Welcome!

Welcome to Framingham State University and the Department of Psychology & Philosophy. This handbook has been prepared to guide you through the requirements of a major in psychology. Suggestions for making the most of your college years and preparing for employment and/or graduate opportunities have also been included. Additionally, as a psychology major, you will be assigned an academic advisor by the psychology department Chair. Your advisor will be available during office hours and by appointment to help you plan your academic career, select courses, monitor your progress toward graduation, assist you in dealing with academic difficulties, and discuss your goals. A wise student will make use not only of the information provided in this handbook, but also of the many resources available on the FSU campus.

We look forward to working with you!

The Psychology & Philosophy Department Faculty

Fall 2017
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Departmental Issues
The Psychology Department Faculty

Robert Donohue (Professor)
Education: B.A. University of Massachusetts; Ph.D. University of Florida
Office: O'Connor 259
626 – 4875, rdonohue@framingham.edu

Anna Flanagan (Professor)
Education: B.A. Wellesley College; M.A. & Ph.D. University of Denver
Office: O'Connor 252
626 – 4870, aflanagan@framingham.edu

Paul M. Galvin (Professor)
Education: B.A. Hendrix College; M.A. & Ph.D. Texas Christian University
Office: O'Connor 240
626 – 4890, pgalvin1@framingham.edu

T. Bridgett Galvin (Professor)
Education: B.A. & M.Ed. Central State University; Ph.D. University of Oklahoma
Office: O'Connor 244
626 – 4865, bgalvin@framingham.edu

Phoebe Lin (Assistant Professor)
Education: BA University of Michigan, MA and PhD Wayne State University
Office: O'Connor 237
626 – 4844, plin2@framingham.edu

Pamela M. Ludemann (Professor)
Education: B.A. Hiram College; M.S.W.West Virginia University; Ph.D. Purdue University
Office: O'Connor 238
626 – 4868, pludemann@framingham.edu
Deborah McMakin (Associate Professor)

**Education:**
B.A. Framingham State College; M.A. George Washington University;
M.S.W. Boston University; Ed.D. UMass Lowell

**Course Offerings:**
Psychology of Development, Child & Adolescent Development, Educational
Psychology, Cultural Psychology, Abnormal, Human Relations, Research
Methods I & II, Senior Thesis, Senior Seminar, Internship.
Graduate Program Coordinator (M.A. in counseling psychology)
Inside-Out Prison Exchange Program Facilitator

**Office:**
O'Connor 250
626 – 4876, dmcmakin@framingham.edu

Margaret (Maggie) Campbell-Obaid (Assistant Professor)

**Education:**
B.A. Framingham State College; M.A. & Ph.D. Clark University

**Course Offerings:**
General Psychology, Social Psychology, Psychology of Personality, Cultural
Psychology, Research Methods I & II, Senior Thesis.

**Office:**
O'Connor 257
626 – 5719, mobaid@framingham.edu

Cynthia Prehar (Professor)

**Education:**
B.A. University of Texas; M.A. & Ph.D. Colorado State University

**Course Offerings:**
General Psychology, Social Psychology, Industrial Organizational Psychology,
Research Methods I & II, Psychology of Careers, Internship.

**Office:**
O'Connor 253
626 – 4893, cprehar@framingham.edu

Nicole Rossi (Assistant Professor)

**Education:**
B.A. Mount Holyoke College; M.A. Brandeis University & University of New
Hampshire; Ph.D. and Cognate in College Teaching –University of New
Hampshire

**Course Offerings:**
General Psychology, Child & Adolescent Development, Psychology of Women,
Research Methods I & II, History & Systems.

**Office:**
O'Connor 242
626 – 4861, nrossi@framingham.edu

Charles Sachs (Assistant Professor)

**Education:**
B.A. Stony Brook University; Ph.D., M. Phil, M.S., M.A. Columbia University

**Course Offerings:**
General Psychology, Adolescent Development, Health Psychology, Research
Methods I & II, Developmental Psychopathology, Senior Thesis, Senior
Seminar, Internship.

**Office:**
O'Connor 255
626 – 4891, csachs@framingham.edu

Dawn Vreven (Associate Professor)

**Education:**
B.S: Michigan State University; M.A. Central Michigan University; Ph.D.: Brown University

**Course Offerings:**
General Psychology, Cognitive Psychology, Sensation & Perception, Research
Methods I & II, History & Systems.

**Office:**
O'Connor 248
626 – 4872, dvreven@framingham.edu
The Philosophy Faculty

**Paul Bruno (Professor)**

*Education:* B.A., M.A., & Ph.D. Boston College

*Course Offerings:* Invitation to Philosophy, Social & Political Philosophy, Ethics, Modern Philosophy, Contemporary Philosophical Issues.

*Faculty Director of the Honors Program*

*Office:* O'Connor 254

626-4880, pbruno@framingham.edu

**Joseph D'Andrea (Associate Professor) - Chair**

*Education:* A.B. Holy Cross; M.A. & Ph.D. Boston University

*Course Offerings:* Invitation to Philosophy, Social & Political Philosophy, Ethics, Modern Philosophy, Contemporary Philosophical Issues.

*Office:* O'Connor 260

626-4883, jdandrea@framingham.edu

**Secretary**

Nicole Carey

O'Connor 216 626 – 4850

**Full-Time Adjunct Faculty (2016-17)**

**Michael Greenstein**

*Education:* B.A. Binghamton University; M.A. & Ph.D. Stony Brook University

*Course Offerings:* General Psychology, Psychology of Learning, Psychological Testing.

*Office:* O'Connor 305

626-5902, mgreenstein1@framingham.edu

**Tamara Nelson**

*Education:* B.S., Rutgers University; M.P.H. San Diego State University; Ph.D. (in progress) Clark University

*Course Offerings:* General Psychology, Cultural Psychology, Psychology of Personality Research Methods I & II, Senior Thesis.

*Office:* O'Connor 241

626-4850 (secretary office), tnelson@framingham.edu
Psychology Major Requirements

It is very important that students retain and refer to the University catalog of their year of enrollment at FSU. This catalog describes all the graduation requirements of students entering that academic year. Should course requirements change between a student’s enrollment year and year of graduation, the student will not be expected to meet the new requirements.

The requirements of the psychology major are clearly detailed in the catalog. This is only a brief overview of the basic requirements. (Refer to your University catalog for General Education requirements.) Sample advising forms are provided in Section IV of this handbook.

### A. Core Courses: All majors will complete the following five (5) requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101 General Psychology or PSYC 200 Psychology of Development*</td>
</tr>
<tr>
<td>PSYC 291 Research I: Descriptive and Correlational Research Methods **</td>
</tr>
<tr>
<td>PSYC 391 Research II: Quasi-Experimental and Experimental Research Methods **</td>
</tr>
</tbody>
</table>

**Note: A passing grade of C- is required to move through this sequence**

### B. Non-Psychology course requirements:

- **Math 117** Introduction to Statistics (*Gen. Ed. Domain II-A*)
- **Phil 102** Introduction to Ethics (*Gen. Ed. Domain III-C*) or **Phil 105** Introduction to Political & Social Philosophy (*Gen. Ed. Domain III-B*), or **Phil 118** Introduction to Philosophy of Science (*Gen. Ed. Domain I-B*)

### C. Psychology Concentration: Seven (7) requirements = 4 domain courses + 3 upper-level electives
**Domain Courses:** All majors will take one course in each of four domains of psychological knowledge (4 courses total):

<table>
<thead>
<tr>
<th>Domain</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biological Domain</strong></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>INTD 225 Biopsychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 245 Health Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 280 Sensation &amp; Perception</td>
</tr>
<tr>
<td><strong>Developmental Domain</strong></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>PSYC 200 Psychology of Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 201 Child Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 212 Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 231 Adult Development</td>
</tr>
<tr>
<td><strong>Learning &amp; Cognition Domain</strong></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>PSYC 236 Psychology of Learning</td>
</tr>
<tr>
<td></td>
<td>PSYC 263 Cognitive Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 271 Behavior Modification</td>
</tr>
<tr>
<td><strong>Sociocultural Domain</strong></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>PSYC 215 Personality Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 224 Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 259 Cultural Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 286 Psychology of Women</td>
</tr>
</tbody>
</table>

**Upper Level Electives:** All majors will complete three (3) additional upper-level Psychology courses (300 and/or 400 level). The choice of upper-level courses is up to the student. It is recommended that students consult with their advisors in the selection of upper-level course options.

| Elective 1 | PSYC 3xx or 4xx |
| Elective 2 | PSYC 3xx or 4xx |
| Elective 3 | PSYC 3xx or 4xx |
Common Student Questions:

1. **Do I need to select a concentration?**
   No, all students complete the same concentration but do so by selecting courses of interest from each of the 4 domains and then 3 preferred upper level courses. Given selection, students may create their own version of former concentrations in developmental, educational, and other areas. Talk with your advisor about course selection options to create the experiences you are looking for.

2. **Does it really matter which Capstone courses I complete as a Junior/Senior?**
   Students' interests, career goals, and course availability impact which two are completed. To complete Thesis, a student must prepare a proposal during the first 2 research courses that is “doable” during a 15 week semester and is acceptable to the Thesis instructor. Alternatively, students interested in the Thesis course might talk with the instructor about getting involved in his/her ongoing research for credit, a strong feature for graduate school applications. The Seminar course will require development of some level of expertise on a broad topic in psychology – likely a major paper/project/presentation will be required. The “theme” of the seminar will vary by instructor interest. Internship will involve field work as well as classroom hours, a final paper/project/presentation will also be required. History & Systems is an upper-level course covering the origins of psychology as a discipline up through modern day perspectives. This course typically requires that students complete a major paper/project/presentation.

3. **Do I really need to earn a C- or better in the research courses to graduate as a psychology major?**
   Absolutely! In fact, majors not earning a C- in Research Methods I may not enroll in Research Methods II. Similarly, earning less than a C- in Research Methods II will affect enrollment in any Capstone. Capstones must also be passed with a C- or better to graduate as a psychology major. When students fail any of these courses, there is no guarantee of a seat in future sections.
   The best advice is to take these courses seriously and pass the first time! These are among the more demanding courses completed by psychology majors but also the most valuable in preparing for graduate school and often employment. All students will learn statistical analyses, how to conduct thorough literature searches using professional databases, APA writing style, and professional presentation formats. These are invaluable skills to learn and practice.

4. **If I became a psychology major before Fall of 2011, do I have to meet these new requirements?**
   Yes and No – it depends on where you were in May 2011 in completing the research requirements. Students already in the old sequence will complete the former concentration based psychology requirements. All newly enrolled students, as of Fall 2011, and students who had not yet started the research sequence as of Fall 2011 must complete the new Domain-based major requirements. General Education requirements for all majors have not changed.

4. **As an evening student, am I also affected by these requirement changes?**
   YES – the same conditions apply. Students who were already enrolled in the research sequence in May 2011 will complete the former concentration based major. Majors, new and former, who were not enrolled in the research sequence in Spring 2011 must complete the new requirements. Unfortunately, due to low student-demand, some course options may not be offered – such as Internship and Thesis. It may be possible to arrange for Directed Studies to complete comparable requirements with instructor and Chair pre-approval.
**Becoming A Major**

1. *If I'm undeclared or have a non-psychology major, can I switch my major to psychology?*  
   Students who do not enroll with psychology as their indicated major must apply to become a psychology major. Doing so requires that interested students meet the University requirements. The needed change of major form is available at the Student Center or online (see link below). Complete the form and obtain all necessary signatures.

2. *What if I complete most of the courses required of a psychology major and don’t ever apply to be a major. Wouldn’t I still be able to complete my degree?*  
   No. In fact, getting into courses indicated as “for majors only” is not possible except under rare conditions. “Back-dooring” your way into completing the major is generally not viewed favorably by faculty!  
   *Typically, non-psychology majors who manage to enroll in courses indicated in the University catalog as “for majors only” or “status/standing as a psychology major” will be removed from the class enrollment by the registrar.*

Go here for more information and a link to the change of major form:

https://www.framingham.edu/academics/registrar/frequently-asked-questions/index#How%20do%20I%20change%20or%20declare%20a%20major?
Advising

Registrar Responsibilities:
The office of the registrar is responsible for several administrative tasks related to advising.

