come to a Psi Chi meeting.

## Scholarships and Fellowships

Scholarships and Fellowships are provided to help pay for your education. They are typically given to students who have demonstrated excellence and who will be in school during the time they receive the support.

### Department:

**W.W.Renke Memorial Scholarship.** Competition is in the spring for a scholarship for the senior year. General information ([online](#)) is available at the Psychological Science Department Office, NQ 104. Watch for the deadline.

**Robert E. Hill Jr. Scholarship.** Competition is in the spring for juniors to receive scholarships for their senior year. General information ([online](#)) is available at the Psychological Science Department Office, NQ 104. Watch for the deadline.

**William Clark Memorial Scholarship** is in the process of being endowed. ([Online Information](#))

#### **BSU:**

**Undergraduate Fellowship Program** (\$800) is designed to enrich the contact between outstanding undergraduates and productive faculty. For information, contact the Ball State University Honors College Office by telephone (317-285-1024), fax (317-285-2072), or visit the Honors College office.

**Financial Aid Office** has a substantial amount of information about scholarships. You can visit this office online or contact them directly (room 245 in Lucina Hall, phone 317-285-5600)

also see [Honors College Scholarships](#) and [Office of Financial Aid](#)

#### **National:**

In addition to those listed at the Office of Financial Aid, you might find these links helpful:

<http://www.fastweb.com>

<http://www.college-scholarships.com>

<http://www.scholaraid.studentadvantage.com>

## **Grants and Awards**

Grants and awards in psychology usually involve research. Grants are given to help investigators do research and awards are given after completion to reward a job well done.

#### **Grants**

#### **Support Available from BSU and Organizations at BSU:**

The **[Office of Research and Sponsored Programs](#)** provides information on financial support of student research. Contact their office for further information about these grants:

**Undergraduate Research Grants** (\$300) supplies and expenses of research projects

**Sigma Xi**, a scientific society with a chapter at BSU, has a research support grant contest each year. They offer both undergraduate and graduate awards for students working with faculty who are Sigma Xi members.

#### **Support Available from Other Organizations:**

**APSSC Student Research Grant** supports the cost of supplies and expenses of research projects. [APSSC stands for American Psychological Society Student Caucus](#)

Sometimes national-level external grants are available to undergraduates. For information see [OARSP](#).

## Awards

**N. John Castellan Student Paper Award** The Society for Computers in Psychology has an annual competition for students. Students submit a paper concerning computers and psychology. All good papers are accepted for presentation at the annual meeting, but the winner receives a cash award and a one-year subscription to Behavior Research Methods, Instruments and Computers.

**Psi Chi**, the National Honor Society in Psychology, regularly sponsors a variety of undergraduate and graduate research award competitions. Listed below are several such awards. For more information, contact the Psi Chi National Office 407 East 5th Street, Suite B Chattanooga, TN 37403-1823.

**Psi Chi/J. P. Guilford Undergraduate Research Awards** This competition includes cash awards of \$100-500. The deadline for his award is May 15.

**Psi Chi/Allyn & Bacon Psychology Awards** This competition is open to all undergraduate Psi Chi members. Cash awards range from \$200-500. The deadline for this award is April 1.

**Psi Chi/APA Edwin B. Newman Graduate Research Award** All psychology graduate students are eligible for this award. Awards include travel expenses to the APA/Psi Chi National Convention, a three-year subscription to an APA journal, and two engraved trophies. The deadline for this award is March 23.

**Psi Chi Regional Research Awards** All undergraduate and graduate Psi Chi members are eligible. A varying number of \$150 cash awards will be presented. Awards will be given to student authors of the best research papers presented at the Psi Chi sessions of regional conventions.

## Appendix 1

### ADMISSION STANDARDS FOR GRADUATE PROGRAMS

The general admission standards vary among graduate school programs. However, the admissions process for most programs is quite competitive. That is, most quality programs get far more applications than they have positions. So it is imperative that applicants learn to put their best foot forward!

