PSYCHOLOGY INFORMATION BOOKLET

2013-2014

Produced by the Department of Psychology

Dr. Cheryl Drout, Chair

STATE UNIVERSITY OF NEW YORK AT FREDONIA

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www.fredonia.edu/department/psychology
SUNY - Fredonia Psychology Department

The Department of Psychology at the State University of New York at Fredonia currently offers the Bachelor of Arts degree in Psychology and the Bachelor of Science in Psychology. We also offer a General Psychology minor, an Industrial/Organizational Psychology minor, and a School and Counseling Psychology minor for students not majoring in psychology.

The department is presently composed of ten full-time faculty members, all of whom have a Ph.D. in psychology. We have approximately 300 majors and 70 minors and we serve a large number of students in other majors. Faculty members vary greatly in their professional interests and students are therefore exposed to a wide variety of approaches in the study of psychology.

A full range of psychology courses is offered at the undergraduate level and students are provided a broad-based program of study. Courses range from the philosophical to the scientific. Upper level classes are small, and faculty members are always available to discuss academic matters and career options with students.

Independent study is available and encouraged for qualified students. This typically involves experimental research under the direction of a faculty member. Many students have presented the results of their research at undergraduate research conferences and national conferences, and co-authored publications.

Our internship program, open to a limited number of qualified students, provides experience in clinical, school, counseling, forensic, and industrial/organizational psychology as well as in family planning and family support services.

Faculty offices and many of our classrooms are located on the third floor of Thompson Hall, the social sciences building on campus. This building also houses numerous psychology research rooms and a computer lab which psychology faculty and students use extensively. We believe that the psychology faculty at Fredonia State and the psychology curriculum we have developed provide our students with an excellent undergraduate education in psychology. Although we generally believe that a good undergraduate education should also be a well-rounded, liberal arts education, we do provide students with opportunities for in-depth investigation of psychological topics at the advanced undergraduate level.

The goals of the Psychology Department can be summarized as follows:

To provide students with a basic knowledge of a broad range of content areas within the field of psychology and an understanding of the methods used and orientations adopted by psychologists in the study of human behavior.

To provide a teaching-learning environment where a student may feel comfortable challenging authority and exploring new areas of knowledge.

To contribute to the building of an integrated liberal education, designed to equip the student for post-graduate employment or further specialized education.

To demonstrate the relevance of psychological analysis to current social problems and applications in many areas of society; and to provide students with the knowledge to better understand themselves and others.
Why Be a Psychology Major?

Sternberg (2007) makes a strong argument for the following advantages of being a psychology major:

Psychology is not only one of the most interesting fields of study; it is also one of the most diverse: Few fields offer a greater number and variety of career opportunities. College students who decide to major in psychology, therefore, open up a world of possibilities for themselves. Graduate students can be confident of diverse kinds of careers, and practicing psychologists often can change the kind of work they do or the setting they work in while remaining within the field of psychology.

Psychology is one of the most rewarding fields a person can enter. Psychology is fun. It helps people, advances scientific and clinical understanding, and pays relatively well. Most psychologists earn well above the median salary in the United States. Few earn stratospheric wages, but some do--generally highly successful psychologists in private practice, organizational psychologists, or writers of either textbooks or books for the popular press. Realistically, chances are you will neither go broke nor live in a palatial mansion if you choose a career in psychology! What you will do is help people improve their lives, help students learn to understand themselves and others, perhaps advance the state of our knowledge, and have a great time while you are doing it (p. 4).

The Typical Undergraduate Psychology Major at Fredonia

Academic Experience and Skills:

Most of our majors bring an interest in self-discovery and an expectation of wanting to work in the mental health or social service fields. A growing minority come with an interest in pursuing psychology as a research field. Students with a fairly accurate view of the eclectic nature of psychology (from high school courses) have a healthy regard for the role of scientific inquiry in the field of psychology.

Academic and Career Expectations:

Most students hope to develop counseling and oral communication skills from their psychology courses. Several each year focus more on developing research skills.

Many students aspire to B.A. or Master's level jobs in the helping professions.

Personal Characteristics:

Three-fourth of our majors are female, mostly in the 17-22 years age range, and mostly from rural, upstate New York areas. We have a few nontraditional students as well.

Approximately 30% of our new students each year are transfers from community colleges.
Alumni

Fredonia State graduates with Bachelor's degrees in psychology have found employment in such areas as service agencies for individuals with mental retardation, drug rehabilitation centers, juvenile probation offices, sales, teaching, and family planning. Although most jobs in the mental health and human services areas require an advanced degree, some Fredonia State students have obtained positions of responsibility with only a B.A. degree.

