

HANDBOOK FOR PSYCHOLOGY MAJORS AND MINORS 2005-2006

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PART I: GENERAL INFORMATION

This *Handbook for Psychology Majors and Minors* is designed to assist you with the academic planning of a major or minor in psychology. This *Handbook* is an important supplement to the *CMU Undergraduate Bulletin* and your faculty adviser. The *CMU Undergraduate Bulletin* provides information on **all requirements** for graduation whereas this *Handbook* provides information only about **psychology requirements** for graduation. Faculty advisers adjust their advice to the needs of particular students, but this *Handbook* ensures that there is consistency in what students are told.

Remember that the *CMU Undergraduate Bulletin*—not this *Handbook*—is the official document of the University.

Opportunities for Psychology Graduates

It is not unusual for someone contemplating a psychology major or minor to ask, "What can I do with a degree in psychology?" The answer is rather straightforward: Psychology graduates generally enter the work force or go on to graduate school. When psychology graduates enter the work force, they often enter a business field, one of the human service areas, or teaching.

Employment Opportunities

Psychology graduates generally fare quite well in business fields. Research has shown that psychology graduates are just as upwardly mobile as other college graduates, including those with business degrees. Many personnel recruiters say that they consider the psychology curriculum to be quite rigorous and attractive to business, and some recruiters even cite evidence indicating superior GPAs of psychology majors. Whereas some organizations are biased against liberal arts majors and look for graduates with business or technical degrees, many firms consider a psychology degree excellent preparation. In particular, the critical thinking and computer skills acquired in the statistics and research methods sequence are highly valued by employers. Psychology majors are experienced at generating and evaluating hypotheses, gathering, analyzing, and reasoning from data, and in communicating their findings both orally and in writing. Also, the management of human behavior is an important expense and concern to businesses. Thus, persons with an understanding of human behavior are often vital additions to management teams charged with organizational decision making.

In addition to opportunities in business, there are opportunities for psychology majors in human service fields. For example, psychiatric aide, adoption caseworker, probation officer, substance abuse counselor, and residential treatment center houseparent are human service jobs often held by psychology graduates. The U. S. Department of Labor, Bureau of Labor Statistics, projects that the human services workforce will continue to be one of the fastest growth areas within the economy from 2002-2012. The Bureau notes:

Job opportunities for social and human service assistants are expected to be excellent, particularly for applicants with appropriate postsecondary education. The number of social and human service assistants is projected to grow much faster than the average for all occupations between 2002 and 2012—ranking the occupation among the most rapidly growing. Many additional job opportunities will arise from the need to replace workers who advance into new positions, retire, or leave the workforce for other reasons. There will be more competition for jobs in urban areas than in rural areas, but qualified applicants should have little difficulty finding employment. Faced with rapid growth in the demand for social and human services many employers increasingly rely on social and human service assistants to undertake greater responsibility for delivering services to clients.

There are two caveats to this rosy picture. First, bachelor level human service jobs generally do not pay as well, or offer as many opportunities for advancement, as jobs obtained by those with post-secondary (post bachelors) education or jobs found in the business sector. Nevertheless, many psychology graduates obtain satisfying employment in human service careers. For more labor statistics visit the Bureau of Labor Statistics web site <http://www.bls.gov/oco/ocos056.htm>.

For more information on employment opportunities for psychology graduates, you can also (1) visit the CMU Office of Career Services and Resource Center, 215 Bovee University Center (774-3068) to review their employment materials and speak with an adviser; (2) talk with your psychology adviser or any member of the psychology faculty about your career goals; (3) visit the World Wide Web sites listed at the end of the *Handbook* (and links from our department home page, www.chsbs.cmich.edu/psychology/); (4) review the materials listed below, which are available in Park Library.

Landrum, E., Davis, S., Landrum, T. A. (2000). *The psychology major: Career options and strategies for success*. Upper Saddle River, NJ: Prentice Hall.

Morgan, B. L. & Korschgen A. J. (1998). *Majoring in psych? Career options for psychology undergraduates*. Boston: Allyn & Bacon.

Sternberg, R. J. (1997). *Career paths in psychology: Where your degree can take you*. Washington, DC: American Psychological Association

Graduate School

In order to use the title "PSYCHOLOGIST," you must complete graduate work in psychology. Psychology students often pursue graduate study either immediately after obtaining the bachelor's degree or after completing a few years of relevant work experience. If you are contemplating graduate study, you should carefully read the section of this *Handbook* entitled "Applying to Graduate School." An undergraduate major in psychology also provides a good background for graduate study in other disciplines, such as management, social work, criminal justice, or counseling. Furthermore, the bachelor's degree in psychology can be used as a pre-professional degree (e.g., pre-law, pre-med, pre-physical therapy, pre-physician's assistant). If you plan to enter a health-related profession, ask your health professions adviser for a checklist of preparatory courses that should be completed in addition to your psychology major.

The Advising Process

In order to graduate with a major (or minor) in psychology, you must have an Authorization for a Major (or Minor) on file in the *Undergraduate Academic Services* office, 123 Warriner Hall. This form is completed jointly by you and your psychology faculty adviser and requires both signatures. You are given a copy of the completed form to keep. It is important to keep this form where you have access to it. Upon applying for graduation, you will have an audit and you may be asked to present them with this copy.

To be assigned a psychology adviser, simply visit the receptionist in the Psychology Department office (Sloan Hall, Room 101) or call 774-3001. Advisers in the Psychology Department are all members of the faculty. If you request a particular adviser, attempts will be made to honor the request. Otherwise, an adviser will be assigned.

It is up to you to schedule a conference with the faculty adviser at a time that is convenient for both parties. Though the receptionist does not schedule appointments for faculty, they will provide you with a 3x5 card listing the faculty member's office hours, office number, phone number, and e-mail address. A phone call, visit, or electronic message should be sufficient to set up a meeting time.

YOU ARE ADVISED TO MEET WITH YOUR FACULTY ADVISER AS SOON AS YOU KNOW YOU ARE INTERESTED IN A PSYCHOLOGY MAJOR OR MINOR. Obviously, the psychology adviser can provide more guidance to students who are just beginning their courses of study than to students who are nearing graduation.

You are only *required* to see a faculty adviser to complete and sign the *Authorization for a Major (Minor)* form. Generally, this requires only a single meeting. However, you are *encouraged* to meet with your adviser as often as you feel it would be beneficial. In particular, it is recommended that the adviser be consulted any time you are thinking of changing your vocational plans or the courses you plan to take.