The majority of the graduate programs will require the following:

1. Undergraduate GPA of 3.0 is a minimum for most programs. However, a 3.5 is often minimum for Ph.D. programs (but higher GPAs are often necessary for admission).
2. Graduate Record Examination Scores- the GRE is required for graduate psychology programs. The minimum combined Verbal and Quantitative score is usually 1000 for most Master's programs, and 1200 for Ph.D. programs. **\*\*For some programs the Psychology Subject Test is required. There is usually no minimum stated; however, median scores range from 550-650.**

**It is recommended that you take the general GRE in the spring or summer of your junior year and the Advanced Subject test in the fall. Then, if necessary, you still have time for a retake of either test.**

3. Letters of recommendation are required for all advance degree programs. Universities usually request 3-4 letters from each applicant. Faculty members who have observed your work both inside and outside the classroom would be the best source of letters, because they can speak of your academic achievement, as well as research, teaching, leadership and organizational skills. **\*\*Make sure that you ask faculty if they can write a STRONG letter of recommendation\*\*** If you only ask for a **letter** you may not get the type of letter that will increase your chances of gaining admission to a graduate program.
4. Evidence of Research Aptitude: Graduate schools look for students who show promise as scholars. This is best demonstrated by completing an undergraduate thesis, publishing research with faculty, or presenting research at a regional or national convention. You should consider looking for opportunities to publish and present as early as the end of your sophomore or beginning of your junior year. It would also be helpful at this time to consider a potential topic for a thesis or undergraduate project.

## Appendix 2

### Planning for Graduate School in Psychology: Timetable

#### **Sophomore Year**

- Having completed Introductory Psychology and some of the College's general educational requirements the first year, you should continue working on these requirements and also begin work on the basic psychology major requirements including statistics.
- Become acquainted with several faculty members in the department and their research areas (see Part IB). Also try to meet the graduate students. They often serve as teaching assistants for courses. They are often more accessible and can give you a student's perception of graduate education and tell you what it's really like in various faculty laboratories.
- Write your Vita.
- Join and become active in Psi Chi
- The department sponsors informational meetings on preparing for graduate study, careers in psychology, employment for the B.A. degree, etc. Be sure to attend.
- Work on developing relationships with faculty who could write strong letters of recommendation for you. For example work on a research project, work in their lab, teaching assistant, or begin an independent project with a faculty member.

#### **Junior Year**

- Continue, and if possible, complete general education requirements for the BA or BS degree.
- Continue research with faculty.
- Continue to foster relationship with those whom you expect to ask for letters of recommendation.
- Update your vita.
- Continue to attend department sponsored and Psi Chi programs. The department sponsors informational meetings on Preparing for Graduate Study, Careers in Psychology, Employment for the B.A. Degree, etc.
- Become involved in clinically related volunteer work (crisis center volunteer, rape counselor, etc...) if you are interested in clinical or counseling work.
- Use GRE preparation materials to prepare for the GRE exam, and begin taking practice tests.
- Begin to investigate prospective graduate programs. Consult faculty members and other resources, such as graduate students, school catalogues, and the book Graduate Study in Psychology (available in the Psychology Advising Office). Write to graduate schools for catalogs and information about specific departments.

- Begin writing personal statement for applications to graduate schools.
- Register for advanced classes. Be sure you have taken the appropriate prerequisite courses prior to registering.

## **Senior Year**

- Summer or early fall: Check current issue of Graduate Study in Psychology and write to prospective schools for application materials if you haven't already done so.
- Continue your research.
- Register to take October GRE-Advanced Section (at latest, take by December) if required by the schools to which you intend to apply. Deadlines for applying to graduate school are as early as December 15th. Scores will not be sent in time to the schools if you have waited too long to take the GRE. Most schools will review your file if you have already sent your Aptitude (general GRE) scores, even if they are waiting for the Advanced (subject) test.
- Take the GRE Aptitude first, then the Advanced. Taking both on the same test day is extremely difficult and not recommended.
- Begin requesting letters of recommendation from faculty and others who can assess your academic and research abilities.
- Find out from application materials if any additional requirements or tests are needed by the individual programs.
- Have personal statement written and a polished vita completed (check for grammar, spelling and content).
- Plan to have this completed before the end of the fall semester. Do not wait for the semester break. Give these to faculty from whom you request recommendations (make sure you give them plenty of time to write your letter, at least 3-4 weeks).
- Narrow down the list of schools you are considering, but still apply to several different schools. Choose a couple of schools that fall within a reasonable range for you, schools for which your GPA and GRE scores are above the minimum specified. Choose a couple of "long shots," that is, schools for which you minimally qualify, but would love to attend. The remaining schools to which you apply should be comfortably within your range of credentials.
- Make sure you have enough money to pay for all necessary application fees and transcripts.
- Send completed applications to schools well ahead of deadlines.
- Request transcripts to be sent from all colleges you attended.
- Verify that your application materials were received. Check with the school to see if all recommendation letters were received.