1. The registrar is the only one able to decide if a transfer course will be accepted by the University and its value (1 credit or .5 typically).
2. The registrar maintains updated copies of student transcripts and provides these each semester to advisors.
3. The registrar monitors students’ completion of General Education requirements.
4. The registrar provides copies of course offerings and arranges the time period during which students are to meet with advisors before their registration dates. Students will receive notices in the mail of their registration dates midway into each semester.
5. The registrar maintains all forms pertaining to transfer credits, add/drops, and changes of majors, minors & concentrations.
6. The registrar performs final credit hours evaluations for graduation. Letters indicating credits toward graduation are mailed to seniors.

Advisor Responsibilities:
1. Your advisor will post appointment sheets with available time periods clearly indicated upon notice from the registrar. Be sure to stop by and sign up for an appointment.
2. Your advisor will review your course progress forms with you, including the completion of General Education and major requirements, and the fulfillment of other graduation requirements (e.g., electives, field studies, internships, labs).
3. Your advisor will recommend courses and sequences of courses to best meet your graduation requirements. However, your advisor cannot guarantee your ability to enroll in the courses suggested.
4. You advisor will also provide you with a pin number, needed to register for classes online. Making an appointment is the only way you will get this number!
5. Two to three semesters before you complete the 32 credits required for graduation, your advisor will review any specific course deficits indicated on your senior audit.
6. As needed, your advisor will consult with the department chair when course waivers or substitutes seem appropriate.
7. All faculty members are required to hold a minimum of 3 office hours per week These hours are posted on faculty doors. Additionally, appointments may be made to meet with your advisor or instructors.

Student Responsibilities:
1. Upon notification of your registration date, drop by your advisor’s door and sign-up for an advising appointment. Do not ask your advisor to leave a presigned registration sheet on his/her door. It is your responsibility to make time to meet with your advisor at least once per semester. Do not expect to drop in during advising weeks. Make an appointment! Be sure to come during your assigned week – based on the number of course credits completed.
2. Review the course offerings, your course needs, and fit of the course times/dates with your other responsibilities.
3. Be aware of your specific year of enrollment course requirements. Your advisor deals with 30+ advisees every semester and an assortment of entry years. It is very unlikely that your advisor has memorized every University catalog.
4. Be aware of course prerequisites. When class lists are checked, students will be removed from courses for which prerequisites have not been completed with a passing grade.
5. As appropriate, be aware of requirements for fulfilling minors. Your advisor is unlikely to know all the specifics for completing all minors offered at FSU. It is the students’ responsibility to check with the chairs of appropriate departments if unsure of their progress toward completing a minor.
6. Arrive for your advising appointment on time and prepared with at least 2 acceptable course schedules. Courses frequently close and alternative must be considered. Course time blocks must not overlap.
7. When you get course pin number from your advisor, do NOT lose it! It is needed to register and also to make any changes during the Add/Drop period.

Commonly Asked Advising Questions:

Your Advisor

1. **Who determines which advisor I must see?**
The department chair assigns newly accepted majors to advisors. The process is largely based on availability as students graduate or otherwise leave the psychology department.

2. **Is it possible to request a specific advisor?**
Maybe. If a specific advisor is wanted, the student should meet with the chair and discuss why. Should the desired advisor have an opening, it may be possible for a change of advisor. However, given the number of psychology majors, most advisors have very full loads. Advisors may not make switches themselves.

Recommended Course Sequences

1. **Is there a “best” sequence for completing the psychology courses?**
There are many routes to completing your degree requirements. Some suggestions are:
   a. 100- & 200-level courses should be taken before 300- & 400-level courses. Many upper-level courses have prerequisites, are reserved for juniors/seniors, and Few seats (20 rather than 35). These features make upper-level courses difficult to get into until the end of your college years.
   b. During the first 2 years, students should complete General Psychology, the nonpsychology requirements, and a few 200-level psychology courses in preparation for the Core Psychology courses.
   c. No later than the first semester junior year, students should complete the statistics requirement.
   d. No later than the junior year, students should enroll in the first of the 2 required research courses (Research Methods I),
   e. During the late junior & senior semesters majors should plan to enroll in their capstone courses.
   f. Save some “easy” General Education courses for semesters in which Research Methods I, II and the Capstone courses will be taken. These are very demanding psychology courses.
   h. It is strongly recommended that students complete Introduction to Human Biology before enrolling in the research courses. The time needed for meeting the biology lab requirements and the demands of the research courses will be difficult to manage together.

2. **May I take several of the Core Psychology courses in the same semester?**
No. Most of the Core courses have prerequisites. General Psychology must be completed before any of the other Core courses may be taken. Research Methods I is the prerequisite for Research Methods II. Research Methods II is the prerequisite for Senior Thesis. All of the Capstone and most
of the 300-level courses have pre-requisite courses.

Transferring Courses

1. **Can I complete some of my requirements at other colleges during Summers and transfer the credits to FSU?**
   Yes, but there are several issues to consider.
   a. You can transfer up to three-quarters of your course credits and still graduate with a degree from FSU. However, Core Psychology courses may not be transferred for credit towards the psychology major once enrolled at FSU. Students who enroll at FSU for the first time as transfer students are sometimes able to meet a minimal number of Core Psychology classes in this way. Typically, only General Psychology credit is granted in transfer-student situations and, in rare instances, Research Methods I. The department chair makes all such determinations.
   b. Some courses that are 300-level at FSU and fulfill concentration requirements may not transfer as 300-level. In such a case, the transfer course, despite its title, will not satisfy the requirements of the major.
   c. Be sure to complete all of the registrar’s transfer approval forms before registering and paying for any off-campus course! Taking a course without doing so may result in nontransference of the credits.
   d. Students must have earned a C or better in any courses before they will be granted transfer credit at FSU.

2. **Can I fulfill some of my requirements through FSU’s Evening, Summer, or Intersession programs?**
   Yes, but such courses do not count as part of the full-time day school course load. If enrolled as a day student, enrollment in an evening class will result in additional tuition costs. When such courses are completed, they will appear on your FSU transcripts.

Course Overloads

1. **Can I take extra courses through the evening school while I am a full-time day school student?**
   Under certain circumstances it is possible to take a course overload. Only students with GPA’s of 3.0 and who obtain approval from their advisors and the department chair are permitted to enroll in a 5th course during any semester. This includes courses taken from the day school, evening school, or on other college or university campuses.

2. **If I meet those requirements, it is recommended?**
   Typically, no. Carrying 5 courses in a semester is very difficult. Anyone planning to do so should be selecting courses that are relatively nondemanding. Taking a fifth course is not a good way to raise a GPA or maintain an already good one. Students taking too many courses often do poorly in all of them. The end result may be the lowering of a student’s overall GPA.

Minors

1. **Can I complete a minor?**
   Yes. As psychology majors, students have 8 free electives and 12 General Education courses to complete. It is very possible to complete a minor if you plan ahead. Check your University catalog for available minors within the various academic departments. If the requirements are not clear, make an appointment with that department’s chair to discuss your interests and the courses.

   a. If you decide on a minor:
1. Inform your advisor.
2. Get a “change of major form” from the registrar and complete the portion on minors.
3. Be sure to get all the appropriate initials before returning the form to the registrar.

b. Common minors of psychology majors:
1. **Art** – enables students wanting a creative outlet to develop one and perhaps eventually combine talents with a career in psychology (e.g., art therapy).
2. **Biology** – allows students to combine their psychological perspectives with biological ones. Requires completion of introductory biology and chemistry laboratory courses, plus 3 approved biology courses.
4. **Economics** – allows students to gain knowledge of world-wide economic issues. Requires completion of either 12.101 Principles of Macroeconomics or 12.102 Principles of Microeconomics, plus 4 course representing 3 business sub-areas.
5. **English** – enables students to further improve their writing skills and literary understandings. Requires completion of 21.102 Essentials of Writing, plus 5 acceptable English courses.
6. **Sociology** – provides a means of adding courses on criminal behavior, family systems, and ethnicity. Requires completion of 52.101 Principles of Sociology, plus 4 other approved sociology courses.
7. **Spanish or French** – enable students to become fluent in a new language. Require a minimum of 5 courses in the specific language area.

**Specialty Courses**

1. **If I’m hoping to someday go to graduate school, are there any additional courses I should take as I complete my electives?**
   There are some courses unique to the psychology department that can help you distinguish yourself as a graduate or employment candidate. Be sure to refer to your University catalog for course specifics and prerequisites.
   a. **Psyc 345 Directed Study in Psychology.** This course is often used by students who desire to study a specialty topic in depth, learn a skill, or to conduct guided research.
   b. **Psyc 490 Advanced Independent Study in Psychology.** This course is for the advanced student who can work with a fair amount of independence. It is most often used by students who have completed research projects in Experimental Psychology and would like an opportunity to pursue their projects further.
   c. **Psyc 403 Practicum in Teaching of Psychology.** This course provides students with an opportunity to work alongside a faculty member in the teaching of a course previously completed. TA’s may be asked to hold office hours, review exams, grade homework assignments, prepare and present lectures, and lead small groups.

2. **Do I enroll in these specialty courses just like other courses during registration?**
   No. It is important that interested students contact the faculty member with whom they are interested in working.
   For the Directed and Independent Studies, students may have their own ideas for projects. In other cases, the faculty member may have a topic in need of investigation, an ongoing research project in which students may participate, or an existing data set that needs to be analyzed. In all cases, the student should approach the faculty member and discuss his/her interests. The faculty
member will then assess his/her own interests, availability, and expectations. If the faculty member agrees to take on the student, they will work together to develop a course description and syllabus. These materials must be presented to the department chair for approval by December 1 for the Spring semester and May 1 for the Fall semester. If approved, the appropriate registrar forms must be completed and returned to the registrar during the add-drop period.

For the Teaching Practicum, faculty members usually contact students about serving as a TA. Generally, students invited to earn course credit as TAs have shown exemplary abilities and understanding when completing the course themselves. Students may also approach faculty members. The faculty member will draw up a “standard” teaching contract and develop a list of duties for earning a grade.

3. **Is it possible that a faculty member would refuse a student’s request?**

   Definitely. With the exception of the Internship, faculty members are not compensated for taking on the demands of supervising student TAs or those enrolled in Directed or Independent Studies. Therefore, a faculty member must consider not only the interested students’ abilities and desires, but also his/her own ability to handle another course preparation. Additionally, with respect to Directed or Independent Studies, the faculty member must consider whether the topic of interest is within his/her areas of expertise.
Psychology Department Student Awards

Every spring, the psychology department awards selected senior psychology majors certificates of achievement during the University’s Awards Ceremony. Students graduating in December or May of the academic year from the day or night school may be nominated for the awards. The award criteria are:

a. **Academic Award** – Presented to senior psychology majors who have shown exemplary effort and enthusiasm in meeting course requirements as demonstrated by behavior, preparation of written and/or oral assignments, and grades. Minimum overall and major grade point averages of 3.7.

b. **Research Award** – Presented to senior psychology majors who have demonstrated clear understanding of the research process, from critically evaluating pertinent literature and designing of a workable study to the statistical analysis of data and preparation of professional quality reports. It must be evident that the students are capable of demonstrating a fair degree of rigor and independence in their research efforts not including course requirements.

c. **Community Service Award** - Presented to senior psychology majors who have demonstrated concern for the University community over-and-above that required for the receipt of course credit or a salary. The services provided have been evaluated in some way as exemplary in the degree of leadership required, commitment shown, or their innovation.

**Common Student Questions:**

1. **If I think I might be qualified for one of these awards, can I ask a faculty member to nominate me?**
   Yes. The faculty have access to seniors’ GPAs from the registrar. They are also usually well aware of students whose classroom and other accomplishments meet the criteria of the academic and research awards. However, most faculty are not aware of students’ extracurricular activities on- or off-campus. For the community service award, it is very appropriate for students to inform their advisors, instructors, or the department chair of their interest in being nominated for the award. By mid-February, students should provide a faculty member with a list of their accomplishments.

2. **What does receiving a departmental award mean?**
   It can mean a lot. Few students are nominated and then selected for the 3 awards. Typically, 9 or fewer of the graduating psychology majors are presented with awards. If selected, it means you were well recognized by the faculty as outstanding among your peers. Receiving an award should be a clear message to you that you were appreciated as a student, researcher, or community participant. You should be proud of such an accomplishment. Lastly, for those who have supported you as you completed your degree, I sign that the struggle, financial or emotional, was worthwhile.

   Students nominated to receive an award should attend the brunch and ceremony provided by the University. They will receive letters of congratulations, with an invitation to the brunch. Bring family and friends along – it’s free!