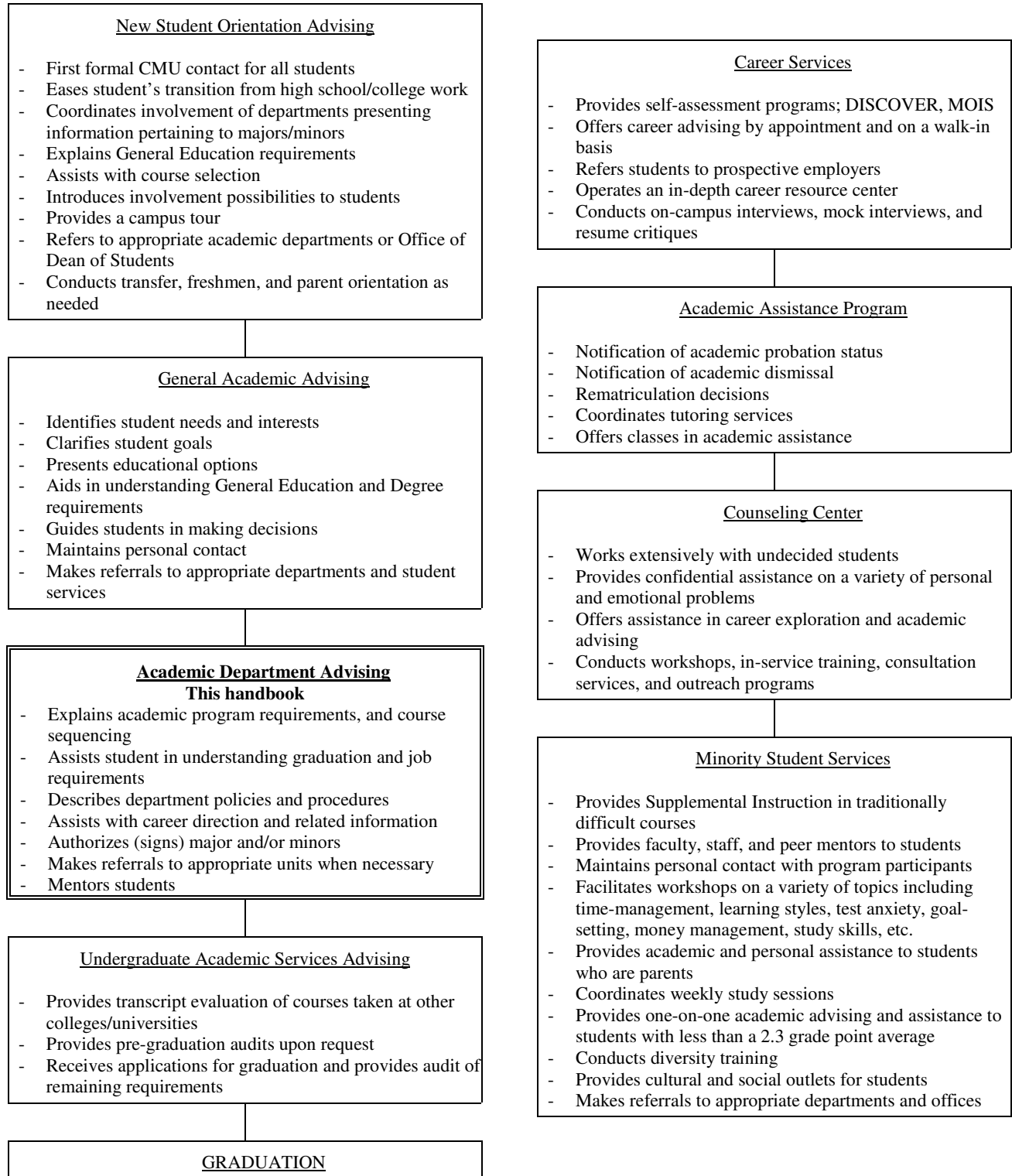
If you wish to make a change in the courses listed as REQUIRED on the original *Authorization Form*, your adviser *must* be consulted and a **Change in Authorization** *must* be completed and signed. Even after you have been assigned an adviser, you are free to consult with any member of the Psychology Department, at any time, for additional points of view and to compare advice.

Psychology faculty members advise students about psychology classes but are not trained to answer questions about university requirements or procedures. If you are seeking advice regarding other aspects of your academic program, you should contact Undergraduate Academic Services (123 Warriner, 774-3504) for coursework transfers and graduation requirements (including audits) or Academic Advising (BUC Student Service Court, 774-7506) for information about the University Program, competency requirements, and degree structures.

Selecting a Minor to Accompany a Psychology Major

You have the option of electing one of two plans for the B.S. degree: with or without a minor. A minor is optional on the B.A. degree. If you decide to complete a minor, the choice should be a function of your interests and your post-graduation plans. This is an excellent topic to discuss with your adviser. Many psychology majors double-major; in this case, the second major fulfills the minor requirement on the B.S. degree (plan B).

Central Michigan University Academic Advising Services Student Flow Chart



Requirements for Graduation

You will need to satisfy three sets of requirements for graduation: (I) general requirements set forth by the University for all CMU graduates, (II) requirements mandated by the degree program you have chosen, and (III) requirements set forth by the Psychology Department.

I. General Requirements

The general requirements set forth by the University for all CMU graduates are specified in the *CMU Undergraduate Bulletin*. Although some of the requirements are highlighted here, you are urged to carefully read the relevant sections of your *Undergraduate Bulletin*. If you have questions regarding these general requirements, contact an academic adviser in the *Academic Advising* office, *BUC Student Service Court* (774-7506).

General Education Requirements. Undergraduate students at CMU are required to fulfill *General Education Requirements* that are divided into three parts:

- **University Program:** You must complete 30 semester hours of courses in Humanities, Natural Sciences, Social Sciences, and Integrative and Area Studies. The courses must be chosen from an approved list and at least three credits are selected from each of nine sub-groups. The *CMU Undergraduate Bulletin* provides detailed information on the program, explains in detail the rules that must be observed, and lists the approved courses in each sub-group.
- **Competency Requirements:** You must demonstrate competency in written English, oral English, and mathematics. The *CMU Undergraduate Bulletin* describes the acceptable ways for demonstrating competency.
- **Other Graduation Requirements:** In addition to *General Education Requirements*, you are required to satisfy other requirements for graduation. You must earn a minimum of 124 semester hours of acceptable credit, with the exact number determined by your degree program. Among other restrictions, at least 40 of these hours must be earned in courses numbered 300 and above. You must earn a cumulative grade point average of 2.00 (C) or higher and a grade point average of 2.00 (C) or higher in the major(s) and minor(s). These and other graduation requirements are explained in the *CMU Undergraduate Bulletin*.

II. Degree Requirements:

Degree requirements are listed in your bulletin. You should seek advice early in your college career as to how to most efficiently satisfy degree requirements. The psychology major can be used in the following degree programs:

- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.) Plan A or B

In the B.A. and B.S. degree programs, courses taken for the psychology major may be used to satisfy other degree requirements. In the B.S. degree programs, however, psychology courses taken to satisfy University Program requirements may not be used to satisfy area requirements. See your *CMU Undergraduate Bulletin* for specifics.