- Wait patiently for results. Mid-March is usually the earliest date you will hear about any admission decision.
- Most decisions are made between mid-March and April 15th.
- Inform the department of your success. We love to hear good news!

**If you receive no admission offers, several alternatives are available to you:**

- Examine the schools you considered initially but rejected. Check to see if any are still open to late admission.
- Consider applying to other schools appropriate to your goals that have no deadlines or very late admissions deadlines.
- Consider going to a school that offers a Masters level program. Some terminal Masters programs have an excellent record of having their graduates admitted to doctoral programs.
- If programs that did not offer you admission give you feedback on how to improve your chances of admission (e.g., by relevant job experience or additional coursework), and you are able to strengthen your application in those areas, you might consider reapplying to those schools as well as to new programs.

## Appendix 3

### Specialization Areas of Psychology

During your undergraduate career you should consider which psychology graduate programs are of interest to you. The advising center has a copy of book Graduate Study in Psychology, which lists the minimum entrance requirements for every graduate program in the country and descriptions of each of these programs. Generally, students contemplating graduate school in clinical psychology should have at least an A- undergraduate GPA and a combined verbal and quantitative GRE of at least 1200.

#### **Preparation for Clinical Psychology**

Clinical psychologists are involved in the assessment and treatment of individuals who have psychological problems. They work with populations that range from relatively normal adjustment problems (divorce, grief, employment issues) to severe psychological disorders (psychosis, schizophrenia, borderline personality disorder). Clinical psychologists can work with a wide variety of populations or specialize in working with a specific population, and often work in hospitals, clinics, community mental health centers, government agencies, and in private practice. In addition, many clinical psychologists work in academia conducting research on a variety of psychological problems.

Clinical psychology emphasizes a scientist practitioner model (research and applied abilities). Clinical psychology emphasizes issues in the etiology, assessment, and treatment of various forms of psychological disorder, while at the same time providing practical training in how to deal with these problems. Although the emphasis on research or practice may vary from one graduate school to another, in almost every program students are expected to be competent in both areas.

Due to this expectation students should seek out research, applied, and independent study opportunities. Faculty are often looking for assistants to work in their labs, are willing to sponsor independent projects, and many community agencies welcome students who desire volunteer opportunities. Therefore, your undergraduate experience should focus on a sound foundation of course work supplemented by research and volunteer experiences. Recommended courses include: abnormal psychology, personality, survey of clinical psychology, advanced statistics, tests and measurements, developmental psychology, sensation and perception, and social psychology. In addition, students should take 497 and 498, which provide students with credit for research and independent projects. See faculty interest section for more information on faculty areas of interest.

#### **Preparation in Counseling Psychology**

Counseling psychologists focus on working with individuals who desire to function more effectively in their daily lives. The populations they serve can range from individuals who have adjustment disorders to the more severe pathologies; however as a general rule counseling psychologists tend to focus on a less pathological population than do clinical psychologists or psychiatrists. Due to this emphasis, counseling psychologists often provide services to individuals who struggle with stress, life changes, career selection, social interaction, marital problems, and depression.

Counseling psychologists work in a variety of settings (universities, counseling centers, private practice, corporations, career centers, hospitals, community mental health centers, and consulting firms) depending on the services they provide and clients they serve.

If you are considering attending graduate school in counseling psychology the following courses would be beneficial to take during your undergraduate career: sexual behavior, social psychology, personality, developmental psychology, psychology of women, advanced statistics, and abnormal psychology. In addition, it would be beneficial for you to become involved in research with a faculty member and consider doing an

undergraduate thesis because both of these experiences would help prepare you for your graduate school experience (and are both valued highly by graduate schools).