3. **Are there other awards I might be nominated for on campus?**
   Yes. Many clubs and association on campus present awards to their most active and deserving members. Check with the Dean of Student Services for a list of possible awards. For scholarship information and applications visit the Financial Aid Office. Both offices are located in Dwight Hall.

4. **What about off-campus honors?**
   In 1997-98, The Massachusetts Public Education System of Higher Education Conference on
Undergraduate Research, Scholarly, Creative, and Public Service Activities expanded its format to include all undergraduate scholars in the Commonwealth. Submissions are competitively evaluated at two levels; by faculty of the students’ home-campus and by a multi-institution faculty panel. Students whose submissions receive final acceptance are then invited to present their work orally or in poster format in the spring.
Faculty Expectation

**Attendance**
* Although the psychology department does not have a standard attendance policy, regular attendance is strongly recommended.
* Faculty vary in their attendance policies, penalties, and points awarded for attendance. Be sure to read the course syllabi carefully.
* Faculty will honor major religious holidays of all faiths by avoiding exams and such on those dates. When conflicts occur, speak with your instructors about possible alternatives.
* Notifying the Dean of Academic Affairs of an absence does not necessarily mean that the faculty member will reduce any absence penalties. Again, be sure to review your course syllabi for specifics. However, in cases of prolonged absences due to illnesses or personal matters, it is advisable to contact the Dean of Undergraduate Education. In turn, this office will send notices of your situation and your expected return date to your instructors. Be sure to see your instructors about the possibility of completing assignments upon your return to classes.

**Classroom Behavior**
* Arrive to class on time.
* Complete reading and written assignments before class and within due dates.
* Do not hold conversations with friends during lectures. Whispers and giggles are not appreciated when unrelated to course content or when inappropriately timed.
* Read and keep your syllabus! Double-check requirements regularly.
* Follow instructions when completing assignments, including page limits, format requirements, and due dates.
* Ask for clarification or help as soon as a problem begins. Do not wait until you are failing a course.
* Anticipate 2 hours of homework for each hour of classroom time. Four courses = 16 hours of classroom time per week, plus as much as 32 hours of reading, writing, and studying! Full-time college and full-time employment are not recommended. Do not over-estimate your ability to learn and work!

**Ethics**
* In some courses, assignments involving the collection of information about friends, family, or children will be given. Informed consent and confidentiality in such courses are very important issues. Your instructors will discuss these issues and will require students to uphold the highest standards of professional behavior.
* In some courses, assignments will involve live animals. Humane treatment of these animals is essential for their health and safety. Animal abuse or neglect will not be tolerated.
* The psychology department faculty will follow the University’s procedures for handling infractions of academic honesty. Academic dishonesty (e.g., cheating) may be grounds for course failure or suspension/dismissal from the University. See your University catalog under “academic regulations” for more information.
* Plagiarism involves the failure to indicate the source of ideas or information. In not giving credit to your sources, you are claiming the ideas or information as your own. Plagiarism includes: copying from a source, paraphrasing a source, obtaining a paper or portion thereof from a source other than yourself (e.g., a peer, web site), purchasing a paper even if an original work, or any other means of completing a written assignment not of one’s own efforts. Plagiarism is grounds for course failure
and expulsion from college.

“http://www.lib.umich.edu/libhome/ugl/plagiarism.html”

* Harassment, sexual or otherwise, of classmates, will not be tolerated. Creating a hostile environment for a classmate can become grounds for dismissal and/or a lawsuit. We ask all students to be tolerant of attitude and learning style differences of our increasingly diverse campus population.

Common Student Questions:

1. **Is it hard to go to school full-time and still keep a job?**
   Working while enrolled in college full-time is not advised. To get the most out of your education, you will need time to study, to participate in extra-curricular activities, and to take advantage of opportunities available only to students. Every student should be thinking about activities that will impress employers and that will enhance skills and knowledge. Typically, it is not student-level employment positions that impress future employers. What employers look for are internships, specialty courses, participation in the college community (e.g., the student government, Black & Gold, and academic clubs), and indications of academic achievement (e.g., honor roles & awards). Engaging in such activities and doing well require time and flexible schedules. Attending classes and just getting by with studies so that work hours can be met is far from the ideal.

2. **What if I have to work in order to afford college?**
   College is a choice. Being a student is also a full-time “job.” Students need to realize that they are investing time and money in their future earning potential and job satisfaction. Doing well these four years will greatly impact students’ futures. Going to college may mean applying for school loans, grants or work-study, borrowing from family members, and being poor. If you must work, work as few hours as possible to survive. If you must work full-time or near, consider going to college part-time or through the evening program. This may simply not be the time for college.

3. **What if I pay for all my college expenses by credit card? Is that a good idea?**
   Absolutely not! Credit card interest rates are typically 16-18%. Introductory rates for the first 5-6 months may be low, but that’s simply to lure people into using the cards. One of the consequences of credit cards being so available to everyone is over-spending. You do not want to go through college working many hours simply to pay monthly credit card debt. You also do not want to graduate so in debt that an end cannot be seen. College loans, in contrast, typically have low interest rates, monthly payments are usually small, and repayment does not begin until after graduation.

4. **I hate oral presentations. Is it possible to avoid them as a psychology major?**
   No. More and more, educators and employers are demanding that people be able to communicate well orally. Practice truly makes perfect in this case. The more students stand before their peers and present, the easier it gets – though maybe not any more enjoyable for some. The majority of the upper-level psychology courses require individual or group oral presentations. Some may be a matter of minutes, others may require presenting for a fair portion of the class meeting. There are many ways to reduce your anxiety:
   - Prepare early. Give yourself ample time to learn your topic. The better a topic is known, the easier the words will come out and make sense to you.
   - Practice. Rehearse aloud to yourself and then to friends.
   - Visit the room after-hours. Get comfortable looking at all the chairs. Imagine your peers
stand at the podium. Walk around.
- Use lots of appropriate visual aids. Dim lights can help hide a
flushed face or sweaty brow – start with an overhead! Put your
title up on the screen, followed by an outline of your information.
that’s not possible, prepare handouts – an outline at the least –
start your talk by referring to the handout to get some of those
eyes off of you!
- Relax before your talk begins – go to the bathroom, take deep
breaths, close your eyes, arrive at class early...whatever it takes
to calm you down.
- Wear your favorite nice clothing. When you dress comfortably, you will be able to relax more
easily and feel more confident. It works the other way too – people who look nice are taken
more seriously. You will look as if you know what you’re saying!
- Don’t sweat small mistakes. With the exception of maybe the instructor, no one will know if
you make a mistake. Just keep going. If the error was an important point, come back to it
as if you never said it before. If the instructor thinks it’s important to clarify the error, odds
are he/she will do it without drawing attention to what you said.

5. I have a hard time writing. How important is writing as a psychology major?
Very. It’s not just being a psychology major. As a college graduate, certain abilities and behaviors
are expected. One of these is that you are more literate than the average person. In applying for
jobs and to graduate school, your writing errors will be glaring! Once employed, you will forever be
writing – letters, reports, minutes for meetings... the list is endless. You may never have to write
another paper for a class, but you will be writing. Errors will be embarrassing and no longer just the
cause of a few lost points. Do not graduate from college without learning to write well. Take extra
writing classes, pay attention to the editing your instructors provide, and/or take advantage of the
services you pay for through your student fees. As a student, you have the luxury of many sources
for writing help. Use them!

6. Where can I go for help with my writing?
In the building housing CASA, the University has created the Writing Center. Free of charge,
students may make appointments to meet with an instructor or trained tutor to review their writing.
It is recommended that students experiencing a lot of difficulty go to the Center as soon as the
semester starts. Bring your course requirements with you and any writing on which you have
started to work. Students feeling they write fairly well may want to stop by and have a grammar
check-up. Bring a paper you feel proud of and have someone find all your errors. A review of the
mistakes you commonly make may be invaluable.
* Sign-up sheets for Writing Center appointments may be made at the front table of the CASA
wing.
* Appointments may be made on short notice (walk-ins) or by signing up for appointments
several weeks in advance.

7. Is math important as a psychology major?
Math is always important. Basics are used every day. However, the only specific requirement of the
psychology major is a course in statistics. The statistics courses at FSU are tough. Talk to students
who have completed the course and ask about their instructors. Try to find an instructor whose style
of teaching fits with yours.

8. Are high grades really important?
No doubt that we are a country of overly grade-conscious people. GPA’s of at least 3.0 are often
required for admission into graduate programs. However, when students do their best, seek appropriate help from professors, and show continued improvement, the effort is noticed. Effort may not guarantee high course grades or overall GPA’s, but effort does show up in letters of recommendation. “Glowing” letters paired with good scores on standardized tests (GRE’s) may still get students with mediocre GPAs into graduate programs or open doors to other desired opportunities. As a precaution, it wouldn’t hurt the ambitious student to retake courses in which Ds and Es were earned before graduating!
Expressing Thanks

What if there are faculty members I would like to thank for the knowledge they’ve shared or for the encouragement they’ve given? What can I do to express my thanks?

There are a number of ways in which students can appropriately thank faculty members.

a. Completing the class evaluation forms accurately and thoroughly is the simplest. The ratings on these forms do have some influence on instructors’ yearly employment evaluations.

b. Vote when the student government asks students to nominate and vote for the “faculty of the year.” Faculty do hear if they are nominated and the number of votes received.

c. Write a note:
   * to the professors you feel deserve recognition or thanks. Some students do this on the bottom of a final exam. Others leave professors notes in their office mail boxes or on their doors.
   * to the Vice Presidents or President of the University about why you feel as you do about a professor or about some experience.

Unsolicited notes of thanks are added to professors’ promotion materials and carry significant weight. They also make the faculty feel good about the work they try to do.

d. Tell faculty members you hope that they will be attending graduation and that you will be looking for them. Though graduation is clearly the students’ day of celebration, it is also exciting for faculty to see their students graduate. Faculty who feel students value their attendance are more likely to show up for the occasion.

e. Participate in the “senior evening of thanks”. Give thanks publicly to faculty generally or specifically. Again, tell the faculty of your interest in their attending the ceremony.

What if I would like to express thanks generally for my education and experiences at FSU?

There are many ways to give thanks generally to the University. For instance:

a. Large and small monetary gifts are always welcome by the Alumni Fund. Funds are used to enhance the academic resources of the University.
   * In the Fall, alumni receive a fund-raising letter announcing the Fall Phonathon.
   * During October-November, student representatives call, asking for pledges.
   * In the Spring, mailings are sent to “Friends of the University,” again asking for donations.

b. Participation in the newly formed FASTNET. FSU Career Services have been asking interested Alumni to make themselves available to students interested in following in their footsteps. Interested alumni may be contacted by students and asked about the skills needed in their area of work, suggestions in obtaining valuable experiences before graduation, and their views of the pros and cons of their current careers.
   * The willingness to accept and supervise student interns is always welcome.

c. Should finances permit, large donations or endowments are welcome. Such large gifts may be set up for particular purposes of interest to the donor or given without restrictions.

Filing a Complaint
Though it is hoped that student-faculty problems do not arise, some conflicts or differences of opinion are bound to occur from time to time. When problems do occur, it is asked that students seek assistance at a level appropriate to the seriousness of the issue. Keep in mind, that some courses will be very demanding, that your instructors will vary widely in their styles of teaching and expectations, and that you may not like everything about being in college. Without a doubt, some semesters you will feel overwhelmed, angry, and that life is not fair. These are normal aspects of the college experience. So, before filing a complaint, examine how you feel and separate your frustrations from the actions of the faculty member at issue.

What are the appropriate means for a student to file a complaint about a faculty member?

There are several steps to take to handle appropriately a faculty-related problem. Administratively, it is appreciated when students follow the standard routine for filing course-related complaints.

1. Speak with the instructor about the problem. Be specific about what concerns you. It is best to do this during office hours and not to approach instructors at the start or end of a class. Make an appointment with the instructor. If you are uncomfortable going alone, bring a classmate along. You might consider bringing some prepared notes with you.

2. If you are unable to approach the instructor or if you have tried and feel unheard, make an appointment to speak with the department chair. All complaints received by the chair must be brought to the attention of the instructor. The chair will describe the problem and suggest solutions, without providing names.

3. To file a more formal complaint, put your concerns in writing, addressed to the department chair. Written complaints will be retained by the chair, along with a written statement of the chair’s attempts to resolve the problems. In your letter, stick to the facts, be precise, and provide documentation for as much as possible.