- The **psychology minor** can be used to satisfy minor requirements for the following degree programs:
- Bachelor of Arts (B.A.)
 - Bachelor of Applied Arts (B.A.A.)
 - Bachelor of Fine Arts (B.F.A.)
 - Bachelor of Science (B.S.) Plan B (plan A does not require a minor)

Courses taken to complete the minor may be used to satisfy other degree requirements with the exception that the same courses cannot be used to satisfy both area and University Program requirements on the B.S. degree programs. In most cases, it is important to talk to your Major adviser before deciding on a minor, psychology or otherwise.

III. Requirements for Majors and Minors

The Psychology Major

The Psychology Department offers you a choice of two majors. The first is a flexible, 30-credit major that is appropriate for anyone interested in psychology, regardless of post-graduation plans. The second is a 39-credit major that is relatively structured. This major is recommended if you wish to go on for graduate study in psychology. Regardless of which major you select, you must complete at least 15 hours of psychology coursework at CMU. Psychology is one of the approved pre-professional majors for programs such as physician's assistant and physical therapy; psychology is also a popular major for students who go on to other professional programs such as social work, counseling, law, and business.

Psychology major – general. This is the flexible major that students may consider regardless of their post-graduation plans. This major requires you to complete a minimum of 30 semester hours of PSY courses. Four courses are specifically required on this major:

- PSY 100 (3) - Introduction to Psychology
- PSY 211 (3) - Introduction to Psychological Statistics
- PSY 285 (3) - Research Methods
- PSY 385 (3) - Applications of Research Methods

Because English 201 or 303 is a prerequisite for PSY 385, it should be viewed as another required course. You should begin the 211/285/385 sequence early in your psychology program. It is possible to substitute a statistics course (STA 282 or STA 382) for PSY 211. If *Introduction to Statistics* (STA 282) or *Elementary Statistical Analysis* (STA 382) is substituted for PSY 211, you must take an additional 3 hours of psychology. You should check with your adviser for details and procedures for substitution. **In order to take PSY 285, you must earn a "C" or better in PSY 211. In order to take PSY 385, you must earn a "C" or better in PSY 285.**

Beyond these stated requirements, you must select at least 18 other semester hours of psychology classes. Use information about additional courses detailed in this *Handbook*, **ALONG WITH SUGGESTIONS FROM YOUR FACULTY ADVISER**, to help you select your courses.

Psychology major — graduate preparation. This relatively structured major is recommended for students who wish to pursue graduate training in psychology. On this major, you must complete 39 semester hours of PSY courses, including the following:

- PSY 100 (3) - Introduction to Psychology
- PSY 211 (3) - Introduction to Psychological Statistics
- PSY 220 (3) - Developmental Psychology
- PSY 285 (3) - Research Methods
- PSY 330 (3) - Social Psychology
- PSY 383 (3) - Learning and Memory
- PSY 385 (3) - Applications of Research Methods
- PSY 387 (3) - Behavioral Neuroscience
- PSY 409 (3) - History and Systems

In addition, you must select one course from the following list:

- PSY 250 (3) - Abnormal Psychology
- PSY 310 (3) - Psychological Testing
- PSY 336 (3) - Industrial/Organizational Psychology
- PSY 340 (3) - Studies in Personality

And you must select one course from the following list:

- PSY 382 (3) - Perception
- PSY 384 (3) - Behavior Analysis
- PSY 583 (3) – Motivation and Emotion
- PSY 589 (3) - Cognitive Psychology

This leaves 6 hours for electives that should be selected in consultation with your adviser.

As is the case with the general psychology major, English 201 or 303 is a prerequisite for PSY 385, so it should be viewed as another required course. You should begin the 211/285/385 sequence early in your psychology program. It is possible to substitute a statistics course (STA 282 or 382) for PSY 211, but three additional hours of psychology are required. You should check with your adviser for details and procedures for substitution. **In order to take PSY 285, you must earn a "C" or better in PSY 211. In order to take PSY 385, you must earn a "C" or better in PSY 285.**

You may wish to create your own major using portions of the graduate preparation major. That is, you may use the general major option but follow the plan for the graduate preparation major with a slight revision here or there. Regardless of your plans, **CONSULTING WITH YOUR FACULTY ADVISER EARLY IN YOUR EDUCATIONAL CAREER IS STRONGLY RECOMMENDED.**

Special course restrictions for the psychology major. Only PSY 100 may be taken on a Credit/No Credit basis. Further, you may count only 9 hours of coursework from the following list toward the major, with only 3 hours from any one of these courses: PSY 200 and PSY 400: *Special Issues*; PSY 496: *Directed Research*; PSY 497: *Independent Study*; PSY 498: *Undergraduate Honors Thesis in Psychology*, PSY 500: *Special Issues*, PSY 501: *Workshop*; and PSY 502: *Teaching Assistant in Psychology*. For PSY 496, PSY 497, and PSY 502, the topics and requirements *must* be arranged with the instructor *prior* to registering for the course. To enroll in any of these courses, you must fill out a specific form. These forms can be picked up in the Psychology Department, Sloan 101.

Cognitive Science Major. This interdisciplinary major offered jointly by the Psychology, Computer Science, and Philosophy departments consists of 27 credit hours in the core, 12 hours of electives, and up to 20 hours of corequisites and prerequisites. The course content provides preparation for career opportunities or further professional study in areas that combine computer technology with the study of cognition. The format of the major allows students to focus in any of the related disciplines by their selection of electives.

The following courses are required:

- CPS 181 (3) – Introduction to Data Structures
- CPS 340 (3) – Advanced Data Structures and Algorithms
- CPS 480 (3) – Introduction to Artificial Intelligence
- PHL 140 (3) – Introduction to Logic
- PHL 320 (3) – Theory of Knowledge
- PHL 325 (3) – Philosophy of Mind
- PSY 100 (3) – Introduction to Psychology
- PSY 382 (3) – Perception
- PSY 589 (3) – Cognitive Psychology

You must complete twelve hours from among the following:

CPS 450 (3) – Programming Language Concepts
CPS 542 (3) – Analysis and Design of Algorithms
CPS 576 (3) – Digital Image Processing
PHL 100 (3) – Introduction to Philosophy
PHL 190 (3) – The Nature of Science
PHL 302 (3) – History of Philosophy: Modern Period
PHL 340 (3) – Intermediate Logic
PHL 390 (3) – Philosophy of Science
PHL 421 (3) – Philosophy of Language
PSY 211 (3) – Introduction to Psychological Statistics
PSY 387 (3) – Behavioral Neuroscience
PSY 330 (3) – Social Psychology
PSY 383 (3) – Learning and Memory
PSY 583 (3) – Human Motivation
PSY 587 (3) – Physiological Psychology

The following courses are co-requisites or prerequisites (up to 20 hours)

CPS 180 (3) – Principles of Computer Programming, prerequisite for CPS 181
CPS 210 (3) – Assembly Language and Computer Organization, prerequisite for CPS 340
MTH 130 (4) – Pre-Calculus Mathematics, prerequisite for MTH 132 and corequisite for CPS 180
MTH 132 (4) – Calculus I, prerequisite for MTH 223 and CPS 340
MTH 175 (3) – Discrete Mathematics, a corequisite for CPS 181
MTH 223 (3) – Linear Algebra, a prerequisite for CPS 340

Note: Some corequisite and prerequisite courses for the cognitive science major may be waived if you have adequate background.