### **Preparation in Cognitive Psychology**

Cognitive psychology encompasses many sub areas (human memory, artificial intelligence, learning, cognition, psycholinguistics, decision making, problem solving, and thinking). Training in cognitive psychology prepares students for positions in academia, business, and government.

Students interested in pursuing an advanced degree in cognitive psychology should focus on gaining knowledge in mathematics, computers, problem solving, thinking, sensation and perception.

Graduate programs in cognitive psychology are competitive, therefore during your undergraduate career you should seek out research opportunities and consider doing an independent project. Recommended courses include: social psychology, developmental psychology, advanced statistics, learning, sensation and perception, and cognition.

### **Preparation for Educational Psychology**

Educational psychologists focus on the cognitions and behaviors of individuals in educational settings. Although educational psychologists are a very eclectic group of psychologists, they are very interested in gaining an understanding of which variables influence learning. Traditionally, educational psychologists are involved in research, teaching, testing and assessment and work in a variety of settings (universities, public and private school, clinics, and state agencies).

Courses to consider in preparing for educational psychology are: advanced statistics, developmental, learning, cognition, abnormal, tests and measurements, and teaching of psychology.

### **Preparation for Industrial-Organizational Psychology**

Industrial/organizational psychologists are interested in the relationship that exists between people and their work environments. They are especially concerned with improving employee productivity, enhancing work environments, and fostering a productive employer/employee relationship. Industrial/ organizational psychologists are also interested in: recruiting practices, employee retention, creating diversity within the workplace, training and development, management, and the interaction between humans and machines.

Industrial/organizational psychologists work in businesses, industries, government agencies, consulting firms, and in academia.

**Human factors specialists** often have psychology degrees. These specialists are concerned with improving the interaction between persons and complex systems. Human Factors specialists are employed in industry, in research positions, and by the military. They may be involved in designing consumer product, safety specifications or complex systems such as cockpits.

**Personnel psychologists** are industrial/organizational psychologists who are interested in developing and validating procedures used in the selection and evaluation of employees. They may work on developing tests and measurements to evaluate employee work attitudes, motivation, and compensation. They may also study employee selection and recruiting processes, performance appraisal and feedback development, and training and development of employees. Personnel psychologists are employed in human resource management or as consultants in business.

Some courses to include preparing for industrial/organizational are: Social psychology, environmental psychology, advanced statistics, motivation and emotion, industrial psychology, psychological tests and

measurements, organization development, psychology of selection and placement, and human factors psychology.

(From: Careers in Psychology, Washington, D.C., American Psychological Association, 1986)

### **Preparation for Social Psychology**

Social psychologists study how people think about and interact with other people. The field can be roughly divided into three somewhat overlapping subfields. Social cognition deals with how people think about people and objects in their social environments. It covers topics such as attitudes, how people form impressions of other people, and how those impressions affect their behavior. Interpersonal behavior deals with how people interact with one another, including topics such as interpersonal attraction, aggression, and helping behavior. Groups and social influence studies how being a member of a group affects individuals' behavior and how people and groups influence behavior through processes such as persuasion, conformity, and obedience. In addition, some topics studied by social psychologists, such as prejudice and discrimination, cut across all three subfields.

Most social psychologists have a Ph.D.; although there are some non-Ph.D. jobs available, they are not common. Also, most social psychologists hold academic positions, teaching and doing research in colleges and universities where they do both basic and applied research. Although most academic social psychologists are found in psychology departments, depending on their areas of expertise, they may also work in departments such as management, criminal justice, education, and others. There are, however, some nonacademic jobs for social psychologists, including research positions in corporations, market research firms, government agencies, social service organizations, and research institutes.