4. If the problem is still not resolved, make an appointment with the Dean of Undergraduate Education in CASA. Steps will be taken to resolve any problems.
Part II

Extracurricular Activities Recommended For Psychology Majors
The Psychology Club –

In past years, interested psychology majors have gotten together and formed the Psychology Club. The psychology club is part of student services and is controlled by the students, not faculty. The club members may, however, opt and are encouraged to invite a psychology faculty member to serve as sponsor. Previous psychology club members met at least monthly to discuss issues of interest, plan fund raisers and Sandbox or Home Coming activities, and hold elections. As part of the Student Government, there are procedures for electing leaders. Dues may also be collected and some student activities money may be requested.

* The faculty would very much like psychology club members to consider forming a new majors student-mentor program, participating in department-related research activities, and taking over the yearly updating of the student handbook.

* Psychology Club membership is something most students should indicate on their resumes. Leadership roles are particularly important to include.

Psi Chi –

Psi Chi is the International Honor Society in Psychology, involving more than 890 college and university chapters. The Society has two primary goals. The first is to provide academic recognition to its inductees through membership. Psi Chi is a member of the Association of University Honor Societies and is an affiliate of the American Psychological Association and the American Psychological Society. The second goal is to nurture and stimulate excellence in scholarship and professional growth. The national organization provides programs to help achieve these goals, including annual conventions, research award competitions, certificate recognition programs, national and regional chapter awards, and national service projects. The Psi Chi Journal of Undergraduate Research is also dedicated to the publication of student research and is published quarterly.

For more information, visit the national Psi Chi web page: www.psichi.org.

The FSU Psychology Department established a Psi Chapter in the Spring of 2006. We encourage undergraduate and graduate students to apply. Eligibility requirements are listed below. The deadline to apply is September 30 (for the fall term) and February 15 (for the spring term). For more information, contact the FSU Chapter at FSUvschi@hotmail.com

Undergraduate Student Eligibility Requirements:
- Declared Psychology Major at Framingham State University (FSU)
- Completion of at least 3 semesters of college coursework
- Completion of at least 3 Psychology courses at FSU & at least a 3.25 average in all FSU Psychology courses
- At least a 3.25 cumulative QPA in all FSU courses

Graduate Student Eligibility Requirements:
- Must be a matriculated student in the Framingham State University (FSU) Counseling Psychology program (i.e., accepted fully in the program and currently enrolled in courses)
- Completion of at least 3 graduate-level Counseling Psychology courses at FSU
- At least a 3.25 cumulative QPA in all graduate courses completed at FSU
- Alumni Eligibility Requirements (for retroactive membership*)
- Graduated from FSU before January 2006*
- Graduated with all of the criteria listed above for undergraduate or graduate students

* The FSU Psi Chi Chapter was established in April 2006. Per the national Psi Chi guidelines, only alumni who graduated before a chapter is established can apply for retroactive membership.
Student-Level Professional Memberships –

Many professional associations in psychology have reduced-cost student memberships. Membership is an indication that a student is serious about his/her chosen field. Members often receive monthly or quarterly newsletters discussing critical issues in the field and upcoming events and conferences. Additionally, membership can be a means of obtaining reduced rates on journal subscriptions and conference registration fees. The following associations are recommended (see applying to graduate school for links):

- New England Psychological Association (NEPA)
- Eastern Psychological Association (EPA)
- American Psychological Association (APA)
- The Society for Research in Child Development (SRCD)

Ask faculty members for information on applying. Many require that an active member recommend (sign the form) students for membership.

The Greater Boston Area Undergraduate Conference –

Every late April/early May, the public colleges and universities of Massachusetts get together and present their students’ research and other honor level works. Under the guidance of a faculty member, students may submit abstracts of their work in early Spring. The papers are reviewed by faculty and comments for improvement are returned to students.

- Ask your research methods or experimental professors about presenting and assisting you.
- Presenting is a valuable experience and should be listed on your resume/vita.

FSU Day in May -

Every May, there is an on-campus presentation day for graduate and undergraduate students. Students present course projects, research, service trip experiences, art works, fashion designs and more. Across all the campus departments, students show their works. Application information is provided about mid-spring semester and due dates are clearly indicated.

- Ask your professors about the possibility of presenting and work with your instructors to prepare your application/submission and your presentation materials.

Regional & National Professional Conferences –

Students who conduct quality research are strongly encouraged to submit their papers for presentation at conferences. The Undergraduate Conference is a good starting place. However, with faculty sponsorship, submission to professional-level conferences is also possible. Poster formats are recommended. Conferences to consider seriously are:

* NEPA – hosting institutions are usually within an hour’s drive. The submission date is in early Spring. The conference date is mid-Fall.
* EPA – hosting institutions are usually within a day’s drive (east coast). The submission date is mid-Fall. The conference date is early Spring.
* SRCD – hosting institution is most often in a major US city. The submission date is late Summer. The conference date is in early Spring.
* APA – hosting institution is most often in a major city in North America. The submission date is late-Fall. The conference date is in August.

The psychology department often awards student presenters, who must travel outside the immediate area, a small research award ($100-150) to cover some expenses. The psychology club may also approach the student government for additional funds. This must be done early in the Fall, before monies are depleted.

The Framingham State University Journal of Behavioral Research –

This journal was first published in the Spring of 1998. Yearly, students completing Experimental Psychology or research-based Independent Studies are encouraged to submit their manuscripts to the journal editor. The papers are reviewed by two student and one faculty associate editors. Papers that meet the journal-writing standards are then compiled into a yearly
volume. The journal is used as a teaching tool for incoming majors. There are many benefits to participating in journal-related activities, particularly:

* experience as an associate editor
* a publication. The journal is low-to-moderate in terms of competitiveness. Rather than a 20% acceptance rate as in professional journals, a rejection rate of less than 20% is typical for this student research journal. (currently not in publication)

**On-Campus Volunteer Activities**

This is not an exhaustive listing of possible on-campus activities. Instead, this is a list of activities that might help psychology majors distinguish themselves when applying to graduate schools or for employment. Some volunteer positions do require specific skills. Please check with program directors/supervisors for details and application procedures.

* Psychology Club leadership roles
* Psi Chi officer roles
* Associate editor for the FSU student research journal
* Student editor of the majors’ handbook
* Black & Gold leader
* CASA tutor
* Center for Global Education volunteer
* Newman Club Community Service volunteer
* Gatepost staff member
* SUAB representative
* Class officer
* Computer Services volunteer
* Student Admissions Volunteer Programs

**Study Aboard and Service Trips**

As with campus and local volunteering and experiences, traveling is an added bonus on FSUs campus. Be sure to attend Study Abroad Fairs and consider traveling with faculty to new locations and experience different cultures. Costs may be surprisingly affordable.
Part III

Making the Most of your University Years
APA Writing Style

What is APA style?
Every psychology major is expected to master APA writing style. APA writing style is the format required by many journals in psychology for publishing. When students enroll in the research methods sequence (or before), they are required to purchase the Publication Manual of the American Psychological Association. It may be purchased at anytime from most college or university bookstores, including FSU’s. The manual explains the style of writing most common to professionals in the field of psychology. Specifics on appropriate language, referencing of information sources, and page formatting are provided.

Once I graduate, will I ever use APA writing style again?
Students planning for graduate school will definitely use their APA manuals. Many social science disciplines (e.g., social work, sociology) accept or require APA writing style as well. Graduate school or not, if students hope to someday publish or present at conferences, APA writing style is likely to come in handy. In the business world, there may not be a standard. However, having a clear means of citing sources and avoiding plagiarism is always a plus!

So, should I buy the manual and read the whole thing?
No, not really. It’s a reference text students will want to keep wherever it is that they prepare papers. Since many students have trouble getting their ideas down in writing clearly and concisely, it might be worthwhile to read Chapter 2 – Expression of Ideas. This chapter provides an overview of writing style issues, grammar, and bias in language. The remainder of the manual is better used to address specific needs as they arise. For example, if unsure of whether or not abbreviations should be used in professional writing, check Chapter 3 and the section specifically on abbreviations.

I’ve looked at the manual and tried to use it before. It’s confusing. Any suggestions on how to understand the millions of rules better?
Yes and no. With use, the manual gets easier and easier to use. Parts will become memorized! It is advisable that students place movable “tags” on pages referred to often. It’s highly advisable that a tag be placed at the start of the research model. Aside from repeated use, there are many useful Websites in which students or instructors have attempted to simplify the basics. Below are a few of the many APA style-related listings on the Web:

http://www.apa.org/journals/faq.html - frequently asked questions
http://www.gasou.edu/psychweb/tipsheet/apacrib.htm - crib sheet for APA
http://owl.trc.purdue.edu/files/34.html - using APA format
Planning Ahead

There are many things students can do while still in school that will make life after college easier. Until it's upon them, many students don't realize how stressful finishing college can be. Completing that 32nd course means more than an end to tests, papers, professors, and so forth. For most graduates, it also means the beginning of many other more serious responsibilities—employment applications and interviews, full-time jobs, reduced or no more reliance on mom and dad, college bills to repay, less time to “play” with friends, and so forth. Waiting to plan for these events can make the last semester all the more stressful. Although some aspects can’t be dealt with early, a few can. Preparing may help reduce anxieties and, hopefully, enable students to secure the jobs they want.

A. Get Organized!

What should I keep as I go through college and after?

For the most part, once you complete a course, you probably won’t need the textbook again. Texts become out-dated very quickly. If it’s worth it to you, sell the book to another student or back to the bookstore. Unfortunately, used textbooks, no matter what the condition, don’t command high returns.

There are a few exceptions to this rule, however. Psychology majors may want to hold onto texts they feel are in an area of study they enjoy and may pursue later. A familiar text to refer to can speed the finding of information later on. Your APA writing manual is a keeper. Students are likely to refer to this every semester, as well as after graduation should they have a writing assignment. Lastly, your general psychology text provides a good overview of many issues in psychology. Reviewing this text is step one of preparing for the psychology subject test of the GRE’s.

Do I need to keep any course materials?

Yes. There are a few important things to keep. It is recommended that on a semesterly basis, students file away important papers in a notebook or storage box. Many of your professors still have a box or two of old course materials from their own school days. Course materials to consider keeping:

* University catalog – Students must meet the University and major requirements specified in the catalog of the year in which they enrolled. It is the students’ responsibility to know these requirements and to inform their advisors should misinformation be provided due to University or departmental changes. Additionally, should a student opt to transfer to another institution, the personnel of that new college may ask to see the catalog or parts of it.

* Course syllabi – Course descriptions within college catalogs are deliberately brief and vague. The description allows students to get an idea of what the course will entail as far as content, but without specifics. The instructor then has a fair amount of liberty in structuring the course specifics. When transferring, it is not unusual for copies of syllabi to be requested. Only by looking at the actual syllabi can registrars or department chairs determine if new students have met prerequisites and such. Most faculty members do not store old syllabi—hardcopy or on computer. Do not expect to be able to request one years or even semesters after completing a course.

* Papers – Though most student papers can be tossed, wise students will hold onto a few that received high grades or are particularly good examples of their writing ability. Sometimes when applying for jobs and often in completing graduate school applications, a writing
sample is requested. Providing a paper previously read and edited by an instructor is a better hedge toward success than a spur-of-the-moment paper! In fact, it is strongly recommended that majors revise their experimental papers after the semester. Though this revision will not be graded, someday you may be very happy you took the extra time. This is often a paper worked on for two semesters and that has been revised 6-8 times. Set a post-experimental date by which the final revisions will be made and no excuses for not getting it done!!! If students feel their experimental instructors may not give full attention to a paper that will never be touched again by the student, they should let the instructor know in advance of their intent to revise. Ask for thorough a critique, even if it might mean tougher grading as every flaw is noted!

* Notes – If students have taken courses that may relate to their future employment positions, lecture notes and class activity sheets may come in handy. As an employee, you may be asked to take the lead in a staff meeting. As a graduate student, it is likely that you will be offered a teaching assistantship. As a TA, you will be presenting lectures or conducting recitations (discussions). Though your old notes may not be exactly what you need to do the job, they will provide a start.

B. Letters of Recommendation

When I apply for jobs, how many references will I need?

That can vary, but typically three are needed. These should be from people who can evaluate your work and fit with the position you hope to hold.

Who should students ask?

The best references will be professors whose courses you’ve taken or with whom you have worked in some capacity. Similarly, administrators or FSU staff who have supervised you in some manner are appropriate references. For employment-related references, internship or volunteer work supervisors, as well as your immediate supervisors where you have been employed, are good choices.