For those who wish to pursue graduate work, the Psychology Department has had outstanding success in placing qualified students both at the master's and doctoral levels. The success rate of students who have gone on to do further work has been quite high and many of our graduates have commented on the quality of their preparation for graduate work. Students have done graduate work in fields including clinical psychology, health psychology, experimental psychology, school psychology, cognitive neuroscience, counseling and guidance, rehabilitation, business administration, psychiatric social work, developmental psychology, sport psychology, dentistry, occupational therapy, and law. Recent graduates have pursued graduate work at Rochester Institute of Technology, SUNY at Buffalo, UCLA, Alfred, Kent State, University of Akron, Niagara University, Canisius College, University of West Virginia, University of Pittsburgh, Boston University, John Jay College of Criminal Justice, Penn State, Towson University, Assumption College, Medaille College, University of Alabama, University of Virginia, SUNY Brockport, SUNY Plattsburgh, and many other schools.
Psychology Department Faculty Members

Creeley, Catherine (Thompson W353, 673-3890) catherine.creeley@fredonia.edu). Behavior neuroscience; research methods; experimental psychology; drugs and behavior; neuroscience.

Croxton, Jack S. (Thompson W349, 673-3123) jack.croxton@fredonia.edu). Social psychology; organizational psychology; psychology and the law; applied psychology; psychology of sports; states of consciousness; health psychology; positive psychology.

Drout, Cheryl E. Chairperson (Thompson W357, 673-3129, cheryl.drout@fredonia.edu). Social and applied psychology; prosocial behavior; victimology; psychology of gender; cross-cultural psychology.

Dyck, Jennifer L. (Thompson W335, 673-3828, jennifer.dyck@fredonia.edu). Cognitive psychology; research methods; problem solving; human-factors and ergonomics; human-computer interaction; technology in the classroom.

Gee, Nancy R. (Thompson E354, 673-3889, nancy.gee@fredonia.edu). Cognitive neuroscience; statistics; cognitive psychology; research methods; animal assisted therapy with children.

Klonsky, Bruce G. (Thompson W339, 673-3892, bruce.klonsky@fredonia.edu). Social psychology; personality; measurement; psychology of sports; group and socialization processes; close relationships; gender role influences; cross-cultural psychology; developmental psychology.

McFall, Joseph (Thompson E356, 673-3891, joseph.mcfall@fredonia.edu). Cognitive development; research methods; life-span developmental psychology; everyday cognition; problem-solving and decision-making effectiveness.

McKinney, Dani (Thompson W341, 673-3225, vanesa.mckinney@fredonia.edu). Cognitive psychology; forensic psychology; problem solving.

Zevenbergen, Andrea (Thompson W347, 673-3894, andrea.zevenbergen@fredonia.edu). Child clinical psychology; developmental psychology; emergent literacy; parental educational behaviors; cross-cultural psychology.
Psychology Department Advisement Procedures

Students interested in becoming psychology majors should see the Chairperson of the Psychology Department who will make a decision on each student's request for admission to the department. Upon approval, the student's academic records will be kept in the Psychology Department's main office, Thompson W357.

Although advisement is required only during pre-registration periods, the department strongly encourages students to meet with their advisors often. Faculty members are available during office hours to give advice on academic matters. Faculty office hours are posted on faculty members' bulletin boards. If at any time you cannot reach your advisor or you feel that your advisor is unable to help you, you should see the Chairperson of the department who will be glad to assist you in solving the problem or assigning you a new advisor.

To aid in advising, faculty members have academic progress outlines which indicate students' progress through the departmental and college programs and allow the advisor to quickly notice any problem that might develop concerning the student's academic situation. It is recommended that students continually update their copy of the academic progress outline included in this booklet and bring the outline with them to meetings with their advisors. Remember that advisors are there to help you meet all college and departmental requirements in the most academically sound manner possible. However, the final responsibility for meeting these requirements lies with the individual student.
**Psychology Department Course Offerings**