To prepare for a graduate program in social psychology, students should, of course, take Social Psychology. Because personality and cognitive psychology are closely related to social psychology, Personality and Cognition would also be helpful courses. Measurement and statistics play important roles in social psychology, so Advanced Statistics and Tests and Measurement are recommended, as is Physiological Psychology because physiological measures are playing an increasing part in social psychological research. Other related courses are Industrial Psychology (much of which is applied social psychology) and Motivation and Emotion. Related minors include Business, Sociology, Criminal Justice, and Anthropology (especially courses in cultural anthropology), and a Computer Science minor would provide useful skills. As in any other field requiring graduate education, having research experience beyond the basic Research Methods course is a plus.

Additional information about social psychology can be found on the Social Psychology Network web site: [www.socialpsychology.org](http://www.socialpsychology.org).

### **Preparation for School Psychology**

School psychologists focus on how students learn and function in educational environments. They receive training in both psychology and education, and have an understanding of school systems and effective teaching methods. School psychologists provide a wide variety of services (consultation, assessment, intervention, prevention, education, research, and planning school-wide services) in a variety of settings (public and private schools, school-based health centers, clinics, hospitals, Universities, state agencies, and private practice).

Graduate programs in school psychology are competitive; therefore during your undergraduate career you should seek out research opportunities and consider doing an independent project. Recommended courses include: advanced statistics, cognition, social, learning, abnormal, teaching of psychology, and tests and measurements.

### **Preparation for Forensic Psychology**

Forensic psychology is the term given to the applied and clinical facets of psychology and law. Psychology and law is a relatively small, new field with career opportunities at several levels of training. As an area of research, psychology and law is concerned both with looking at legal issues from a psychological perspective (e.g., how juries decide cases) and with looking at psychological questions in a legal context (how jurors assign blame or responsibility for a crime).

Forensic psychologists may help a judge decide which parent should have custody of a child or evaluate the victim of an accident to determine if he or she sustained psychological or neurological damage. In criminal cases, forensic psychologists may evaluate a defendant's mental competence to stand trial. Some forensic psychologists counsel inmates and probationers; others counsel the victims of crimes and help them prepare to testify, cope with emotional distress, and resume their normal activities. Some specialists in this field have doctoral degrees in both psychology and law. Others were trained in a traditional graduate psychology program, such as clinical, counseling, social, or experimental, and chose courses, research topics, and practical experiences to fit their interest in psychology and law. Today, a few graduate schools have joint law/psychology programs and grant the Ph.D. and J.D. Jobs for people with doctoral degrees are available in psychology departments, law schools, research organizations, community mental health agencies, law enforcement agencies, courts, and correctional settings. Some forensic psychologists work in private practice. Masters and bachelors level positions are available in prisons, correctional institutions, probation departments, forensic units of mental institutions, law enforcement agencies, and community based programs that assist victims.

Recommended courses for preparation for graduate study in forensic psychology include: advanced statistics, psychology of sexual behavior, personality, forensic psychology, abnormal psychology, psychological tests and measurements, survey of clinical psychology, and courses offered by the criminal justice department.

### **Preparation for Social Work**

Social workers focus on helping individuals overcoming social and health problems (poverty, mental illness, abuse, neglect, domestic violence, homelessness, and drug abuse). They work with individuals and groups providing case management services, individual and group therapy, and assessment services. Social workers work in a variety of settings (community mental health, group homes, employee assistance programs, hospitals, schools, public welfare, and private practice). Social work's focus is unique among the mental health professions because of the focus on addressing an individual's problems in the context of their social environment. Social workers believe that individuals are influenced by the dynamics of their environment (family, community, church, workplace, organizations etc.).

Most M.S.W. programs consist of two years of full-time study. The second year provides opportunity for specialization in practice methods and service delivery systems. Preparation for this program could include: social psychology, personality, abnormal psychology, psychology of women, environmental psychology, motivation and emotion, psychological tests and measurements, human factors psychology, psychology of sexual behavior, and developmental psychology.

It is recommended that students wanting to pursue a graduate degree obtain at least a GPA of at least 3.0. The GRE is not required at all social work programs, therefore you should check with the schools you are interested in applying to before deciding if you need to take this test.