As with the Graduate Preparation Major **IT IS OF THE UTMOST IMPORTANCE THAT YOU CONSULT WITH YOUR FACULTY ADVISER EARLY IN YOUR EDUCATIONAL CAREER.**

Neuroscience Major. This multidisciplinary major integrates coursework from Biology, Chemistry, Rehabilitation and Medical Sciences, and Psychology. The major provides the education required to compete for neuroscience related jobs or for admission to graduate schools. The major includes 27 credit hours of required courses, 12 hours of electives, and an additional 12 hours of chemistry options.

The following courses are required:

BIO 101 (3) – General Biology
BIO 392 (4) – Mammalian Physiology
BIO 591 (3) – Neurophysiology
BIO 487 (2) – Neuroscience Seminar (two semesters for a maximum of two credits) **OR**
PSY 487 (2) – Neuroscience Seminar (two semesters for a maximum of two credits)
PSY 100 (3) – Introduction to Psychology
PSY 387 (3) – Behavioral Neuroscience
PSY 588 (3) – Functional Neuroanatomy
PSY 211 (3) – Introduction to Psychological Statistics **OR**
BIO 500 (3) – Biological Statistics **OR**
HSC 544 (3) – Biostatistics
PSY 496 (3) – Directed Research **OR**
BIO 403 (3) – Undergraduate Research

Electives: Six hours from group A and six hours from group B, selected in consultation with your Adviser.

Group A

HSC 214 (3) – Human Anatomy	BIO 218 (3) – General Zoology
BIO 324 (3) – Cell Biology	BIO 326 (3) – Genetics
BIO 337 (4) – Comparative Anatomy	BIO 534 (3) – Endocrinology
BIO 552 (4) – Transmission Electron Microscope Technique	
BIO 554 (4) – Scanning Electron Microscope Technique	

Additional Requirements:

Students must take one of the following sequences:

CHM 120 (4) – Survey of Chemistry **AND**
CHM 127 (1) – Introductory Chemistry Laboratory **OR**
CHM 131 (4) – Introduction to Chemistry I **AND**
CHM 132 (4) – Introduction to Chemistry II **OR**
CHM 161 (5) – Principles of Chemistry **AND**
CHM 211 (4) – Quantitative Analysis

Plus one of the following:

CHM 342 (4) – Survey of Organic Chemistry **OR**
CHM 345 (3) – Organic Chemistry I **AND**
CHM 346 (3) – Organic Chemistry II **AND**
CHM 349 (2) – Introduction to Organic Chemistry Lab

Plus one of the following:

CHM 421 (3) – Survey of Biochemistry **OR**
CHM 425 (3) – Introduction to Biochemistry **OR**
CHM 521 (3) – Biochemistry I **AND**
CHM 522 (3) – Biochemistry II

In the neuroscience major, it is essential for students to work closely with their adviser in planning their course selections. **IT IS OF THE UTMOST IMPORTANCE THAT YOU CONSULT WITH YOUR FACULTY ADVISER EARLY IN YOUR EDUCATIONAL CAREER.**

The Five Year Master's in Experimental Psychology Program

The five year B.S/M.S. Option in Experimental Psychology. Outstanding students who are interested in pursuing advanced study in Experimental Psychology may want to consider the Accelerated Option in the M.S. in Experimental Psychology program. Students complete their B.S. degree with the General Psychology major in four years and complete the M.S. degree in Experimental Psychology in the fifth year. More information on this option can be found in the Graduate Bulletin and in the Experimental Psychology Program Handbook, both of which are available on-line. *Students who are interested in this option must be working with an Experimental Psychology program faculty member.* Students apply to the Experimental Program in their junior year and must meet all requirements for regular admission to the program. Students who are accepted to this 12-month program must have completed all of their University Program requirements and still have 12 credit hours remaining in their Psychology major for the required graduate course work. Students who are interested in this option should contact the Experimental Psychology Program Director early in their program of study for advising.

The Psychology Minor

For a minor in psychology, you must complete at least 21 semester hours of psychology courses. Of these, 9 hours must be completed at CMU. *Introduction to Psychology*, PSY 100, is required. Beyond this, you may choose courses that interest you or that fulfill a stated goal (e.g., graduate school admission, career preparation, etc.). It is important that you consult a faculty adviser regarding selection of courses so that the psychology minor will be an important adjunct to your chosen major field of study. You may take any course on a credit/no credit basis as part of the minor.

Special course restrictions for the psychology minor. *Courses taken on a Credit/No Credit basis may be counted on the psychology minor.* At least 9 hours of minor coursework must be completed at CMU.

You may count only 6 hours of coursework from the following list toward the minor, with only 3 hours from any one of these courses: PSY 200 and PSY 400: *Special Issues*; PSY 496: *Directed Research*; PSY 497: *Independent Study*; 498: *Undergraduate Honors Thesis in Psychology*, PSY 500: *Special Issues*, PSY 501: *Workshop*; and PSY 502: *Teaching Assistant in Psychology*. For PSY 496, PSY 497, and PSY 502, the topics and requirements *must* be arranged with the instructor *prior* to registering for the course. A minimum 2.7 GPA (B-) must be earned in all teaching minors.

Authorization Forms for Majors and Minors

Once you and your adviser agree on which psychology courses you must successfully complete to graduate, the *Undergraduate Academic Services* office must have a written record of these agreements. Therefore, it will be necessary for you and authorized representatives of the Psychology Department (such as your adviser, undergraduate program director, or department chair) to complete one or more of the forms (a - d) listed below. One copy of the form is sent to *Undergraduate Academic Services*, one copy stays in the *Psychology Department Main Office* (101 Sloan Hall), and one copy is given to you. You cannot be audited for graduation until the appropriate authorization forms have been filed.

The forms listed below are used in the declaration of, or change in, a major or minor. Major and minor forms are available from your adviser. *Change in Authorization* forms and *Applications for Substitutions* are available at the desk in the Psychology Department main office, Sloan 101. Other forms that you may need—for example, coursework, transfers, or application for graduation—are available through *Undergraduate Academic Services* in 123 Warriner Hall.