The courses offered by the Psychology Department span the full range within the field of psychology. The following is a list of courses currently offered by the department:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 100</td>
<td>Freshman Seminar</td>
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<tr>
<td>PSY 129</td>
<td>Introduction to Psychology</td>
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<tr>
<td>PSY 130</td>
<td>Psychology Laboratory</td>
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<td>PSY 200</td>
<td>Statistics</td>
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<td>PSY 210</td>
<td>Research Methods</td>
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<td>PSY 227</td>
<td>Applied Psychology</td>
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<td>PSY 237</td>
<td>Sport Psychology</td>
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<td>PSY 238</td>
<td>Performance Enhancement</td>
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<td>PSY 244</td>
<td>Cognitive Psychology</td>
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<td>PSY 245</td>
<td>Social Psychology</td>
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<td>PSY 246</td>
<td>Personality</td>
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<td>PSY 247</td>
<td>Health Psychology</td>
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<td>PSY 255</td>
<td>Psychology of Women</td>
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<td>PSY 273</td>
<td>States of Consciousness</td>
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<td>PSY 276</td>
<td>Human Sexuality</td>
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<td>PSY 280</td>
<td>Special Topics</td>
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<td>PSY 286</td>
<td>Gender Differences</td>
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<td>PSY 289</td>
<td>Lifespan Human Development</td>
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<td>PSY 291</td>
<td>Psychology of Religion</td>
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<td>PSY 300</td>
<td>Intermediate Statistics</td>
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<tr>
<td>PSY 310</td>
<td>Advanced Research Methods</td>
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<tr>
<td>PSY 317</td>
<td>Tests and Measurements</td>
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<tr>
<td>PSY 327</td>
<td>Positive Psychology</td>
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<tr>
<td>PSY 342</td>
<td>Perception</td>
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<tr>
<td>PSY 344</td>
<td>Psychology of Language</td>
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<tr>
<td>PSY 347</td>
<td>Organizational Psychology</td>
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<tr>
<td>PSY 349</td>
<td>Child Psychology</td>
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<tr>
<td>PSY 351</td>
<td>Physiological Psychology</td>
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<td>PSY 355</td>
<td>Group Dynamics</td>
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<td>PSY 356</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY 358</td>
<td>Psychology and the Law</td>
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<tr>
<td>PSY 361</td>
<td>Cognitive Neuroscience</td>
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<tr>
<td>PSY 364</td>
<td>Cognitive Development</td>
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<td>PSY 365</td>
<td>Social Development</td>
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<td>PSY 366</td>
<td>Psychology of Adulthood</td>
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<td>PSY 370</td>
<td>Cross Cultural Psychology</td>
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<td>PSY 373</td>
<td>Human Factors</td>
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<td>PSY 379</td>
<td>Child Psychopathology</td>
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<td>PSY 380</td>
<td>Special Topics</td>
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<td>PSY 391</td>
<td>Multicultural Counseling</td>
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<tr>
<td>PSY 429</td>
<td>History and Systems of Psychology</td>
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<td>PSY 430</td>
<td>Theories of Psychology</td>
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<tr>
<td>PSY 439</td>
<td>Senior Honors Seminar</td>
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<tr>
<td>PSY 445</td>
<td>Seminar in Social Psychology</td>
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<tr>
<td>PSY 447</td>
<td>Introduction to Counseling</td>
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<td>PSY 454</td>
<td>Theories of Memory</td>
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<tr>
<td>PSY 458</td>
<td>Practicum in Teaching</td>
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<td>Course Code</td>
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<tr>
<td>PSY 479</td>
<td>Internship in Psychology</td>
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<td>PSY 489</td>
<td>Independent Study in Psychology</td>
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<tr>
<td>PSY 510</td>
<td>Contemporary Issues in Psychology</td>
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<td>PSY 546</td>
<td>Classroom Expectancy Effects</td>
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<td>PSY 550</td>
<td>Studies in Psychology</td>
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<tr>
<td>PSY 570</td>
<td>Japanese Culture and Education</td>
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New courses are offered from time to time and are listed in the College's Course Offering Bulletin each semester.
Requirements for the Bachelor of Arts Degree in Psychology

1. 35 hours in psychology as follows:

   **Core Group** - all required
   
   - PSY 129 - Introduction to Psychology
   - PSY 130 - Psychology Laboratory
   - PSY 200 - Statistics
   - PSY 210 - Research Methods
   
   The above courses are to be completed by the end of the junior year.

   **Group A - Psychophysiology** - either
   
   - PSY 342 - Perception or
   - PSY 351 - Physiological Psychology or
   - PSY 361 - Cognitive Neuroscience

   **Group B - Cognitive Group** - either
   
   - PSY 244 - Cognitive Psychology or
   - PSY 344 - Psychology of Language or
   - PSY 364 - Cognitive Development

   **Group C - Social Group** - either
   
   - PSY 245 - Social Psychology or
   - PSY 246 - Personality or
   - PSY 365 - Social Development

   **Group D - Clinical/Counseling Group** - either
   
   - PSY 356 - Abnormal Psychology or
   - PSY 379 - Child Psychopathology or
   - PSY 447 - Counseling

   **Theoretical Thinking** -- either
   
   - PSY 429 - History and Systems or
   - PSY 430 - Theories of Psychology or
   - PSY 439 - Senior Honors Seminar or
   - PSY 445 - Seminar in Social Psychology or
   - PSY 454 - Theories of Memory

   Also required: One course of a developmental focus. PSY 364, PSY 365 or PSY 379 may count here as well as in the grouping above. Students choosing to take PSY 364, PSY 365 or PSY 379 to meet both requirements must take an additional psychology elective in order to fulfill the requirement that they have 35 hours of psychology courses.

   Psychology electives: 6 credit hours of any psychology courses to bring total psychology credits to 35 credit hours.

2. A minor in a field other than Psychology, chosen with advisement to complement the major.

3. At least one course in mathematics as advised by department.

4. Of the total hours counting for graduation, a minimum of 30 hours must be at the 300 level or above, and 66 hours must be outside of psychology.