Who is not a good choice?

Your friends, parents, high school teachers unless you have kept in touch and they are up-to-date with your career goals and experiences, employers to whom you failed to give adequate notice or for whom you performed poorly, or professors with whom your only contact is a course or two. Personal references, such as family members, are relatively useless in assessing a prospective employee or graduate student. Having such people write letters may be perceived as I. Asking people who have been out-of-touch with you or your skills for several years is also not advisable. They cannot really assess your talents and may make some inappropriate statements about you, not knowing your goals have changed. Asking someone who has been dissatisfied with your performance or behavior is never a good choice! Lastly, asking professors who have had little contact with you for recommendations will not be of much use. All they will be able to write is which course you took and your grade. An employer or graduate committee can get that information from your transcript.

So, how do I go about getting people to give me recommendations? Should I ask for a letter?

Although some people may recommend asking for letters of recommendation that can be placed in a file or portfolio, this is not really the best advice. Letters in such files tend to be generic
and quickly become out-dated. Rather, before graduation or appropriate resignation from job/internship/volunteer positions, ask people of interest if you can give their names as references. For those who say yes, prepare the following information: referees’ names, positions/titles, addresses, phone numbers, and e-mail addresses. Place this list at the end of your resume, on a separate page. Be sure to up-date your listing as you make new contacts.

Most people prefer to tailor their letters to the position the person is seeking. A letter of recommendation for graduate school may be very different from one sent to an employer. The receivers of such letters also prefer it when writers directly address issues important to them – can the candidate meet the demands of the particular position for which he/she has applied?

How do I ask?

Asking someone face-to-face is best. You will get immediate feedback – yes or no. Writing is fine if a personal contact cannot be made, especially because of distance. Simply putting someone’s name on your listing of references is really not appropriate. Notification of a possible future request allows the person to consider what they might say or write about you. Catching someone off-guard is never desirable.

What if I ask someone and he or she says no? I’d be so embarrassed.

There’s no reason to be embarrassed. People refuse requests for any number of reasons, few of which are probably related to disliking someone. Most commonly, people refuse because they do not feel they know the person well enough to write a fair assessment. People with whom you have a strong working relationship rarely refuse. Occasionally, people refuse because they feel they won’t have the time to write and don’t want to offer to do something they know they will not follow-up on. Especially for those in academics, new course preparations, submitting grant applications, preparing manuscripts or conference presentations, and other professional activities may make certain time periods very difficult. Occasionally, professors also get overwhelmed by the sheer number of requests and may refuse less familiar students. This is especially true for department chairs and popular faculty members.

So, I ask and get a yes. What next?

When a reference is needed, contact that person and let him or her know a reference is needed, the type of position applied for, and with whom. It’s also helpful to know if the reference needs to be written or to expect a call. With respect to written references from professors, provide some basic information: Your name (clearly spelled), address, phone number, courses completed with that instructor and grades, any honors and years (e.g., Dean’s or President’s lists, awards), campus-related activities (e.g., clubs, student government, sports teams), and career-related employment, internship or volunteer experiences. With a graduate school application, include a paragraph about why you have chosen the degree program.

It sounds like a student could complete 4 years of college and leave without anyone willing or able to write a solid letter of recommendation. Even a student with a 4.0 GPA could be lacking references. Is that true?

Absolutely. Students who do not take the time to get to know faculty or who do not get involved in the college community may not do well when it comes to getting the best jobs or into the graduate programs they want. Letters of recommendation are very important. All students need at least 3 people who know them well enough that their true strengths and weaknesses can be addressed. This requires that students cultivate relationships. Visit during office hours, show interest in classes, have great attendance records, join clubs, attend campus functions, etc. Make yourself visible and distinguish yourself with hard work. Building quality references takes time and effort.
C. Preparing a Resume/Vita

When applying for a position or to graduate school, your resume should be easy to follow, concise, and very professional looking. There are some basic elements to include:

* Your name & current address
* An e-mail address
* A permanent address (e.g., your parents’)
* Education completed – years, institution, degrees, major & minors
* Honors received – dean’s or president’s lists, certificates of achievement, academically competitive grants or scholarships, etc.
* Pertinent employment history – years, job titles, employers, and brief summary of major responsibilities & accomplishments.
* Professional memberships
* Publications & Presentations
* Computer skills and other special skills

Typically, you should not include your date-of-birth, race, disabilities, social security number, marital status, and other personal information. Most employers are not legally permitted to offer or deny someone a position based on such information.

What skills do psychology majors usually include in their resumes?

As a psychology major and depending on your class and field experiences, you may have developed many valuable skills. You are not claiming expertise when you list the abilities or knowledge you have gained. Of particular value in today’s job market are oral and written communication abilities, teamwork and leadership experiences, and computer skills. Given the requirements of the psychology major at FSU, students should be able to list the following as skills:

* Knowledge of a professional writing style (APA style)
* Knowledge of ethical standards for working with human research participants and animal subjects
* Familiarity with the basics of a statistical package (SPSS for windows) from data entry and checking to descriptive and inferential statistics (t-test, ANOVA, correlations)
* Skill in the use of a word processing package (Word, WordPerfect)
* Familiarity with a variety of computer packages, including....(whatever you have been using)
* Experience in the oral and poster presentation of research results

Some students may be able to add specific experiences/skills gained from serving as Tas, interns, or from completing directed or independent studies. Skills may also have been developed through part-time and summer employment positions. Again, Career Services has developed resources on spelling out your skills and improving your marketability.

Are these “skills” really marketable?

According to the 2007 Forbes article surveys of employers about skills looked for in new college graduates, the top qualities are the ability to work with teams and communication abilities, especially writing and orally presenting information and ideas. These are skill commonly practiced in psychology courses, especially the research related courses. Other skills of importance are technology use, analytic skills, teamwork, flexibility, proficiency in field of study, leadership skills,
and work or internship experiences. The employers advise that students do the following before graduation:
- Gain experience through internships or work-related to their field of study
- Become involved in campus organizations/extracurricular activities that require teamwork and leadership skills
- Before applying, research the organizations of interest
- Identify your skills, abilities, achievements, and experiences pertinent to the positions of interest
- Start the job search process early
- Use campus career services

For more information, stop by Career Services (CC507).
For information on internships, see your advisor for a copy of the department handbook.

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Top Ten Things Employers Look for in New College Graduates

While you may think that choosing the “right” major is key to getting a good job, your long-term professional success will depend far more on acquiring the right skills for a rapidly changing workplace.

1. The ability to work well in teams—especially with people different from yourself
2. An understanding of science and technology and how these subjects are used in real-world settings
3. The ability to write and speak well
4. The ability to think clearly about complex problems
5. The ability to analyze a problem to develop workable solutions
6. An understanding of global context in which work is now done
7. The ability to be creative and innovative in solving problems
8. The ability to apply knowledge and skills in new settings
9. The ability to understand numbers and statistics
10. A strong sense of ethics and integrity


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Where should I go to get help with preparing my resume?

As you begin to think about writing a resume drop-in or make an appointment with someone at Career Services. Plan to spend your first visit learning about their offerings, examining their library of resources, and getting a few initial suggestions. Schedule additional appointments once you have prepared a draft of your resume and as you begin to develop a job search plan. Career Services has an extensive library of texts and handouts on preparing resumes. They also have a collection of samples to use as models. By appointment, the staff is also available for resume reviews and to help students develop portfolios of their work. The Career Services office is located in CC507. Walk-ins and scheduled appointments are welcome. Once you have prepared your resume, take it over to the Writing Center, housed in CASA, for a final check. Here too, walk-in or scheduled appointments are accepted.

These on-campus services are free-of-charge and may be used as often as is necessary.

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D. Finding Job Openings

During the senior year, most students begin a job search. For many, this can be very trying. Students should anticipate the following:
the need to submit many applications
b. many unanswered responses and/or rejections
c. the need to relocate
d. low/entry level position – your first “real” jobs are likely to involve repetitive tasks, low pay, few benefits, the worst hours/shifts, and little feedback as to performance.
e. the need for more education – perhaps a master’s, but maybe just an additional specialty course or certificate.

When faced with such employment situations, realize that entry-level positions are short-term if you work hard and show potential. It is likely that within 3 to 12 months, you will be scheduled to meet with your supervisor for an evaluation. If you have done a good job, say so and make sure your supervisor recognizes your accomplishments. Further, once you are in a company/agency, you will begin to hear about other opportunities and positions as they open. You will learn who the “right” people are if promotions are desired. As you work your way up the ladder, pay and benefits will increase, as will the challenges and intrinsic value of the work you are assigned.

How do I find out about job openings?
The standard source is to look through the classified sections of area newspapers. However, this may not be enough to find the position best suited to your goals. The Sunday paper typically has the largest number of listings. Classified ads, from a variety of papers, can be viewed on the World Wide Web. For a sample of what you might find using the Web, check out these:

- Careers Web: [http://cwebb.com/](http://cwebb.com/)

Visiting Career Services (CC507) may be the best means for an FSU student to begin a job search. The Career Services office has information on using the World Wide Web for conducting job searches. Students may use a CD Rom "Career Search" program to examine the types of employers in their areas of interest. Specifically for students interested in working in the helping professions, the Human Services Yellow Pages (of Massachusetts & Rhode Island) and other resource books on human service jobs are available for use on a walk-in basis. Lastly, Career Services personnel are working to develop FASTNET, which will allow FSU students to talk with alumni now in the work force about their positions and experiences.

It might also be worthwhile to attend the campus job fairs. Though many of the listings often seem business oriented, it is not unusual for companies to have openings in personnel and research offices. Universities also sometimes send representatives in search of research or lab assistants. Two job fairs held at FSU on a yearly basis are:

- The Fall Part-Time Jobs Fair - held in mid-Fall and sponsored by the Financial Aid Office.
- The Job Fair - held each February and sponsored by Career Services.
- Finally, some students have had luck tapping into Web-based personnel listings of area colleges and universities. For psychology majors, positions within offices related to student services, tutoring, research or lab assistants, and recruitment would be most appropriate. In addition, some colleges and universities now have homepages that include career and job-related information for psychology majors. Try this one: [www.oswego.edu](http://www.oswego.edu)
Will I have to go for interviews?

That really depends. Some companies make decisions based on paper work (resume, letters). Others conduct phone interviews. Probably the majority want face-to-face interviews. They are interested in seeing if you really have the skills outlined in your application materials. Personal interviews also allow employers to get a sense of your "fit" with the existing staff. Therefore, it is important that you present yourself well. This means:

a. **Dress for success** - polished shoes, neat clothing, well groomed hair, a tasteful amount of make-up or jewelry, etc.

b. **Appear confident** - smile, look people in the eye, use "yes" and "no" and not "yup" and "nope;" sit with your back straight, arms relaxed, and legs uncrossed or crossed at the ankles; be prepared with a pen and paper, an extra resume, and samples of any appropriate work you have done.

c. **Show enthusiasm**: "Oh, that sounds interesting." "No, I've never done that but....I'd be interested in learning...."

d. **Ask questions** - this is a sign of interest.

e. **When asked about strengths** - be honest without sounding like a braggart.

f. **When asked about weaknesses** - describe weaknesses that are fixable and due to your lack of experience. Do not bring up your major inadequacies here! For example: Do not say, "I'm lazy and prefer to let others do most of the work. I usually don't get good scores when evaluated as a group member" Do say, "I haven't had much experience delegating tasks or working with a team on projects. I'm hoping to gain these skills as I think they are important in today's market."

g. **Go to interviews prepared for some standard questions:**
   - What do you see as your major strengths for this position?
   - What do you see as your major weaknesses for this position?
   - Where do you see yourself in 5 years?
   - What salary range are you seeking?

Is there anywhere to have someone evaluate me as a prospective employee?

Yes. At Career Services, the staff will work with students as they prepare for job interviews. They are able to conduct mock interviews and provide feedback on your appearance and responses. If scheduled ahead, these mock interviews can be videotaped. Videotaping allows the student to conduct a self-critique or to see specifically where the staff person sees strengths or weaknesses. These staff members are particularly familiar with the types of interview questions students entering varying fields of employment may encounter.

What is an appropriate BA, entry-level salary?

According to the Career Services' Alumni Survey, which is conducted 6 months after graduation, starting salaries for psychology majors employed in the Education/Human Services/Non-profit sector typically range between $19,000 to $25,000. Salaries in Business typically range from $22,000 to $28,000. The higher end salaries are usually awarded to candidates with experience (through internships, part-time jobs, or volunteer work) or who have special skills needed by the agency. When negotiating a salary, you will have to make a case for yourself. Make your credentials known. Career Services has information on salary negotiations and career counselors are available to assist you with appropriate strategies.