- (a) **AUTHORIZATION FOR A MAJOR:** This is a form that you and your faculty adviser complete jointly during an advising session. It lists the courses you must complete to graduate with a psychology major. You must have this form completed, signed, and filed with *Undergraduate Academic Services*.
- (b) **AUTHORIZATION FOR A MINOR:** This is a form that you and your faculty adviser complete jointly during an advising session. It lists the courses you must complete to graduate with a psychology minor. You must have this form completed, signed, and filed with *Undergraduate Academic Services*.
- (c) **CHANGE IN AUTHORIZATION FOR MAJOR OR MINOR:** If you deviate from the major or minor requirements specified on the AUTHORIZATION FOR MAJOR (MINOR) form, this document must be completed and signed by your faculty adviser and filed with *Undergraduate Academic Services*.

- (d) **APPLICATION FOR SUBSTITUTION:** This form documents a request to substitute a course not listed on a degree program for a required psychology course. The course to be substituted usually must have similar content and level. These forms are signed by the *Undergraduate Director of the Psychology Department*.

Special Issues for Psychology Majors and Minors

Double counting of courses. Up to two *University Program (UP)* courses from the department of the major or minor may be counted toward both UP and major or minor requirements. You should check the *University Program* restrictions to find the conditions under which it can be done.

Hours that are counted toward non-teaching departmental majors or minors may also be counted as partial fulfillment of other departmental, interdisciplinary and/or interdepartmental major or minor requirements provided that (1) you complete the required number of semester hours for graduation, (2) no course may be counted toward both a major and minor in the same department, and (3) the courses so counted are specified by number in the *Bulletin* description of the majors or minors involved. **NOTE: When a course fulfills two or more requirements, it does *not* reduce the total of credits required for graduation.**

Variable credit courses. Some courses, such as PSY 496 (Directed Research), can be taken for variable credit. The number of credits that can be counted toward graduation is determined by university regulations as reported in the most current *Undergraduate Bulletin* when the course is taken. Therefore, it is important to look up the maximum allowable credits in a current *Bulletin* before enrolling in such courses.

Transferring courses. CMU maintains “transfer equivalency tables” that tell you how courses which have already been reviewed will transfer to CMU (see <http://webs.cmich.edu/ctrans/find.htm>). However, many courses in Michigan and across the country have never been reviewed, so you must ask the *Undergraduate Director or the Office of the Registrar* to evaluate courses that are not currently listed to ensure they will transfer. In addition, you may ask for a new review of a listed course if you feel that the transfer arrangement does not match the current content of the course.

All psychology students. Though every attempt has been made to accurately highlight the requirements for graduation, you must remember that this *Handbook is UNOFFICIAL*. *You are strongly urged to read the Academic Information portion of the CMU Undergraduate Bulletin*. The hour it takes to read the section could wind up sparing you considerable stress at a later date.

Suggested Courses for the General Major and for the Minor

These are lists of suggested courses for Majors and Minors who are not following the structured *Graduate Preparation Major*. The lists present courses relevant to employment in business, human services, and education as well as to graduate study in social work. The lists are presented as a guide from which you and your adviser can select the most appropriate courses for your major or minor. These lists are recommended, but not required. If you plan to attend graduate school in psychology, you should consider the *Graduate Preparation Major*.

Remember that PSY 100, 211, 285, and 385 are required of all psychology majors and that ENG 201 or 303 is a prerequisite for PSY 385. PSY 100 is required for the psychology minor.

Business

310 Psychological Testing	510	Principals of Psychological Measurement
330 Social Psychology	531	Group Dynamics
336 Industrial/Organizational Psychology	535	Organizational Psychology
337 Psychology of Advertising	536	Personnel Psychology
383 Learning and Memory	537	Organizational Behavior Management

Social Work

*220 Developmental Psychology	340	Studies in Personality OR 544 Theories of Personality
*250 Abnormal Psychology		
*310 Psychological Testing	*350	Clinical Interviewing and Counseling
*324 Child/Adolescent OR *325 Psychology of Aging	370	Applied Behavior Analysis
330 Social Psychology	459	Stress
531 Group Dynamics		
*334 Psychology of Women		

***Starred courses are recommended for students who have a social work concentration and the psychology minor.**

Human Services

220 Developmental Psychology	350	Clinical Interviewing and Counseling
250 Abnormal Psychology	370	Applied Behavior Analysis
310 Psychological Testing	459	Stress
330 Social Psychology	531	Group Dynamics
340 Studies in Personality		

Education

220 Developmental Psychology	340	Studies in Personality
250 Abnormal Psychology	383	Learning and Memory
310 Psychological Testing	384	Behavior Analysis
324 Childhood and Adolescence	531	Group Dynamics
330 Social Psychology	586	Applied Behavioral Analysis in Education
589 Cognitive Psychology		

Human Factors/Applied Experimental

325 Psychology of Aging	459	Stress
330 Social Psychology	510	Principles of Psychological Measurement
336 Industrial/Organizational Psychology	511	Statistics in Psychology
382 Perception	589	Cognitive Psychology
383 Learning and Memory		

Pre-Physical Therapy Majors

Physical therapy is not an undergraduate major. A number of undergraduates interested in Physical Therapy choose to major in Psychology. To help such students be sure to prepare for admission to the physical therapy training program at CMU if they wish to apply, a check-off sheet for completion of the physical therapy program recommendations is available in the Psychology Department main office, 101 Sloan Hall.

Admission to graduate training in Physical Therapy at CMU includes 9 credits of undergraduate coursework in Psychology including a course in developmental psychology (such as PSY 220) and an introductory course in statistics (such as PSY 211). A course in rehabilitation or health psychology is also strongly recommended. See the Physical therapy web site for more details regarding undergraduate prerequisites, <http://www.chp.cmich.edu/pt/prereq.htm>.

Pre-Physician's Assistant Coursework

There is no Pre-Physicians Assistant major offered at CMU. Admission to the graduate training program for Physicians Assistants at CMU requires undergraduate coursework including:

100 Introduction to Psychology and
220 Developmental Psychology.
Abnormal Psychology (PSY 250) is suggested.

See the Physician Assistant web site for more details regarding undergraduate prerequisites, <http://www.chp.cmich.edu/pa/prereq.htm>

Psychology Student Organizations

Psi Chi: The National Honor Society in Psychology

Psi Chi is the National Honor Society in Psychology, founded in 1929, for the purpose of encouraging, stimulating, and maintaining excellence in scholarship of the individual members in all fields, particularly in psychology. Psi Chi also promotes the science of psychology. Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association (APA) and a member of the Association of College Honor Societies.

Psi Chi serves two major goals. The first of these is the Society's obligation to provide academic recognition to its initiates by the fact of membership. The second goal is the obligation of each of the Society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to creative development. For example, Psi Chi makes active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter. Also, national and regional conventions are held annually in conjunction with the psychological associations' conventions. Additionally, there are research award competitions, certificate recognition programs, and a quarterly *Psi Chi Newsletter* that helps to unite the members as well as to inform and recognize their contributions and accomplishments.

At CMU, one of Psi Chi's most popular programs is the Class Hash that occurs just before pre-registration each semester, when students exchange experiences about classes they have taken. Class Hash can help you make decisions about which classes and instructors to take.