## Appendix 4

### GRADE APPEAL PROCESS

#### Step 1: Initiate Grade Appeal Process

- a. Informal Resolution Phase. Prior to a grade appeal, the student must request a review of the grade by contacting (in person, by phone, or by signed letter in hard or electronic<sup>3</sup> form) the faculty member, or in his or her absence the department chairperson, within ten (10) school days after the start of the next academic (fall, spring, or summer) semester following the semester or summer session in which the grade was given. The faculty member, or in his or her absence the department chairperson, must respond to the student's request within ten (10) school days after receipt of the request.
- b. If the matter cannot be resolved with the faculty member, the student must inform the department chairperson within ten (10) school days after meeting with the faculty member and present the student's side of the dispute. The department chairperson will then attempt to resolve the dispute. If the department chairperson cannot resolve the dispute to the student's satisfaction, the student may proceed with the appeals process.
- c. Formal Resolution Phase. If the student chooses to initiate a grade appeal after completion of the informal resolution phase, the student must contact the Office of the Dean of Students, within ten (10) school days after the faculty member's response or the department chairperson's response is received. After consultation with the Associate Dean of Students, the student, if he or she decides to appeal, must submit a formal appeal of the grade in writing to the Office of the Dean of Students. The matter of referral to the University Review Board for hearing will be the decision of the chairperson for the students (Vice President of Student Government Association) and the chairperson for the University faculty and administration (associate dean of students or a designee). A decision on the referral will be made and communicated to the student and faculty member within ten (10) school days after receipt of written appeal in the Office of the Dean of Students. If the decision of the chairperson is not to forward the appeal to a hearing committee, the matter is concluded.
- d. Basis for Grade Appeals. The University Review Board will only address those appeals where a procedural or fairness issue is in question. The bases for a grade appeal or a suspected error in grading are:
  1. An obvious error in the calculation of the grade.
  2. The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the course.
  3. The assignment of a grade to a particular student on some basis other than performance in the course.
  4. The assignment of a grade by a substantial departure from the instructor's previously announced standards.
- e. This appeal procedure is not to be used for a review of the judgment of an instructor in assessing the quality of a student's work.

**Step 2: Notice of Hearing.** If a hearing is to be held, the student and the faculty member who assigned the grade being appealed will be notified in writing of the date, time, and place of the hearing, and at least five (5) school days prior written notice of the hearing shall be given to the student and to the faculty member. In case of an absent instructor, the department chairperson, with consent of the absent instructor, shall appoint a faculty member from the department or himself or herself to be present to represent the instructor at the hearing. The Hearing Committee may delay judgment if neither the faculty member nor a representative is available for the hearing, if such a presence, in the opinion of the Hearing Committee, is necessary to the decision of the University Review Board.

**Step 3: Presentation of Case.** The presentation of the case is the responsibility of the student. The instructor may attend the hearing and present evidence in support of the instructor's decision.

**Access to Information.** The Hearing Committee will have access to pertinent 280 information in the case.

**Multiple Appeals.** If two (2) or more members of a class appeal their grades, the Hearing Committee may elect to hear the appeals individually or collectively.

**Disqualifications; Challenges.** Any Hearing Committee member shall disqualify himself or herself if he or she has a conflict of interest with the case or with the student or personal bias. The student may challenge a Hearing Committee member on the grounds of conflict of interest or personal bias. The decision regarding disqualifying a challenged member shall be made by a majority vote of the remaining members present. If a challenge is upheld, the Associate Dean of Students may, at his or her discretion, either appoint another person to fill the vacancy or direct that the vacancy not be filled. In the latter case, a quorum shall thereafter consist of three-fourths (3/4) of all remaining members of the Hearing Committee.

**Conduct of Hearing.** The hearing shall be conducted in an informal manner and without reference to rules applicable to a court of law concerning the examination of witnesses and admissibility of evidence, but with a view toward providing the Hearing Committee with a complete understanding of the facts involved. Irrelevant, immaterial, and unduly repetitious evidence may be excluded. The hearing and deliberations of the committee shall be private. The student and the faculty member shall each have the right to have a person of his or her choice make an informal written record of the hearing.

**Continuances.** The Hearing Committee, by majority vote, may continue the hearing to a later time or times.

**Additional Rules.** Procedural rules not inconsistent with these procedures may be established by the Hearing Committee from time to time to fulfill its functions in an orderly manner.