5. A minimum of 2.00 cumulative quality point average in all psychology courses.
Besides these Psychology Department requirements, keep in mind general college requirements for graduation including the General Education Program and the need to take 66 hours outside your major department.

As you begin formulating your career plans, we recommend that you narrow some of your choices to select groups of courses identified as related preparation for particular career areas. The department has created 3 tracks to assist in your course selection. These are School and Child, Forensics, Counseling and Health. In the following pages you will find our department’s Academic Progress Outline which identifies all of the requirements for completion of the psychology major. In the subsequent pages of the handbook, you will also find Academic Progress Outlines that represent these four tracks. Choosing from among specified courses that are required or recommended for a given track will insure selecting a set of courses that is especially relevant to continuing on in certain subfields of psychology. Feel free to discuss these options further with your advisor.
Requirements for the Bachelor of Science Degree in Psychology

1. 41 hours in psychology as follows:

   **Core Group** - all required
   
   PSY 129 - Introduction to Psychology
   PSY 130 - Psychology Laboratory
   PSY 200 - Statistics
   PSY 210 - Research Methods

   The above courses are to be completed by the end of the junior year.
   PSY 310 -- Advanced Research Methods
   PSY 489 – Independent Study

   **Group A - Psychophysiology** - either
   
   PSY 342 - Perception or
   PSY 351 - Physiological Psychology or
   PSY 361 -- Cognitive Neuroscience

   **Group B - Cognitive Group** - either
   
   PSY 244 - Cognitive Psychology or
   PSY 344 - Psychology of Language or
   PSY 364 - Cognitive Development

   **Group C - Social Group** - either
   
   PSY 245 - Social Psychology or
   PSY 246 - Personality or
   PSY 365 - Social Development

   **Group D - Clinical/Counseling Group** - either
   
   PSY 356 - Abnormal Psychology or
   PSY 379 - Child Psychopathology or
   PSY 447 – Counseling

   **Theoretical Thinking** -- either
   
   PSY 429 - History and Systems or
   PSY 430 - Theories of Psychology or
   PSY 439 - Senior Honors Seminar or
   PSY 445 - Seminar in Social Psychology or
   PSY 454 - Theories of Memory

   Also required: One course of a developmental focus. PSY 364, PSY 365 or PSY 379 may count here as well as in the groupings above. PSY 349 (Child Psychology) also meets this requirements. Students choosing to take PSY 364, PSY 365 or PSY 379 to meet both requirements must take an additional psychology elective in order to fulfill the requirement that they have 41 hours of psychology courses

2. Psychology electives: 6 credit hours of any psychology courses to bring total psychology credits to 41 credit hours.

3. Related Science Courses (14 credits):

   One Mathematics course (105, 106, 108, 110, 120, 122) and either the Biology or Chemistry focus.
Biology Focus

BIOL 131 – Principles of Biology I
BIOL 132 – Principles of Biology I Lab

BIOL 133 – Principles of Biology II
BIOL 134 – Principles of Biology II Lab

CHEM 115 – General Chemistry Lecture I

Chemistry Focus

CHEM 115 – General Chemistry I
CHEM 125 – General Chemistry I Lab

CHEM 116 – General Chemistry II
CHEM 126 – General Chemistry II Lab

BIOL XXX – One Biology course

As an alternative to the General BS requirements, students can elect to complete the following specialized requirements:

**Biopsychology/Cognitive Neuroscience Emphasis**

Psychology courses – same as general BS except as noted:
Psychophysiology Area – all three courses

Additional BIOL courses – BIOL 243 Biodiversity and BIOL 434 Animal Behavior

Other requirements – same as general B.S.
Requirements for a Minor in Psychology

I. General Psychology Minor

Eighteen hours in psychology (at least 9 at the upper level). At least one course must come from the psychophysiology or cognitive groups, and at least one course must come from the social or clinical/counseling groups. (See groups on page 7).

II. Industrial-Organizational Minor

A minimum of 21 hours distributed as follows:

Core Courses - 12 hours:

- PSY 129 - Introduction to Psychology
- PSY 200 - Statistics
- PSY 317 - Tests and Measurements
- PSY 347 - Organizational Psychology

Three courses from the following - 9 hours:

- PSY 227 - Applied Psychology
- PSY 245 - Social Psychology
- PSY 355 - Group Dynamics
- PSY 373 - Human Factors
- PSY 447 - Introduction to Counseling
- BUAD 323 - Organizational Behavior

III. School and Counseling Psychology Minor

A minimum of 18 credit hours as follows:

Required: - 9 hours

- PSY 129 Introduction to Psychology
- PSY 200 Statistics
- PSY 317 Tests and Measurements

Take three out of the four following courses:

- PSY 364 Cognitive Development
- PSY 365 Social Development
- PSY 379 Child Psychopathology
- PSY 447 Counseling

A maximum of 9 transfer credits may count in the minor and all minors require a GPA of 2.0 for the courses in the minor by the time of graduation.
Notes for Transfer Students

In order for a transfer course to be counted toward the Psychology major or minor, the course must be evaluated by the department chair as equivalent to a course taught in the Department of Psychology here at Fredonia.