Other programs vary, and members are strongly urged to express opinions about proposed programs or to propose their own. Typically there is a social program and speakers each semester. Psi Chi also offers students the chance to present their own research.

Non-members are welcome at all meetings of Psi Chi. Students interested in becoming members may contact an officer of Psi Chi. The officers' names and phone numbers are posted on the bulletin board near the first floor elevator in Sloan Hall. Alternately, students may contact the faculty adviser, Dr. Roger Van Horn at vanho1kr@cmich.edu. Psi Chi applications are available from the receptionist in the Psychology Department office, Sloan 101. The local Psi Chi chapter has a web site at <http://www.chsbs.cmich.edu/psichi>, and can be reached via e-mail at cmu_psi_chi@hotmail.com.

Membership Requirements

1. Completion of 9 semester hours of psychology
2. Completion of at least 3 semesters of college
3. Registration for a major or a minor in psychology.
4. An overall GPA in the upper 35% of the student's graduating class. (In the past, this has been a 3.0 for sophomores, 3.2 for juniors and 3.3 for seniors.)
5. A "B" average (3.0) or better in psychology courses.
6. High standards of personal behavior.

American Psychological Society Student Caucus (APSSC)

CMU has an active chapter of the American Psychological Society Student Caucus (APSSC). As the representative body for the Student Affiliates of the American Psychological Society (APS), the APSSC is committed to the goals of that organization: to advance the discipline of psychology, to preserve the scientific base of psychology, to promote public understanding of psychological science and its applications, to encourage the application of psychology in the public interest, and to enhance the quality of education in the science of psychology.

APSSC is a service organization founded to act as a forum for graduate and undergraduate student issues, as a voice for students in APS policy decisions, and as a national networking and information resource. APSSC develops and enacts programs aimed at meeting the needs of both students and APS as a whole. Specific program goals are to promote student research, to provide opportunities for contact between students and psychologists in the field, to make policy recommendations to APS about student concerns, to assist in students' professional development through activities such as arranging funding for travel to conferences, to promote extracurricular educational participation via local chapters of the national student organization, and to disseminate information about the educational and scientific opportunities available to students.

At the national level, the APS Student Caucus (APSSC) is the representative body for student affiliates of APS and acts as a service organization for graduate and undergraduate students. Keep in mind that all student affiliates of APS are members of the APSSC.

Some of the caucus activities related to APSSC's goals are (1) a student research competition, (2) travel funds for attending the APS annual convention, (3) a local conference matching-funds program, (4) chapter recruitment, (5) an e-mail system for students (APSSCnet), and (6) a mentorship program.

In 1993, 1994, and again in 1995, CMU's Chapter of APSSC earned the National Outstanding Chapter Award for its unique activities during the year! In 1998, CMU's chapter was the only honorable mention ever for that award. The chapter meets bi-weekly to present research, attract new members, and engage in fund-raising. The officers' names and phone numbers are posted on the bulletin board near the elevator in Sloan Hall. The faculty adviser is Dr. Justin Oh-Lee. The society's local chapter maintains a website at <http://www.chsbs.cmich.edu/apssc> and can be reached via e-mail at cmuapssc@hotmail.com.

Industrial/Organizational Psychology Association (IOPA)

IOPA is an organization for graduate and undergraduate students interested in the subfield of psychology known as industrial and organizational (I/O) psychology. It promotes interest in I/O psychology by arranging for outside guest speakers, CMU faculty and students presenting their research and applied projects, and trips to major conferences in I/O psychology. Students interested in the field also can get more contact with relevant faculty and advising about careers in the field through membership in IOPA. The association meets several times during the academic year. The faculty adviser is Dr. Steven Wagner.

Central Neuroscience Society (CNS)

The Central Neuroscience Society (CNS) is an organization of undergraduate and graduate students with shared interest in the neurosciences. The organization sponsors guest speakers and hosts socials with talks given by students and/or faculty members in the Neuroscience Program. The CNS also coordinates an annual trip to the Michigan Chapter for the Society for Neuroscience meeting. The highlights of the CNS functions occur in October and in March. During the CMU Homecoming weekend, the CNS sponsors and hosts our annual BRAIN Center Symposium, which honors and features special talks by outstanding CMU neuroscience alumni. In March, the CNS sponsors and hosts special events during the national Brain Awareness Week. These events include an outreach program to local school districts (which include talks and demonstrations by students to K-12 students in the area), an annual BRAIN Center Open House (where lab tours and demonstrations are given for the general public), and a special talk for the general public. The faculty adviser for CNS is Dr. Gary Dunbar, Director of the Interdisciplinary Program in Neuroscience at CMU.

Anyone interested in CNS or in finding out more about neuroscience at CMU should feel free to contact Nicholas Dey, dey1nd@cmich.edu or Rebecca Myers, myers1ra@cmich.edu for more information.

Applying To Graduate School

New career opportunities open up for students who complete graduate programs in psychology, and these opportunities are a function of the level and area of graduate training which are completed. Generally speaking, there are three different levels of graduate degrees, though not all graduate schools offer all three degrees. A *master's degree* generally entails two years of graduate study (30-45 semester hours) and may or may not require a thesis. Many masters programs are designed to provide preparation for further graduate study, although some master's programs are vocationally oriented. A *specialist's degree* generally requires 60-70 semester hours of graduate study and is generally vocationally oriented rather than serving as preparation for further study. The *doctoral degree* is the highest degree awarded in psychology. The duration of study and specific requirements are quite variable depending on the particular program and the specialty area: Three years of course work is generally the minimum required, a doctoral dissertation or some equivalent is generally required, and a one-year internship may or may not be required. CMU offers one type of doctoral program in psychology: the Ph.D. (Doctor of Philosophy). This traditional doctoral degree is generally thought of as training scholars or researchers. A number of non-university affiliated professional schools offer the Psy.D. (Doctor of Psychology). The Psy.D degree is generally thought of as preparing practitioners. The above descriptions of degree levels and types are intended to serve as a very general guideline and introduction; programs vary considerably across universities and professional schools. ***It is of the utmost importance that you carefully investigate the specific programs you are considering.***

There are a variety of specialty areas within psychology that offer graduate training; for example, clinical psychology, community psychology, counseling psychology, developmental psychology, experimental psychology, health psychology, industrial/organizational psychology, physiological psychology, school psychology, social psychology, etc. In addition, psychology majors are often well-prepared for graduate study in other disciplines such as management, counseling, social work, or criminal justice.

Some areas of graduate study are relatively easy to get into; others are extremely competitive and accept only a small fraction of those who apply. Thus if you are contemplating graduate school, you should begin planning as early as possible. Keep in mind that although the Graduate Preparation Major is recommended, you can be accepted to graduate school with a strong General Major or occasionally even a minor.