**Findings.** Decisions of the Hearing Committee shall be made by majority vote. The Hearing committee will prepare a written summary of the evidence presented, findings, and recommendation. A copy of the summary, findings and recommendation shall be given to the student, the instructor, the Provost and Vice President for Academic Affairs, the instructor's department chairperson, and the instructor's dean.

- a. Recommendations. The Hearing Committee shall meet in one or more private sessions after the conclusion of the hearing and may recommend:
  1. That a grade which has been appealed be raised;
  2. That a grade which has been appealed remain the same.

- b. The decision as to whether or not the grade shall be raised (changed) rests with the instructor. The instructor will notify the student, Provost and Vice President for Academic Affairs, the Associate Dean of Students, the instructor's chairperson, and the instructor's dean of his or her decision within five (5) school days of receipt of the Hearing Committee's summary, findings, and recommendation.

**Appeal.** Method of appeal for grade appeals cases:

- a. In the event the instructor chooses not to follow the recommendation of the Hearing Committee within ten (10) school days of the Hearing Committee's recommendation, the entire University Review Board will convene (3/4 of membership equals quorum) and review the case.
- b. Appellate Review. The review shall be chaired by a faculty member on the University Review Board. The student and faculty member who assigned the grade shall be present at the review to answer questions. The review will be based upon the information and materials in the case file, the Hearing committee's summary of the evidence submitted, findings and recommendation, and questions and answers directed by the University Review Board to the student and faculty member.
- c. Decision of the University Review Board. The decision of the University Review Board is final. The decision shall be communicated to both parties, the chairperson of the academic department of the faculty member, and the dean of the appropriate college within five (5) school days of the review. If the grade is to be changed, the University Review Board chairperson will direct the faculty member to initiate the process by filing a "grade change form." In the event the instructor chooses not to abide by the decision of the University Review Board within (10) days of the University Review Board's decision, 281 the chairperson of the University Review Board will direct the director of Registration and Academic Progress to change the grade at issue and also notify the faculty member, the appropriate department chairperson, and the appropriate dean. The following statement shall be noted with the changed grade on the transcript of the student: Original grade of \_\_\_ was overruled by University Review Board.

## PSYCHOLOGY RELATED WEB SITES

Psychology Websites Around the World

<http://www.wooster.edu/psychology/index.html>

American Psychological Association

<http://www.apa.org>

The American Psychological Society

<http://www.psychologicalscience.org>

Psych Web

<http://www.psywww.com>

Social Psychology Network

<http://www.socialpsychology.org>

**Animal Research**

<http://www.apa.org/science/animal2.html>

### **Art Therapy**

Art Therapy on the Web

<http://www.sofer.com/art-therapy>

American Art Therapy Association

<http://arttherapy.org>

### **Biopsychology**

Grad Schools

[http://www.gradschools.com/listings/menus/biopsychology\\_menu.html](http://www.gradschools.com/listings/menus/biopsychology_menu.html)

Biopsychology Links

<http://www.biopsychology.com/>

### **Cognitive Psychology**

Grad Schools

[http://www.gradschools.com/listings/menus/psych\\_cognit\\_menu.html](http://www.gradschools.com/listings/menus/psych_cognit_menu.html)

Cognitive Links

<http://www.socialpsychology.org/cognitiv.htm>

### **Community Psychology**

<http://www.cmmtypsych.net/>

### **Cultural Psychology**

<http://www.socialpsychology.org/cultural.htm>

### **Developmental Psychology**

Developmental Psychology Links

<http://www.socialpsychology.org/develop.htm>

Developmental Psychology Special Topics

<http://www.oklahoma.net/~jnichols/dev.html>

Developmental Psychology Organization

<http://www.devpsy.org/>

### **Educational Psychology**

Careers in Educational Psychology

[http://www.wcupa.edu/\\_ACADEMICS/sch\\_cas.psy/Career\\_Paths/Educational/Career04.htm](http://www.wcupa.edu/_ACADEMICS/sch_cas.psy/Career_Paths/Educational/Career04.htm)

Graduate Schools

[http://www.gradschools.com/listings/menus/edu\\_psych\\_menu.html](http://www.gradschools.com/listings/menus/edu_psych_menu.html)