Additionally, when a job offer is made, consider both the salary and value of the benefits package. Medical and retirement plans are valuable assets. However, don't overlook the value (or cost) of the commuting distance, parking, attire requirements, family leave policies, on-site child
care, and promotion possibilities.
E. Applying to graduate schools

More and more graduates of FSU are considering graduate school. Often desired positions require Master’s degrees or higher. One important fact to keep in mind is that social work and counseling are not the only fields to consider!

How do I know where to apply?

The first question to ask yourself is what you want to do 40+ hours a week for the next 5-40 years. What will keep you happy at work and provide you with a satisfying lifestyle? There is no one answer.

What if I don't know what I want to do?

Then it's probably not the time to go graduate school. The best advice is probably to work for a year or two. See what’s out there. Try a couple of different jobs. Read about different careers and visit people in such positions. Most people are happy to spend a few minutes talking about the pros and cons of their career choices.

Aren't most people around age 22-23 when they get into graduate schools?

Maybe in the past, but less so today. Many graduate committees look for work-related experience. Graduate faculty prefer working with students who have some direction in their lives. Students who lack direction are often a waste of time - they're likely to do poorly or quit the program. Age is less of a factor in acceptance than are the goals you're working toward.

How do I select the graduate programs that best fit my goals?

There's not just one method. However, some strategies are better than others. The best strategies require work and time.

The basic method is to purchase or borrow a guide to graduate schools. In these guides, each graduate program is described - GRE score and GPA requirements, costs, graduation rates, areas of specialization, and so forth. They are categorized by specialities and region of the country. It is important to look for schools that are accredited. These guides are useful when trying to learn about the diversity of specialities in psychology and related fields. They can also be used to narrow down realistic choices given your grades/scores. Computer-based searches are also available in some locations. By entering specifics (e.g., interest areas, type of degree wanted, GRE scores, GPA), the computer will provide a listing of programs for which you are likely to qualify.

Once you make some general selections, send for college/university catalogs. These will provide more specifics. If the information within fits your goals, apply.

- Graduate School Guides may be used in the Career Services (CC507).
- Career Services also has information on financial aid for graduate school.

To how many schools should I apply?

If you have an outstanding transcript and vita, 2-3 may suffice. If you are more average, 8-12 may be more realistic. Master’s-level programs vary in the number of new students enrolled - some places enroll very few graduate students, whereas others may enroll hundreds. In contrast, doctoral programs accept very few new students each year. Some programs admit 1 or 2. Few admit more than 12 in a year. Unlike other degree programs, each doctoral candidate must have a faculty member willing to work with him or her extensively for a 4- to 6-year period. This is very time-consuming and most faculty members cannot adequately serve more than 2-3 students.

So, applying to graduate school is very competitive, right?.

Yes. Students should expect to receive more rejections than acceptances. It's not as much a matter of lack of qualifications, as it is a matter of "space." Ethically, graduate schools will not accept students they cannot serve well. The best advice to someone determined to get into a program is to apply every year. Following a rejection, call and ask to speak to someone on the selection committee. Ask if they can give you any specifics on why your application was rejected and how you might improve your chances of acceptance in the future. Perhaps more work experience is needed, a high score in a statistics course, an added course in some specialty area, etc. Consider working to remove such deficits during the year and then reapply.

What's the big deal about enough "space" and working with a graduate student? How is being a graduate student different from being an undergraduate?

This is an important question. Many students conceive of school as classes, papers, and tests. Graduate school includes this, but there is the added expectation that students will be self-motivated and self-disciplined. Reading requirements generally as do writing expectations and orals. Excuses for late papers or poor work are inappropriate. The demands are even greater for doctoral candidates. It is likely that the student is spending many hours conducting research, teaching undergraduate classes, reading and studying in his/her specialty area, as well as attending courses and completing those assignments and readings. It's not unusual for graduate students to study and work 7 days a week, 12-16 hours a day. Faculty members mentoring graduate students must be able to provide research experiences, teaching opportunities, and supervision regularly. Thus, "space" is a major issue.

I've noticed that some degree descriptions say, "no terminal Master's." What does that mean?

It means that all students applying must be planning to complete their doctorates, assuming they pass all the requirements. Those desiring a Master's only should apply elsewhere.

What has been described so far sounds very hit-or-miss. Is there a better strategy for students who have a pretty good idea of what they would like to be doing?

Yes, but this approach takes lots of work and time. It's not a guarantee of success. Given the effort required, it is a strategy primarily for those seeking doctoral degrees and willing/able to relocate to nearly anywhere.

Step 1: Do very well in college and do everything you can to distinguish yourself as a hard working, serious student. Get to know your faculty well. Volunteer on campus. Have a minor that further defines your interests. Learn a statistical package well. Consider taking extra computer, writing, and statistics courses. Get experience as a TA. Submit your research papers to conferences and undergraduate journals. Graduate with at least a GPA of 3.0.

Step 2: Prepare for the GRE's. Review math, vocabulary, and psychology basics. Apply for testing early to leave time for retesting. Plan not to take the tests twice. Do well the first time. On the Verbal and Quantitative portions, you will need a total score of 1200 or higher (600 each area).

Step 3: Be very specific in your field of choice - children v. adult, applied v. research, etc. This will be important in directing you to the appropriate sources for conducting your graduate school search.

Step 4: Read research journals appropriate to your chosen field, preferably those that have peer-review processes. As you read, be aware of the various topics of research. When one strikes you as
most interesting, read all you can. Ask yourself - could I do this type of research for 4-6 years of
my life and maybe longer? If your answer is yes, begin keeping note of the authors' names and the
universities that employ them.
* Look up those schools in the graduate school guides - what are the basic requirements, costs,
etc.
* Do you meet the minimum requirements?

**Step 5:** When you find a match between your interests and the university's minimum requirements,
write for a catalog. Also, write to the graduate program specifically and ask for a current listing of
faculty and their publications. When the list arrives, read the articles published by the authors
you've found most interesting. Write to the authors and ask for reprints if the articles are not
available in the library. Know the articles well. Ask faculty to help you with statistics you might
not understand.

**Step 6:** Write a letter to the authors you like. Indicate that you have been reading their papers and
find their research interesting. Pose intelligent questions or make intelligent comments. You might
ask a faculty member to review your letters before mailing. Most researchers are flattered by such
letters. It's an excellent way to begin a correspondence - do provide an e-mail address.

**Step 7:** Once you feel certain that this is someone whose work you would enjoy and a personality you
could tolerate, write a letter of intent. Specifically, ask if new graduate students will be taken on in
the near future. If so, would it be possible for you to forward a copy of your resume and transcript
for consideration. At this point, if feelings are mutual, the likely answer will be yes. Send your
materials immediately. If the answer is no, move on to your next favorite author. Honesty can hurt,
but better now than once you enroll and hate the situation. Sometimes, neither a yes or no will be
received. You may be direct to apply. Do so. Often, faculty members are not permitted to accept
students without committee approval. However, if a faculty member wants you, you will be accepted
into the program. It is also likely that you will receive funding.

Optional: Should circumstances permit, visit the graduate school and make it a point to introduce
yourself to the person(s) with whom you have been corresponding. If a conference is scheduled and
the author(s) will be presenting, try to attend and hear the talks. Again, go up to the person(s)
afterwards and comment on some aspect of the presentation. Basically, you are appropriately
showing enthusiasm.

**Any cautions with this approach?**

One of the most important reasons for requesting departmental information about
recent publications, as well as titles, is to reduce the chance of wasting time. Corresponding
with a graduate student or temporary faculty member is fine, but it will probably not provide the
foot-in-the-door for which you're looking. With respect to tenure-track faculty, two terrible things
can happen to a graduate student that are beyond the student's control. First, your major professor
may stop publishing. Some senior level professors no longer conduct research. If they have a recent
publication or two, their names may simply be attached to papers produced by their graduate or
former graduate students. They might also be reanalyzing data collected long ago, with no intent to
start up new projects. As a new graduate student in need of completing a Master's thesis and
dissertation, this is bad news. A less senior faculty member or a senior faculty member with a
strong recent publication history are far better targets! Second, your major professor may leave.
Early in academicians' careers, position changes every 2-3 years are not uncommon. Sometimes you
have the option of transferring along with your professor. However, this can be difficult. Loss of
your major professor can mean an end to your research or a shift, either of which might delay
completion of your degree.
Any other suggestions on how I might increase the odds of being accepted into a graduate program?

* Apply to 6-10 programs you feel meet your goals and with which you could be comfortable for 4-6 years as a doctoral student or 2-3 at the Master’s-level.

* Be clear in your goals - Master’s or Doctoral. If your ultimate goal is to enter a doctoral program, you do not need default Master’s applications. It is wiser to use the next year well - find out what deficits your application has and work to remove these and apply again. Master's degrees do not "transfer." As a doctoral student, you will complete course requirements and a master's thesis within the department first, then take preliminary exams, and only then be a doctoral candidate. There are no short-cuts.

* Apply to programs not in New England or other densely populated areas of the country.
  - New England is relatively snobbish when it comes to state schools. There are so many high quality private institutions that state schools are slighted, especially schools like FSU. The high quality of your education at FSU is generally overlooked. In other areas of the country, FSU is just one of many public institutions and is evaluated as such - thus, your credentials are evaluated on a fairer playing field. Additionally, New England has a reputation for high quality schools, including FSU.
  - Some of the best public institutions are in the Midwest and South. The cost-of-living in these regions is also lower than in New England. If concerned about housing, most campuses offer graduate housing. Apply for such housing until comfortable with the new surroundings.

  - Go to an area where your distractions are few. As a doctoral student, there is little time for weekend or summer vacations, frequent nights out, or partying. Family- and friend-related expectations may be difficult to manage as well. Moving to a location that temporarily reduces personal responsibilities/demands and limits temptations may help speed the completion of a degree.

* Apply to a range of programs in terms of competitiveness. If some of your top choices are highly competitive, apply with an understanding that you will likely be rejected. Definitely include some moderately competitive schools or some competitive schools in locations that are not of high desirability (e.g., Nebraska). Do not apply to programs you have no intention of attending!

* Hope for acceptances, but don't give up if rejected. Apply again.

* Apply early and be sure all application materials are thoroughly completed.

* When requesting official transcripts, be sure to use the appropriate forms. Telephone requests will not be honored. Before graduating, stop by the registrar's office and pick up a few transcript request forms and file them.
  - If references are slow to come, send polite reminder notes. It's easy for busy faculty and employers to forget and misplace forms. (Keeping a duplicate reference form from each school applied to is not a bad idea.)
  - When asking others for information (e.g., references), be sure all applicant information is completed and an addressed, stamped envelope is provided.

* Prepare an intelligent interest statement. Most graduate applications include one or more questions about your reasons for applying. The more applied the program, the more questions typically asked. Your answers allow selection committees to determine a number of things:
  - Your writing ability
  - The maturity of your expectations or reasons for wanting to be a graduate student.
  - Your fit with the program overall.
  - Your fit with a specific faculty member who is likely to become your major professor.
**What if I have trouble writing interest statements? Can I get help anywhere?**

Ask a faculty member you feel comfortable with if he/she has the time and willingness to read and edit your application statements. You may be revealing very personal information, so you need to ask someone you trust. You might also take your statements to the **Writing Center** for a grammatical check. Ask for a staff member or professional tutor for assistance. Simply sign-up for an appointment at the front table area of CASA.

**What should I include in such statements?**

That can vary a lot. Often it is desirable to include a concise description of some experience that helped you formulate your career interests. This could be a family or work experience, an article read, or course taken. Indicating that you have completed some self-study in the topic area can also be valuable. Be sure to cite appropriately any references. Addressing strengths and weaknesses, as well as your flexibility in working with professors and fellow students, is also often expected. Lastly, be sure what you say fits with what the program offers. It is wise to read the graduate catalog and any specifics about the program to which you are applying - if there is a mission statement for the department, read it!

Do not babble on about your experiences or become overly dramatic. Keep your writing at a professional level and tone. Also, do not pigeon-hole yourself so narrowly into an interest area that you will be perceived as impossible to fit with a faculty member and inflexible in your goals.