You should consult your faculty adviser to learn more about the various issues raised in this section of the *Handbook*. In general, graduate school admissions are based on the following factors: undergraduate transcripts and grades, GRE scores, letters of recommendation, research experience and, for applied psychology programs, relevant work or volunteer experience or both.

Undergraduate Transcripts

Two aspects of the *undergraduate transcript* are generally considered in evaluating applicants. First is the grade point average; both overall GPA and psychology GPA are considered. Remember that the timing of graduate school applications generally precludes sending one's last semester's grades. Second, consideration is often given to the specific courses completed. Courses both inside and outside psychology are considered. Thus, it is important that the psychology adviser be consulted in determining which classes to take. The section on the graduate preparation major lists courses suggested for students who intend to pursue graduate study.

Graduate Record Exam (GRE) Scores

There are two aspects to the GRE: (1) General Aptitude test (verbal, quantitative, and writing tests), and (2) Advanced Psychology test. Many master's degree programs do not require GRE Scores, but almost all doctoral programs do. The scores that carry the most weight are the verbal and quantitative aptitude scores. Because these tests are based to a great extent on learned skills, you can improve your score by learning to read rapidly, improving your vocabulary, and learning to diagnose and calculate algebra, geometry, and trigonometry problems quickly. You also may need to be sure you are not bothered by test anxiety. The Counseling Center (102 Foust, 774-3381) has test anxiety reduction programs each semester. Some graduate programs require only the General Aptitude test, others require both the General Aptitude and the Advanced tests, and others require neither. Occasionally a graduate program requires the Miller Analogies Test (MAT). More information about the GRE can be obtained from the education testing services at www.gre.org or by calling the Computer-Based and Placement Testing Center at 774-1092, located in the lower level of the Robinson Dining Commons. See their web site for additional information and links, <http://www.cmich.edu/cbptc/faq.htm>.

Advice on how to prepare for the GRE should be sought from the faculty adviser and from students who have already taken the exam.

Letters of Recommendation

Letters of recommendation are generally a requisite part of the graduate application. A complete and impressive letter can only be written by someone who knows the student well. A faculty member who knows a student only from one course generally cannot write a detailed letter. Consequently, early in your education, it is important to create opportunities for individual faculty to get to know you. Faculty are accustomed to working with students and writing graduate school letters, so you will generally find them quite understanding and receptive. The most powerful letters tell of actual accomplishments beyond grades, so research experience or volunteer experience often leads to good letters of reference. You do not want a negative letter in your materials, so it is important to ask each potential referee whether he or she can write a positive letter for you.

Research Experience

Over the years, it has become increasingly important for students to acquire research experience prior to applying to graduate school. This experience must be completed early enough so that it can be evaluated by the graduate admissions committee. You can acquire research experience by assisting faculty with their research or by completing your own research project. To find out about research of interest to you, it is necessary for you to seek out and talk to professors directly. You should ask faculty directly about their research and offer to get involved. PSY 496, *Directed Research*, and PSY 498, *Undergraduate Honors Thesis in Psychology*, both provide opportunities for students to earn course credit and have faculty supervision while completing research. Often faculty require that students complete at least PSY 211 and PSY 285 before participating in research, so it is advantageous to complete the statistics and research methods sequence as early as possible in their program. ***Students who have presented their research at a psychology conference or who have had their research accepted for publication are at a tremendous advantage when applying to graduate schools.*** For more information, you should consult your faculty adviser. Excellent letters of recommendation often come from such experience.

Relevant Work or Volunteer Experience

Relevant work or volunteer experience is often weighted heavily in evaluating graduate school applications in clinical psychology, counseling psychology, or school psychology. A variety of experiences are appropriate, including such things as volunteering in a human service agency and working as a resident assistant or camp counselor. The particular experience which is most valuable depends on the area of graduate study to be pursued. Long term experiences are often more impressive than brief ones. If you are interested in clinical psychology, you should seek relevant experiences as soon as you decide that you will major in psychology. Your faculty adviser can often be very helpful in suggesting or arranging relevant experiences. In addition to enhancing your graduate school application, relevant work and volunteer experience can lead to (1) meaningful, detailed, and impressive letters of recommendation from your supervisor, and (2) a better understanding of your own long-range career goals.

Graduate School Applications

If you are considering graduate study in psychology, you need to investigate graduate programs during your junior year. By the end of the junior year, you should have a prepared list of programs to which you will apply. You should also use the junior year to prepare for the GRE, which is typically taken at the end of the junior or early in the senior year. In order to do well on the GRE, you should begin to prepare as soon as possible.

In early Fall of the senior year, you should write for applications from those programs to which you will apply. (Many schools post application materials on the internet, but many schools require multiple forms. Therefore, it is a good idea to phone each department to check that you are filling out all of the required forms.) Note that many programs update their application materials over the summer so do not assume materials obtained earlier are correct. Application deadlines vary, but are generally between December and February. Because it is often anxiety producing to apply for graduate school, many students postpone completing the graduate applications until the last possible moment. This is a serious mistake! Graduate applications should be completed with great care and forethought. Several rough drafts are often necessary before a final draft is ready. Questions should be read carefully and answered completely. The faculty who read graduate applications often have to screen hundreds of applications. They will typically give serious consideration only to those that stand out in excellence.

Resources to Help with Applications to Graduate School

The books and World Wide Web sites listed below contain helpful information on graduate training in psychology and the process of applying to graduate school. The first book is of particular value because it describes every psychology graduate program in the country and is updated annually. All four books are available in Park Library. APA books can be ordered directly from the American Psychological Association, 750 First Street, N.E., Washington, D. C. 20002-4242 (Telephone: 1-800-374-2721) (web site <http://www.apa.org>).

American Psychological Association. *Graduate Study in Psychology*. Washington, D.C.: Author. (revised annually)

American Psychological Association. *Getting in: A step-by-step plan for gaining admission to graduate school in psychology* (1993). Washington, D.C.: Author.

Morgan, B. L., & Korschgen, A. J. (1998). *Majoring in psych? Career options for psychology undergraduates*. Boston: Allyn & Bacon.

Sayette, M. A., Mayne, T. J., & Norcross, J. C. (2000). *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology*. New York: The Guilford Press.

Woods, P. J., & Wilkinson, C. S. (Eds.) (1987). *Is psychology the major for you?* Washington, D.C.: American Psychological Association.

The following websites offer useful information regarding the field of psychology, advanced training, professional organizations, job opportunities and other resources. Please let Barb Houghton in the Psychology Department office know if you find additional helpful web sites that should be included in this list.

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

This is the home page for the American Psychology-Law Society, a national organization for psychologists who work in the legal system. Click into information for students to read sample career profiles and obtain graduate school information.

<http://www.apa.org>

The APA website is the best starting point for information about careers in psychology, including detailed tables of salary figures. After getting into the home page, click “students” and then “considering a career in psychology?”