### **Environmental Psychology**

[http://www.wcupa.edu/\\_ACADEMICS/sch\\_cas.psy/Career\\_Paths/Environmental/career09.htm](http://www.wcupa.edu/_ACADEMICS/sch_cas.psy/Career_Paths/Environmental/career09.htm)

### **Forensic Psychology**

American Psychology-Law Society

<http://www.unl.edu/ap-ls>

Careers in Forensic Psychology

[http://www.wcupa.edu/ACADEMICS/sch\\_cas.psy/Career\\_Paths/Forensic/Career08.htm](http://www.wcupa.edu/ACADEMICS/sch_cas.psy/Career_Paths/Forensic/Career08.htm)

### **Industrial & Organizational Psychology**

Industrial & Organizational Home Page

<http://siop.org>

Industrial & Organization Psychology programs

[http://www.allpsychologyschools.com/featured/industrial-organizational-psychology.php?src=goto\\_io2](http://www.allpsychologyschools.com/featured/industrial-organizational-psychology.php?src=goto_io2)

Careers in Industrial & Organizational Psychology

[http://www.wcupa.edu/ACADEMICS/sch\\_cas.psy/Career\\_Paths/Industrial/Career06.htm](http://www.wcupa.edu/ACADEMICS/sch_cas.psy/Career_Paths/Industrial/Career06.htm)

### **Music Therapy**

American Music Therapy Association

<http://www.musictherapy.org>

Music Therapy Info Link

<http://members.aol.com/kathysl/>

Music Therapy and Autism

<http://www.mtabc.com/autism.html>

### **Social Psychology**

Social Psychology Network

<http://www.socialpsychology.org/>

Social Psychology Links

<http://www.socialpsychology.org/social.htm>

### **Sports Psychology**

American Psychological Association

<http://www.psyc.unt.edu/apadiv47/index.html>

Careers in Sports Psychology

[http://www.wcupa.edu/ACADEMICS/sch\\_cas.psy/Career\\_Paths/Sports/Career07.htm](http://www.wcupa.edu/ACADEMICS/sch_cas.psy/Career_Paths/Sports/Career07.htm)

Graduate School Programs in Sports Psychology

<http://sportspsychology.gradschools.com/>

### **Financial Assistance**

FastWeb

<http://www.fastweb.com>

Financial Aid Information Page

<http://www.finaid.org>

FAFSA-Federal Student Aid

<http://www.fafsa.ed.gov>

### **Graduate School Information**

All Psychology Schools

<http://www.allpsychologyschools.com>

Petersons

<http://www.petersons.com>

GRE

<http://www.gre.org>

Getting In: An Applicant's Guide to Graduate School Admission

<http://dave.burrell.net/guide>

U.S. News & World Reports

<http://www.usnews.com/usnews/edu/eduhome.htm>

### **Career Resources**

Ball State Career Center

<http://www.bsu.edu/careers/students/links/>

On-Line Psychology Career Center

<http://www.socialpsychology.org/career.htm>

The Riley Guide

<http://www.dbm.com/jobguide>

Career City

<http://www.careercity.com>

Monster.com

<http://www.monster.com>

The Occupational Outlook Handbook

<http://www.bls.gov/oco>

Marky Lloyd's Careers in Psychology Page

<http://www.psywww.com/careers/index.htm>

Careers in Psychology

<http://www.intech.mnsu.edu/zeller/Careers/ar.htm>

Careers with a BA in Psychology

[http://www.loyola.edu/psychology/Careers\\_with\\_a\\_B\\_A\\_in\\_Psych.htm](http://www.loyola.edu/psychology/Careers_with_a_B_A_in_Psych.htm)

Careers in Psychology

<http://www.lasierra.edu/departments/psychology/careers/careerspsyc.html>

Careers in Psychology Links

<http://www.oklahoma.net/~jnichols/careers.html>

Non-Academic Careers for Scientific Psychologists

<http://www.apa.org/science/nonacad.html>

**The development of this handbook was greatly assisted by the following resources:**

Indiana University Psychology Majors Guide

Appleby, D. (1997). *The Handbook of Psychology*. New York: Longman Publishers