**F. Standardized Tests**

**What standardized tests should I plan to take in case I want to go to graduate school?**

There are several tests accepted by all or some graduate programs in psychology and related fields of study. Information on test dates, specifics, and application materials are available at **Career Services (CC507).**

* **GREs** - The Graduate Record Exam is much like the SATs taken before applying to baccalaureate programs, but harder. It is a 3 hour test with quantitative and verbal sections. There are also experimental sections, but these do not matter in terms of admission requirements. The GRE's are now given year round, with computerized testing arranged by calling 1 800 GRE CALL. Paper-pencil tests are given only 2-3 times per year.
  - Scores required for most graduate programs in psychology are a total of 1200 (600 quantitative & 600 verbal).
  - Higher total scores are often required for very competitive schools and divisions, such as clinical psychology.
  - GRE information & scheduling: [http://www.ets.org/gre](http://www.ets.org/gre)

* **Subject Tests** - Along with the GREs, students may register for afternoon tests in a number of subject areas. Psychology is one of the subject tests available. Major topics in psychology are covered. Courses that will best prepare you for this exam include research methods, statistics, history of psychology, abnormal psychology, and personality.

* **Miller Analogies** - This is a one-hour test including 100 analogies that are often very difficult. Information regarding test dates and applications should be sought from Student Services. The score required for entry into psychology graduate programs is 65+.

* Other common standardized tests include: **GMATs** (business), **MCATs** (medical), & **LSATs**
Can I prepare for the tests?
Yes. Well in advance of testing, study. Six to 12 months of study is recommended. Review math formulas or consider taking algebra and geometry courses, especially if high school was your last coverage of the topics! Study vocabulary by creating flash cards from review lists. Lastly, aside from content, learning to take the test is important. Different sections carry more weight than others. Sometime skipping items results in less penalty than wrong answers. Learning to pace yourself through timed sections is also useful.

How do I get such practice?
Depending on available time and money, there are several options:

* Least expensive is to plan your electives around specific content courses (e.g., algebra & geometry, specific psychology courses). Keep your textbooks and review them weeks before your test dates.

* Purchase test specific study guides. These books often review basic formulas and issues. Additionally, sample test are included, with answer keys. These sample tests allow you to estimate how well you are likely to do, learn when to skip items, etc. However, you are responsible for timing and grading yourself and "cheating" is easy. It is also difficult to self-diagnose exactly where your strategies have failed.

* Purchase computerized versions of the tests. Computer versions allow for practice and they will help diagnose your particular problem areas in terms of strategies and content.
  - The Career Services (CC412) office has computerized versions of the GREs available. Call to reserve your times!

* Enroll in test-specific courses. Via practice and lectures you will become well informed on issues in standardized testing and your strengths and weaknesses. Courses range in length and cost. Generally, this is the most expensive means of preparation.
  - There are many test preparation sites in the area. Information about the various companies that provide such services may be obtained at the Career Services (CC412). Fees vary widely. See the appendices of this handbook for a list of companies.

Any other advice on how to boost my scores?
The night before the test, do not study. Relax, eat a good meal, and get to bed early. You should get 8 hours of sleep and wake early to a light, healthy meal. Avoid alcohol and drugs of any kind (unless prescribed by a physician). Pack a nutritious snack (and lunch if staying for the afternoon subject test). Bring pencils and your registration form only. No other materials will be permitted in the test room. Arrive at the test site well before the start of the test. Rushing will only increases anxiety. Listen to instructions carefully. Failure to start and stop when announced by the test proctors may result in dismissal. Your money will not be refunded. Do not even consider cheating! Keep your eyes on your desk or on the ceiling!

Consider professional memberships:
- NEAP: http://www.planetreg.com/E41451316254112
- Psi Chi – National: http://www.psichi.org/
A Student’s Recommendations for Exploring Graduate Programs

Step 1 - Determine the type of psychology degree desired. This is perhaps the easiest way I found to narrow down what I needed to research. Decide first if you are interested in pursuing a Master’s degree, Ph.D., or Psy.D. Some schools offer both Master’s and Ph.D. degree, while many I came across only offered one.

The next decision-making step is to determine the area of psychology of most interest. Some of the most common subdivisions of psychology are developmental, clinical, counseling, industrial-organizational, psychobiology, quantitative, and social. Within these subdivisions, additional decisions need to be made. For instance, are you hoping to work with children or adults? Is your interest primarily research-oriented or applied? These decisions should reflect your career plan.

Step 2 - Narrow down the area of the country or world where you would not mind living for 2 to 7 years. Many texts organize information on graduate school offering by state. Keep in mind costs of living. The South and Midwest tend to have excellent schools and the cost of living (e.g., rent, food, utilities) is reasonable. The Northeast and West Coast also have excellent schools, but the cost of living may make life as a student unpleasant. Consider what you can afford and how deeply indebted you might be when finished. Keep in mind that graduate school is not forever - typically 2 years for a Masters and 4-7 years for a Ph.D. Often you are so busy while in graduate school, where you live doesn’t matter much anyway.

Step 3 - Go to Career Services. The resources available at Career Services are very helpful and easy to use. Programs are listed in terms of degrees and states (thus, the value of Steps 1 & 2). The Career Service staff are also good resources. They have helped many student conduct searches and have helpful suggestions and advice on certain school. Take a big notebook and take down information such as: the school and department addresses, application contacts, and degrees offered. More specific information that may be of interest includes: specific faculty research areas, application deadlines, test scores required (e.g., GREs, Millers) and minimum or average scores of enrolled students, minimum and average GPAs, and the number of students who apply and are accepted yearly. It is preferable to get recent publications sponsored by APA. Using publications only a few years old, I wasted time researching degrees and programs that either no longer existed or had been modified.

Step 4 - Utilize the Internet. If you aren’t familiar with searching the Web, this is a good way to learn. Get help at the library or from a friend with basics such as using a search engine. As you complete broad searches of psychology graduate school using a search engine, keep track of specific Web site addresses. It is very easy to lose a good site and not be able to get back to it when searching again. One of the best site I found was http://www.arches.uga.edu/~jfrick/gradsite.htm. It provides internet site links for graduate schools in psychology.

Many school also have their own web pages that are updated regularly and give a great deal of information, even course schedules.

Step 5 - Read some graduate school rankings. These are not perfect and are all different. The information allows you some means of comparing the quality of the schools you may be considering.

Step 6 - Write to some of the schools you’ve selected. Ask for information about their specific degree program. Also ask for information on faculty research and research-related requirements. Almost every school I wrote to responded back within a couple of weeks.

Step 7 - Research graduate school tests. Once you’ve determined which schools are of most interest, find out what tests are required or recommended. GREs are commonly required and many graduate programs in psychology want scores from the General and Subject tests. Research the tests and study over a long period of time. Cramming is not recommended. For the General GRE, Career Services has a program that allows you to take a practice exam on the computer and analyze your strengths and weaknesses. I found this very helpful. There are also courses you can pay for that teach you how to take the test. There
are books and computer programs available for studying too. For the Subject test in psychology, there are lots of books that include practice tests and helpful reviews of major topics in psychology. Rereading your General Psychology text might help too. Some professors will give or loan you old texts - check in the department before buying a new book!

Be sure to note the test dates and plan ahead. The General test is offered every month on computer, but the Subject tests are only offered a few times per year. Be sure you give yourself enough time to take the required tests and have scores forwarded to your selected schools before application deadlines. You may also want to plan far enough ahead so that there is time to retake the tests if you score poorly.

**Step 8 - Keep track of everything.** If you ruled out a school, keep a note of it. This will stop you from researching it again! Keep a list of schools written to and check-off those that have responded. Save all catalogs and after a few weeks, rewrite to those still missing from your list. When finished all your searching and deciding, bring the extra catalogs to the library or Career Services. They may want them.

**Step 9 - Relax.** The graduate school is where you are going to spend only 2 to 7 years of your life. Pick the best school for your goals. The better the match between your interests and the faculty/department focus and philosophy, the happier you will be. You will also be able to weather the many frustrations to be faced, especially for those seeking a Ph.D. This match is far more important than the geographical location or reputation of the school. The choice you make will affect your entire career!

**Step 10 - Letters & your statement.** After deciding on one or more school to which you will apply, the next tasks are to request letters of recommendations and write personal statements for the applications. Hopefully, you have become familiar with 2-3 faculty member. It’s important that they can write not only about the grads you’ve received in their courses, but also about qualities that make you a good candidate for a graduate program. As you complete your 4 years at FSU, try to get involved in academic clubs, the student government, leadership activities, teaching opportunities, independent studies, and internships. All of service as evident of your abilities and interests.

In writing a personal statement, follow the specific directions. But, don’t be so specific in your interests that you seem narrow-minded or too vague or broad. Don’t dwell too much on personal experiences. Just give brief overviews of experiences that have affected you and directed your career focus. Most of all, check your organization and grammar. Pass the statement by a professor you feel comfortable with revealing personal information for comments. Also, go to CASA for a grammar check!!
Part IV

Appendices
Psychology Major Curriculum

**Related Required Courses:**

- **Math 117** Introduction to Statistics (GE Core)
- **Lab Science:** One of the following (Domain IIB)
  - Biol 142 Intro to Human Biology
  - Chem 131 Science-Environment and Health
- **Philosophy:** One of the following:
  - Phil 102 Intro to Ethics (Domain IIIC)
  - Phil 105 Intro to Political & Social Philosophy (Domain IIIB)
  - Phil 118 Intro to Philosophy of Science (Domain IB)

**Core Courses:**

- **PSYC 101** General Psych or **PSYC 200** Psych of Develop
  
  Note: Only Coordinate Education Majors may substitute PSYC 200 Psychology of Development for PSYC 101 General Psychology

- **PSYC 291** Research I: Descriptive & Correlational Meth

- **PSYC 391** Research II: Quasi-Exper/Exper Res Methods

**Capstone Courses:** Two of the following four 400-level

- **PSYC 450** Empirical Research Thesis in Psychology
- **PSYC 460** History & Systems in Psychology
- **PSYC 480** Psychology Seminar
- **PSYC 495** Internship in Psychology

**Psychology Concentration:**

- **Biological Domain** - One of the following:
  - INTD 225 Biopsychology
  - PSYC 245 Health Psychology
  - PSYC 280 Sensation & Perception

- **Developmental Domain** - One of the following:
  - **PSYC 200** Psychology of Development
  - **PSYC 201** Child Development
  - **PSYC 212** Adolescent Development
  - **PSYC 231** Adult Development

- **Learning & Cognition Domain** - One of the following:
  - **PSYC 236** Psychology of Learning
  - **PSYC 263** Cognitive Psychology
  - **PSYC 271** Behavior Modification

- **Sociocultural Domain** - One of the following:
  - **PSYC 215** Personality Psychology
  - **PSYC 224** Social Psychology
  - **PSYC 259** Cultural Psychology
  - **PSYC 286** Psychology of Women

**Psychology Electives** - Three upper-level psychology courses:

**General Education Domain Courses:**

- **ENGL 101** Expository Writing
- **Math**
- Domain IA - Creative Arts
- Domain IB - Humanities
- Domain IC - Language
- Domain IIA - Analysis, Module & Prob Solv
- Domain IIB ** - Natural Sciences
- Domain IIB - ... on the Past
- Domain IIIB - ... on the Contemporary Issues
- Domain IIIC – Global Comp & Ethical Reas Lab

**Free Electives** – Ten courses:

**Minor** (optional):

**Courses for minors may also meet Gen Ed requirements**
Elective 1  PSYC 3_____________ or 4_____________
Elective 2  PSYC 3_____________ or 4_____________
Elective 3  PSYC 3_____________ or 4_____________

Total of 32 courses completed within categories below:

- 10 Gen Ed
- 12 Psychology
- 10 Free electives
GENERAL EDUCATION (2013)

Common Core Requirements Two (2) Course-Credits Required
A. ENGL 110 Expository Writing
B. MATH xxx College-Level Mathematics Course (Specific course dependent on math placement scores and major requirements). Any course used to fulfill this requirement cannot be used to fill any other General Education Requirement.

Notes about Courses in the Common Core
- **Writing:** The Common Core writing requirement must be completed within the first year of matriculating at the university
- **Math:** The specific core math course students must take will be dependent on math placement scores and major requirements. This requirement must be completed within the first two years of matriculating at the university.

Domain I Three (3) Course-Credits Required The study of representations of human experience.