For a major, a minimum of 23 hours of psychology must be taken in the department at Fredonia. For a minor, this minimum is nine hours.

Please note that unless evaluated differently by the department chair (or indicated differently on the Fredonia web page transfer equivalents), courses from two-year institutions (such as Jamestown Community College) transfer as lower division courses (equivalent to our 100 and 200 level). Since we require our majors to have at least 30 upper level credit hours, transfer students must be especially vigilant in choosing courses - half or more of your courses at Fredonia may have to be upper level.

Additional Experiences in Psychology

A student's education in psychology need not include only standard lecture, discussion, and laboratory courses. Many students profit from practical experience in the department's internship program or from independent study involving in-depth reading on a topic, tutoring, or research. Also, these types of experiences are weighted considerably by prospective employers and graduate schools.

**Internship** provides a limited number of qualified students with experience in the areas of industrial/organizational, human factors, clinical/counseling, community, and school psychology. In the past, industrial/organizational psychology interns have worked for organizations such as Cliffstar and City of Buffalo, while clinical/counseling psychology interns have been placed at Gustavus Adolphus Home, Brocton Incarceration Center, Tri-County Substance Abuse Treatment Center, Western New York Child Psychiatric Center and the Buffalo Psychiatric Center. School psychology interns have been placed at Westfield Academy, Ripley Central School, Silver Creek Central School, and Pine Valley Elementary School. School counseling interns have been placed in Fredonia, Dunkirk, Brocton, Gowanda, Lakeshore, and Jamestown School districts. Applications are encouraged, particularly from juniors and seniors who satisfy the specific course requirements for the intended internship. The applications must be submitted a semester before the student plans to take the internship. For additional information about internships, contact Dr. Suthakaran. In addition, let your advisor know about your particular interests. Your advisor can help you choose a relevant internship experience to explore.

**Independent study** typically involves experimental research under the direction of a faculty member. Students have usually completed Research Methods or are currently taking it. Students wishing to do research for independent study credit should talk to a faculty member in their area of interest for details of application. Application should be made during the semester prior to commencement of the research. Students are usually expected to present the results of their research at an undergraduate research conference in April or May.

See department website for additional information.

**Honors Thesis** may be carried out by psychology majors or minors with an overall grade point average of 3.25 at the time of making the request for Honors Thesis. It is expected that honors theses be empirical theses (i.e., research should be conducted). Honors Thesis may begin with an independent study experience; however, it will involve other requirements, such as a thesis proposal, an oral thesis defense in front of the thesis committee, and a presentation of the completed work at a research conference. A typical length for the thesis should be approximately 20-30 pages. A typical commitment for completion of the thesis project should be
about one year. See Guidelines for Honors Thesis Department of Psychology Spring 2005 and Psychology Department Honors Thesis: Student Instructions & Advising Check-List for further details.

**Practicum in Teaching** gives qualified students the opportunity to be section leaders for the Psychology Laboratory course. With appropriate supervision, they are able to experience various aspects of teaching including class preparation and leading discussions. Research Methods is a prerequisite. The instructor should be contacted a semester before the student plans to take the practicum. The instructor will then choose the lab leaders for the following semester from among the applicants.

The **Learning Center**, located in Reed Library, is always in need of tutors for psychology courses, especially Introduction to Psychology, Statistics, and Research Methods. Students who have successfully completed these course can gain valuable teaching experience (and pay!) tutoring others. Contact the Learning Center for additional information.

**Guidelines for Honors Thesis**

Beginning in the Fall, 2005 semester, the Psychology Department at Fredonia implemented guidelines for honors theses. The thesis may be carried out by psychology majors or minors with an overall grade point average of 3.25 at the time of making the request to sign up for Honors Thesis.

**Committee Composition**

1. Students must have a Chair for the thesis; the Chair must be a faculty member in the psychology department.

2. Thesis students work with a thesis committee consisting of 2-3 faculty members total. The thesis committee is made up of the chair and 1 or 2 other faculty members, one of whom must be from psychology. Committee members are selected jointly by the student and thesis Chair.

**Proposal, Defense, and Presentation of Thesis**

1. Thesis students must have a proposal meeting in which they discuss their planned thesis. They must write a proposal to be distributed in advance of the proposal meeting. The proposal should include a literature review and detailed plan for the study methodology. The proposal meeting should occur no later than six months before the student plans to complete the thesis (e.g., during the Fall semester if the student planned to complete the thesis the following May).

2. The student must defend the thesis orally in front of the committee when the written thesis is completed. Students are expected to give a final draft (i.e., a draft approved by the Chair) of the thesis to the other committee members at least one week in advance of the defense meeting.