<http://www.psychologicalscience.org>

This site from the American Psychological Society links to the Student Caucus (click into “site map”) and additional advising links. It also allows you to browse job ads to explore the opportunities that might await you after graduate school.

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

The U.S. Department of Labor, Bureau of Labor Statistics, publishes the *Occupational Outlook Handbook*. After clicking into the home page, put a career title into the search engine to pull up a description of the field and information about preparation, salaries, and projected job outlooks. This site is very helpful for comparing related fields (e.g., social work vs. counseling) or reading about careers that are possibilities for a double major or minor (e.g., marketing, public relations).

<http://www.rider.edu/suler/gradschl.html>

This career pamphlet from Rider University describes various subfields of psychology and includes information about preparing for the graduate school application process.

http://www2.jobtrak.com/help_manuals/gradschool/

This site has a discussion of whether graduate school is right for you, and what to expect. You will find several resource links attached to this site.

<http://psychwww.com>

Psych Web has information for students and teachers of psychology, including full-text online classic books. It will assist you in finding Psychology departments on the Web. You can find several resource links, including APA Crib Sheets (brief summaries of formatting rules for preparing psychology manuscripts).

**PART II: PSYCHOLOGY DEPARTMENT FACULTY AND
DIRECTED RESEARCH & INDEPENDENT STUDY INTERESTS**

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>RESEARCH INTERESTS</u>
Renee Babcock	SL 228	6469	Cross-cultural differences in the experience of worry among young and older adults, adult age differences in memory and reasoning, use of computers among elderly adults
Richard Backs	HP 2180	6497	Psychophysiology of attention and human performance, aging, emotion and exercise effects on cognition, Director - Experimental Psychology Graduate Program
Terry Beehr	SL 233	6466	Industrial/organizational psychology
Sharon Bradley-Johnson	SL 232	6480	Assessment of learning disabilities, assessment of children with physical and/or mental impairments, infant/toddler cognitive assessment and intervention.
Neil Christiansen	SL 225	6495	Personnel testing and selection, organizational uses of personality inventories, Director - Industrial/Organizational Psychology Graduate Program
Stephen Colarelli	SL 235	6483	Evolutionary psychology and the application of evolutionary psychology to industrial and organizational psychology
Gary Dunbar	HP 2182	3282	Behavioral neuroscience, recovery of function after brain damage, use of stromal stem cells and pharmacological interventions as treatments for brain damage and neurodegeneration, Director - Neuroscience Program, Neuroscience Adviser, CNS Adviser
Rachel Foster-Lifson	SL 220	6475	Self-concept, psychology of women, religion, social cognition
Bryan Gibson	SL 230	4404	Self presentation, consumer attitudes, gambling
Kyunghee Han	SL 103	6496	Scientific study of culture, quantitative methods for evaluating the cross-cultural equivalence of psychological tests, psychological test/scale development and evaluation
Timothy Hartshorne	SL 215	6479	Behavior difficulties in CHARGE Syndrome, parent-professional relationships, and effectiveness of therapeutic interventions, Director - School Psychology Graduate Program

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>RESEARCH INTERESTS</u>
Mike Hixson	SL 224	6462	Curriculum-based measurement, reading, direct instruction, precision teaching, applied behavior analysis, behavior development, SASP Adviser
Susan Jacob	SL 104	6477	School psychology, law and ethics
Mel Jaffa	SL 201	6478	Attitudes, interpersonal behavior, emotionality and arousal, personality, obesity; cigarette smoking
Carl Johnson	SL 234	6493	Behavior analysis and therapy, organizational behavior management, behavioral medicine
Terry Libkuman	SL 213	6487	Emotion and cognition, law and psychology; sports psychology, Psychology of Investing.
Elizabeth Meadows	SL 209	6499	Assessment and treatment of anxiety disorders, responses to trauma, prevention of psychopathology, and the interactions between psychological and medical problems
John Monahan	SL 212	6491	Visual perception and attention, Stroop effect, gender differences in spatial perception
Sandra Morgan	SL 222	6484	Reading instruction, academic and behavioral interventions in general education, infant feeding and sleeping, SASP Adviser
Larissa Niec	SL 204	6471	Parent-Child Interaction Therapy, young children with disruptive behavior disorders, children's interpersonal functioning, child maltreatment
Justin Oh-Lee	HP 2181	6492	Behavioral neuroscience, behavioral-pharmacological evaluation and therapy in Parkinson's disease, neurodegenerative disorders such as Alzheimer's disease, APSSC Adviser, Neuroscience Adviser
Hajime Otani	SL 101B	6494	Human memory and cognition, metamemory, hypermnesia, aging and memory, Chair of the Psychology Department, Director - Life-span Development Research Center, Cognitive Science Adviser
Debra Poole	SL 231	4349	Child development and social policy; e.g., eyewitness memory
Stuart Quirk	SL 137	6486	Emotional response in Schizotypal and other personality pathology, correlates and predictors of substance use, Director - Undergraduate Program

<u>NAME</u>	<u>OFFICE</u>	<u>PHONE</u>	<u>RESEARCH INTERESTS</u>
Mark Reilly	HP 2177	2343	Experimental analysis of behavior, operant/respondent conditioning, animal learning, quantitative models, behavioral pharmacology, substance abuse, Neuroscience Adviser
Katrina Rhymer	SL 138	6468	Academic, behavioral, and social/emotional interventions, curriculum based measurement and single-subject design research
Donna Ronan	HP 2105	2284	Addictive disorders, health behaviors, gender issues, Director - Psychological Training and Consultation Center
George Ronan	SL 202	6476	Personal problem solving, treatment/evaluation of violent offenders and victims of violence
Michael Sandstrom	HP 2179	2881	Brain plasticity, compensatory neuronal activity, and behavior associated with deteriorative diseases such as Parkinson's and Huntington's using animal models, Neuroscience Adviser
Tamara Penix Sbraga	SL 203	6282	Sexual self-control, sexual deviance, sex offender treatment development, outcome, and dissemination, suppression of cognition and emotion, Acceptance and Commitment Therapy
Sonya Sheffert	SL 214	6473	Spoken language processing, cognition, human memory, multimodal learning, speaker recognition, Cognitive Science Adviser
Reid Skeel	SL 136	6485	Neuropsychology, rehabilitation psychology with strong emphasis on development of functional evaluations, malingering, ecological validity of neuropsychological measures, Director - Clinical Graduate Program, CSA Adviser
Roger Van Horn	SL 205	6498	Cognitive and psychosocial aspects of interpersonal relationships; development and cultural influences on parent-child relationships, friendships, and romantic relationships, Psi Chi Adviser
Stephen Wagner	SL 206	6490	Work-related attitudes, the psychology of employee ownership, group dynamics in organizations, IOPA Adviser
Nathan Weed	SL 227	6482	Assessment of personality and psychopathology; use of q-sort methodology to validate personality test inferences; item subtlety in test construction; detection, correction, and statistical suppression of test response set; MMPI scale development and validation