A. **One (1) course in Creative Arts** - The study of creative expression through the practice of artistic problem solving.
   - ARTS 241 Ceramics
   - ARTS 234 Children's Book Illustration
   - ARTS 200 Drawing Fundamentals
   - ARTS 120 Introduction to Painting
   - ARTS 167 Introduction to Studio Art
   - ARTS 290 Study Tour: Art & Architecture
   - COMM 208 Basic Photography
   - COMM 212 Drama Workshop
   - COMM 107 Effective Speaking
   - COMM 280 Introduction to Film Production
   - COMM 262 Television Studio Production
   - COMM 226 Writing for Visual Media
   - CSCI 108 HTML, JavaScript Programming, and Web Site Development
   - CSCI 140 Introduction to the Internet, Graphics and Multimedia
   - ENGL 282 Creative Writing
   - INTD 160 Image, Sound and Structure

B. **One (1) course in Humanities** - The study of artistic, literary, and philosophical works through analysis and interpretation.
   - ARTH 282 American Art
   - ARTH 160 Introduction to the World of Art
   - ARTH 273 Modern Art History
   - ARTH 290 Study Tour: Art & Architecture
   - COMM 210 History of Photography
   - COMM 130 Introduction to Visual Communication
   - COMM 201 Oral Interpretation of Literature
   - ENGL 262 American Writers II
   - ENGL 111 Approaches to Literature
   - ENGL 232 Irish Literature
   - ENGL 250 Literature and Gender
   - ENGL 201 Mythology and Folklore
   - ENGL 220 Shakespeare
ENGL 243 The American Short Story  
ENGL 207 The Language of Film  
MUSC 141 American Musics  
MUSC 235 History of Rock Music  
MUSC 121 Music Appreciation  
MUSC 206 Music of the Twentieth Century  
MUSC 201 Theory I: Materials of Music  
**PHIL 118 Introduction to the Philosophy of Science**  
PHIL 101 Invitation to Philosophy

C. One (1) **Language course** - The study of language in its cultural contexts.  
MLCH 171 Elementary Chinese I  
MLCH 172 Elementary Chinese II  
MLCH 271 Intermediate Chinese I  
MLCH 272 Intermediate Chinese II  
MLFR 101 Elementary French I  
MLFR 102 Elementary French II  
MLFR 201 Intermediate French I  
MLFR 202 Intermediate French II  
MLPO 141 Elementary Portuguese I  
MLPO 142 Elementary Portuguese II  
MLSL 121 American Sign Language I  
MLSL 122 American Sign Language II  
MLSP 131 Elementary Spanish I  
MLSP 132 Elementary Spanish II  
MLSP 231 Intermediate Spanish I  
MLSP 232 Intermediate Spanish II

**Notes about Courses in this Domain:**  
- **Language**: Students who have completed Level IV of a high school foreign language or achieve a placement exam score of 1 or higher through the Modern Language Placement test will then be waived from Domain I-C. Students with this waiver must complete another requirement from within Domain I.

**Domain II Three (3) Course-Credits Required** - The study of problem-solving, scientific discovery, logical reasoning, and quantitative analysis.

A. One (1) **course in Analysis, Modeling, and Problem Solving** - The study of analytical, quantitative, and/or formal reasoning methods involving the manipulation of numbers or other symbols to solve problems.

- CSCI 152 Computer Science I Using Java  
- CSCI 120 Introduction to Information Technology  
- MATH 219 Calculus I  
- MATH 123 College Algebra  
- MATH 110 College Mathematics I  
- MATH 120 College Mathematics II  
- **MATH 117 Introduction to Statistics**  
- MATH 119 Mathematics for the Liberal Arts  
- MATH 200 Precalculus  
- PHIL 103 Introduction to Logic  
- QUAN 201 Quantitative Modeling for Business and Economics

B. Two (2) **courses in Natural Sciences** (The two courses must be from two different subject codes; at least one of the courses must be a lab science course) - The study of classical and modern principles of life and physical sciences, together with a critical appreciation of how scientific knowledge has been constructed, including methods of validating the results of scientific inquiry.
ASTR 230 Stars and Galaxies
ASTR 220 The Solar System
BIOL 101 Biological Concepts (with Lab)
BIOL 103 Biological Perspectives on Environmental Issues
BIOL 112 Biology of Marine Organisms (with Lab)
BIOL 142 Introduction to Human Biology (with Lab)
BIOL 203 Plants and Society
CHEM 101 The Chemistry of Life
CHEM 103 General Chemistry (with Lab)
CHEM 107 Principles of Chemistry (with Lab)
CHEM 108 Principles of Chemistry and Quantitative Analysis (with Lab)
CHEM 131 Science, Environment, and Health (with Lab)
EASC 131 Conversations with the Earth
EASC 241 Introduction to Meteorology
EASC 246 Oceanography
FDSC 151 Principles of Food Science
FDSC 161 Introduction to Food Science and Technology (with Lab)
GEOL 231 Physical Geology (with Lab)
NUTR 205 Nutrition Science and Applications
PHSC 109 Introduction to Physical Science (with Lab)
PHYS 111 Physics, Nature, and Society (with Lab)
PHYS 201 Introductory Physics (with Lab)
PHYS 211 Principles of Physics I (with Lab)

Notes about Courses in this Domain

- The specific Mathematics course used to satisfy the Common Core requirement cannot be used to fulfill Domain II-A.
- Sciences: Students must take two (2) sciences courses, one of which must be a lab science course. The two courses may not have the same subject prefix code.

Domain III Three (3) Course-Credits Required - the study of human behavior, cultures, and societies.

A. One (1) course in Perspectives on the Past - The study of human behavior, culture, and expression through explorations of the past.

ANTH 206 Forensic Anthropology
ANTH 172 Interpreting the past: Archeological Perspectives
ARTH 270 History of Art I
ARTH 272 History of Art II
ENGL 209 Film History From 1895-1960
FASH 223 History of Costume
HIST 154 Europe and the World since circa 1450
HIST 153 Europe and the World to circa 1450
HIST 152 United States History since Reconstruction
HIST 151 United States History to Reconstruction
MUSC 209 From Bach to Beethoven
MUSC 205 Music of the Romantic Period

B. One (1) course in Perspectives on the Contemporary World - The study of human behavior, culture, and expression through explorations of the present.

ANTH 258 Critical Approaches to Men and Masculinities
ANTH 161 Cultural Anthropology
ANTH 253 Gender Across Cultures
ANTH 243 Native American Cultures
CRIM 240 Drugs, Social Control and the Law
CRIM 270 Social Deviance
CRIM 121 Sociological Perspectives on Criminology
CRIM 201 White Collar Crime  
CSCI 135 Information, Technology and Society  
ECON 102 Principles of Microeconomics  
ENGL 203 Global Perspectives in Literature  
GEOG 211 Cultural Geography  
GEOG 101 Introduction to Human Geography  
GEOG 180 Native American: A Geographic and Legal Perspective  
PHIL 105 Introduction to Political and Social Philosophy  
POSC 110 Introduction to American Politics  
POSC 250 American Legal Systems  
PSYC 101 General Psychology  
PSYC 200 Psychology of Development  
SOC 280 Aging in Society  
SOC 101 Introduction to Sociology  
SOC 230 Law and Society  
SOC 263 Social Inequality  
SOC 130 Social Problems  
SOC 282 Society, Technology, and the Future  
SOC 212 Sociology of Families  
SOC 218 Women in Society  

C. One (1) course Global Competency, Ethical Reasoning, and/or Human Diversity  The study of global systems and issues, ethical principles, and/or differences and commonalities among groups of people. Courses in this group can incorporate any or all of these topics.  

ANTH 207 Global Issues in Anthropology  
ANTH 290 Non-Western Cultural Studies Tour  
ARTH 200 Art and Social Values  
ARTH 288 Latin American Art  
ARTH 285 The Art of Asia  
COMM 245 Cultural Aspects of Media Representation  
CSCI 138 Information, Technology and the Environment  
ECON 101 Principles of Macroeconomics  
EDUC 222 Sheltered English Immersion  
ENGL 264 African American Literature  
ENGL 260 American Ethnic Literature  
FASH 253 Cultural Dress  
GEOG 222 Geographic Perspectives on Globalization  
GEOG 252 Geography of Europe  
GEOG 257 Geography of Latin America  
GEOG 254 Geography of Monsoon Asia  
GEOG 253 Geography of Russia and the Former Soviet Republics  
GEOG 255 Geography of Sub-Saharan Africa  
GEOG 256 Geography of the Middle East  
GEOG 250 Geography of the United States and Canada  
GEOG 165 Global Cities
GEOG 290 Non-Western Regional Geography: Field Study
GEOG 206 Political Geography
GEOG 291 Western Regional Geography: Field Study
GEOG 110 World Regional Geography
GLST 101 Introduction to Global Studies
HIST 155 Comparative History of World Civilizations
HNRS 101 First Year Student Honors Seminar
MLLI 110 The Languages of the World
MUSC 151 History and Literature of Jazz
MUSC 212 Music, Dance, and Ritual in the Pacific
MUSC 220 Women in Music
MUSC 171 World Music Cultures
PHIL 222 Bioethics
PHIL 102 Introduction to Ethics: Why be Moral?
POSC 260 Comparative Politics
POSC 216 Film and Politics
POSC 120 Introduction to World Politics
POSC 220 The Politics of Globalization
SOCI 204 Environmental Sociology
SOCI 288 Immigration in the United States
SOCI 245 Race and Ethnic Relations
SOCI 220 Sport in Society

Laboratory Courses: All students must take one laboratory science, to be chosen from among the following courses that satisfy General Education Domain II-B.

BIOL 101 Biological Concepts
BIOL 112 Biology of Marine Organisms
BIOL 142 Introduction to Human Biology
CHEM 103 General Chemistry
CHEM 107 Principles of Chemistry
CHEM 108 Principles of Chemistry and Quantitative Analysis
CHEM 131 Science, Environment, and Health
FDSC 161 Introduction to Food Science and Technology
GEOL 231 Physical Geology
PHSC 109 Introduction to Physical Science
PHYS 111 Physics, Nature, and Society
PHYS 201 Introductory Physics
PHYS 211 Principles of Physics I

GENERAL EDUCATIONS REQUIREMENTS

Core Requirements:
  o  Writing (ENG110 Expository Writing)  
  o  Math (MATH 117 Introduction to Statistics) 

Domain I-A:
  o  Creative Arts: (ARTS 120 or 167 or 200 or 234 or 241 or 290 or COMM 107 or 208 or 212 or 226 or 262* or 280 or CSCI 108 or 140 or ENGL 282 

Domain I-B:
  o  Humanities (ARTH 160 or 273 or 282 or 290* or COMM 130 or 201 or 210 or ENGL 111 or 201 or 207 or 220 or 232 or 243 or 250 or 262 or MUSC 121 or 141 or 201 or 206 or 235 or PHIL 101 or 118) 

Domain I-C:
  o  Language (MLCH 171 or 172 or 271 or 272 or MLFR 101 or 102 or 201 or 202 or MLPO 141 or 142 or MLSL 121 or 122 or MLSP 131 or 132 or 231 or 232) 

Domain II-A:
  o  Analysis, Modeling, & Problem Solving (CSCI 120 or 152 or MATH 110 or 117 or 119 or 120 or 123 or 200 or 219 or PHIL 103 or QUAN 201) 

Domain II-B: 2 classes
  o  Natural Sciences (2 Classes in ASTR 220 or 230 or BIOL 101 or 103 or 112 or 142 or 203 or CHEM 101 or 103 or 107 or 108 or 131 or EASC 131 or 241 or 246 or FDSC 151 or 161 or GEOL 231 or NUTR 205 or PHYS 111 or 201 or 211) 

Lab: Yes  No 
Lab: Yes  No 

Domain III-A:
  o  Perspectives of the Past (ANTH 172 or 206 or ARTH 270 or 272 or ENGL 209 or HIST 151 or 152 or 153 or 154 or MUSC 205 or 209) 

Domain III-B: 
  o  Satisfied through completion of Psychology Major 

Domain III-C: 
  o  Global Competency, Ethical Reasoning (ANTH 207 or ARTH 200 or 285 or 288 or COMM 245* or CSCI 138 or ECON 101 or EDUC 222* or ENGL 260 or 264 or GEOG 110 or 165 or 206 or 222 or 250 or 252 or 253 or 254 or 255 or 256 or 257 or 290 or 291 or HIST 155 or HNRS 101 or MLLI 110 or MUSC 151 or 171 or 212 or 220 or PHIL 102 or 222 or POSC 120 or 216 or 220 or 260 or SOCI 204 or 220 or 245 or 288)