3. Students should present their thesis work at a research conference (e.g., SCREE, WPUPC, EPA, APA). Students may be encouraged to present their research at a regional or national conference as well an undergraduate conference.
Characteristics of the Thesis

1. Though it may vary whether a student does an honors thesis that is wholly independent from the Chair’s research area, a thesis that is related to the Chair’s research area, or a thesis that represents part of a larger project that the Chair is working on, it is expected that the student demonstrate some independent thinking with the thesis project. It is expected that the student will be involved in the design of the study methodology and measures. If more than one student is writing a thesis based on the same general research project, it is expected that each student write his/her thesis independently.

2. It is expected that honors theses be empirical theses (i.e., research should be conducted). The thesis should be prepared in APA-style. A typical length for the thesis should be approximately 20-30 manuscript pages.

Course Credit

1. Students may take up to 6 credits of Honors Thesis credits over the course of 2-3 semesters. The credits will be taken in the Honors department (HONR 400). The rationale for having students potentially take credits over 2-3 semesters is because it may take more than two semesters for students to develop a good idea for the thesis project, obtain human subjects approval (where applicable), collect data, analyze data, and write the thesis.

2. The Chair has the choice of granting a letter grade for the thesis work each semester in which work is completed or waiting until the thesis is completed to give a grade for all 6 credits of thesis work. The Chair should consider the recommendation of other committee members in selecting a grade for the thesis work, but has the final say in the letter grade(s) granted to the student. The Chair may elect to not have the student continue work on the honors thesis if the student’s work in the initial semester(s) is unsatisfactory. In this case, a grade based on work completed should be given to the student.

Honors Thesis: Student Instructions & Advising Check-list

The following procedures for earning Honors Thesis credit in psychology have been adopted by the Psychology Department. Students who are interested in proposing an Honors Thesis project should review the following outline of procedures and requirements and initiate the project by following the steps identified below. Please refer to the Department Policy on Requirements for Honors Thesis for additional details regarding requirements and grading.

PROCEDURES

1. Ask a faculty member in the Psychology Department to serve as the chair for the thesis. Your honors thesis project may be wholly independent from the Chair’s research area, related to the Chair’s research area, or represent part of a larger project that the Chair is working on. Regardless of the specific nature of the project, it is expected that you will demonstrate some independent thinking with regard to the thesis project. It is expected that you will be involved in the design of the study methodology and measures. If more than one student is writing a thesis based on the same general research project, each of you will write your thesis independently. It is expected that honors theses will be empirical theses (i.e., research should be conducted).
2. Plan to take at least 6 credits of work related to the Honors Thesis over the course of 2-3 semesters. The credits may be taken in the Honors department (HONR 400) or in Psychology (PSY 489).

3. Choose a thesis committee in consultation with your thesis Chair. At least one additional faculty member will be in the psychology department. An optional third member of the committee may be chosen from any department.

4. In consultation with your Chair, set a date for a thesis proposal meeting. At this meeting you will discuss your thesis proposal (i.e., a written document containing at least a brief literature review and detailed methodology) with your committee. This meeting will occur no later than six months before you plan to complete the thesis (e.g., during the Fall semester if the student plans to complete the thesis the following May).

5. In consultation with your Chair, set a date for the oral thesis defense. You will need to give a final draft (i.e., a draft approved by the Chair) of the thesis to the other committee members at least one week in advance of the defense meeting. The thesis will be prepared in APA style. A typical length of the thesis should be approximately 20-30 manuscript pages.

6. In consultation with your Chair, choose an appropriate conference for presenting your work. You may present a paper or poster at an undergraduate research conference (e.g., SCREE, WPUPC) or a national conference (e.g., APA, EPA).

Check-List

___1) Propose project to a Chair ___4) Get Proposal approved
___2) Sign up for credit with Chair’s approval ___5) Oral Defense
___3) Choose a Committee ___6) Conference Presentation
Additions to Psychology Courses

Especially recommended are the established "interdisciplinary minors" at Fredonia. These programs focus on special interests or content and skills related to certain occupations.

Optional Programs Involving Psychology

A variety of options now exist to take the place of the traditional one-major college program. Although the Psychology Department program has been designed to satisfy the needs of most undergraduates in psychology, certain individuals might benefit from one of these alternative programs. You are therefore encouraged to explore these possibilities:

(1) Double major: Since the 35 hours of psychology courses required of our majors is a relatively light requirement, a number of students have double-majored in psychology and a related area such as sociology. (In such cases the other major counts as the "minor" required of psychology majors.)

(2) "3-2" Cooperative Engineering Program: Students with an interest in both psychology and engineering such as those contemplating careers in environmental, biomedical, or various industrial settings, may enroll in this program during their freshman year. The student spends three years at Fredonia majoring in psychology and taking a number of specified courses such as chemistry, physics, math, etc. The student then completes the program by spending two years at a cooperating engineering school. Upon completion of the program, the student receives a bachelor's degree in engineering as well as a B.A. in psychology from Fredonia. More information can be obtained from the program's coordinator, Dr. Michael Grady, in Houghton Hall.
STATE UNIVERSITY OF NEW YORK AT FREDONIA
DEPARTMENT OF PSYCHOLOGY
BA in PSYCHOLOGY ACADEMIC PROGRESS OUTLINE

Student Name __________________________    Date Entered Fredonia __________ Date declared Psychology ___________

REQUIREMENTS FOR GRADUATION AS A PSYCHOLOGY MAJOR:

- 35 hours in Psychology with a 2.0 grade point average
  - all courses in core group – ideally completed by end of sophomore year but definitely by first semester junior year
  - one from each other group
  - one developmental course (which may also fulfill a content group requirement)
  - one professionally linked course (which may NOT fulfill a content group requirement)
  - 3-6 hours of psychology electives
- Completion of the CCC; plus MATH 105, 106, 108, 110, 120, or 122 as advised
- Total of 120 earned credit hours with a 2.0 grade point average
  - 30 credits must be at the 300 or 400 level
  - 66 credits must be outside psychology
  - no more than 4 credits can be 100-level physical education credits
- Note that PSY 210 is a prerequisite for all senior-level theoretical thinking courses
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia and must consult their advisor regarding the scheduling of PSY 200 and PSY 210.

SAT scores: ________________________  Professional Goal: __________________________

PSYCHOLOGY MAJOR REQUIREMENTS: (Enter grade when completed or TR for transferred).

<table>
<thead>
<tr>
<th>CORE GROUP</th>
<th>CONTENT A</th>
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<tbody>
<tr>
<td>PSY 129 Introduction to Psychology</td>
<td>PSY 342 Perception</td>
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<td>PSY 130 Psychology Laboratory</td>
<td>PSY 351 Physiological Psychology</td>
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<tr>
<td>PSY 200 Statistics semester: fr2 so1 so2</td>
<td>PSY 361 Cognitive Neuroscience</td>
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<td>PSY 210 Research Methods semester: so1 so2 jr1</td>
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<td>PSY 344 Psychology of Language</td>
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<td>PSY 365 Social Development</td>
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<td>PSY 356 Abnormal Psychology (prerequisite for 379)</td>
<td>PSY 429 History and Systems</td>
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<td>PSY 379 Child Psychopathology</td>
<td>PSY 430 Theories of Psychology</td>
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<td>PSY 447 Introduction to Counseling</td>
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Developmental Course___________________

Professionally linked Course __________________________

PSYCHOLOGY ELECTIVES (3 to 6 additional credits to total 35 in Psychology):

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18
### STATE UNIVERSITY OF NEW YORK AT FREDONIA
#### DEPARTMENT OF PSYCHOLOGY
##### SCHOOL AND CHILD TRACK ACADEMIC PROGRESS OUTLINE

**Student Name________________________ Date Entered Fredonia __________ Date declared Psychology ___________

**REQUIREMENTS FOR GRADUATION AS A PSYCHOLOGY MAJOR:**
- 35 hours in Psychology with a 2.0 grade point average
  - all courses in core group – ideally completed by end of sophomore year but definitely by first semester junior year
  - one from each other group
  - one professionally linked course -- PSY 379 Child Psychopathology
  - PSY 317 Tests and Measurements plus 3 hours of psychology electives
- Completion of the CCC; plus MATH 105, 106, 108, 110, 120, or 122 as advised
- Total of 120 earned credit hours with a 2.0 grade point average
  - 30 credits must be at the 300 or 400 level
  - 66 credits must be outside psychology
  - no more than 4 credits can be 100-level physical education credits
- Note that PSY 210 is a prerequisite for all senior-level theoretical thinking courses
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia and must consult their advisor regarding the scheduling of PSY 200 and PSY 210.

**SAT scores: _________________________ Professional Goal: __________________________

**PSYCHOLOGY MAJOR REQUIREMENTS:** (Enter grade when completed or TR for transferred).

**CORE GROUP**
- PSY 129 Introduction to Psychology
- PSY 130 Psychology Laboratory
- PSY 200 Statistics semester: fr2 so1 so2
- PSY 210 Research Methods semester: so1 so2 jr1

**CONTENT A**
- PSY 342 Perception
- PSY 351 Physiological Psychology
- PSY 361 Cognitive Neuroscience

**CONTENT B**
- PSY 364 Cognitive Development

**CONTENT C**
- PSY 365 Social Development

**CONTENT D**
- PSY 447 Introduction to Counseling

**THEORETICAL THINKING**
- PSY 429 History and Systems
- PSY 430 Theories of Psychology
- PSY 439 Senior Honors Seminar
- PSY 445 Seminar in Social Psychology
- PSY 454 Theories of Memory

Professionally linked Course: **PSY 379 Child Psychopathology**

**PSYCHOLOGY ELECTIVES** (3 to 6 additional credits to total 35 in Psychology):

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**GRE preparation: ____________________________

**Math Requirement** | **Upper Level Requirement** | **Hours Outside Psychology**
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**Outside Psychology**
EDU 215 Education in American Society
STATE UNIVERSITY OF NEW YORK AT FREDONIA  
DEPARTMENT OF PSYCHOLOGY  
FORENSICS TRACK ACADEMIC PROGRESS OUTLINE

Student Name __________________________    Date Entered Fredonia __________  Date declared Psychology ___________

**REQUIREMENTS FOR GRADUATION AS A PSYCHOLOGY MAJOR:**

- 35 hours in Psychology with a 2.0 grade point average
  - all courses in core group – ideally completed by end of sophomore year but definitely by first semester junior year
  - one from each other group except if otherwise noted for tracks
  - one developmental course (which may also fulfill a content group requirement)
  - one professionally linked course—PSY 358 Psychology and the Law
  - 3-6 hours of psychology electives

- Completion of the CCC; plus MATH 105, 106, 108, 110, 120, or 122 as advised

- Total of 120 earned credit hours with a 2.0 grade point average
  - 30 credits must be at the 300 or 400 level
  - 66 credits must be outside psychology
  - no more than 4 credits can be 100-level physical education credits

- Note that PSY 210 is a prerequisite for all senior-level theoretical thinking courses

**TRANSFER NOTE:** Transfer students must take at least 23 hours in Psychology at Fredonia and must consult their advisor regarding the scheduling of PSY 200 and PSY 210.

SAT scores: ________________________    Professional Goal: __________________________

**PSYCHOLOGY MAJOR REQUIREMENTS:** (Enter grade when completed or TR for transferred).

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<th>CORE GROUP</th>
<th>CONTENT A</th>
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<td>[ ] PSY 244 Cognitive Psychology</td>
<td>[ ] PSY 245 Social Psychology OR</td>
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<td>[ ] PSY 361 Cognitive Neuroscience</td>
<td>[ ] PSY 344 Psychology of Language</td>
<td>[ ] PSY 365 Social Development</td>
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<tr>
<td>[ ] PSY 200 Statistics semester: fr2 so1 so2</td>
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<td>[ ] PSY 210 Research Methods semester: so1 so2 jr1</td>
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<td>[ ] PSY 210 Research Methods semester: so1 so2 jr1</td>
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**CONTENT D:** Two required, one recommended

- [ ] PSY 356 Abnormal Psychology (prerequisite for 379)
- [ ] PSY 447 Introduction to Counseling

- [ ] PSY 379 Child Psychopathology (recommended)

- THEORETICAL THINKING

- [ ] PSY 429 History and Systems
- [ ] PSY 430 Theories of Psychology
- [ ] PSY 439 Senior Honors Seminar
- [ ] PSY 445 Seminar in Social Psychology
- [ ] PSY 454 Theories of Memory

Developmental Course _______________________________

Professionally linked Course: PSY 358 Psychology and the Law ________

**PSYCHOLOGY ELECTIVES** (3 to 6 additional credits to total 35 in Psychology):

<table>
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<tr>
<th>Course</th>
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**MINOR:**

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**GRE preparation:** __________________________

**Math Requirement**    **Upper Level Requirement**    **Hours Outside Psychology**

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**Outside Psychology**

CRMJ 100 Introduction to Criminal Justice ________
STATE UNIVERSITY OF NEW YORK AT FREDONIA
DEPARTMENT OF PSYCHOLOGY
COUNSELING AND HEALTH TRACK ACADEMIC PROGRESS OUTLINE

Student Name __________________________    Date Entered Fredonia __________
Date declared Psychology ___________

REQUIREMENTS FOR GRADUATION AS A PSYCHOLOGY MAJOR:

- 35 hours in Psychology with a 2.0 grade point average
  - all courses in core group – ideally completed by end of sophomore year but definitely by first semester junior year
  - one from each other group
  - one developmental course (which may also fulfill a content group requirement)
  - one professionally linked course—PSY 447 Counseling
  - PSY 247 Health Psychology and PSY 317 Tests and Measurements
- Completion of the CCC; plus MATH 105, 106, 108, 110, 120, or 122 as advised
- Total of 120 earned credit hours with a 2.0 grade point average
  - 30 credits must be at the 300 or 400 level
  - 66 credits must be outside psychology
  - no more than 4 credits can be 100-level physical education credits
- Note that PSY 210 is a prerequisite for all senior-level theoretical thinking courses
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia and must consult their advisor regarding the scheduling of PSY 200 and PSY 210.

SAT scores: ___________________________    Professional Goal: ___________________________

PSYCHOLOGY MAJOR REQUIREMENTS: (Enter grade when completed or TR for transferred).

<table>
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<th>CORE GROUP</th>
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<td>[ ] PSY 130 Psychology Laboratory</td>
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<td>[ ] PSY 200 Statistics semester: fr2 so1 so2</td>
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<td>[ ] PSY 210 Research Methods semester: so1 so2 jr1</td>
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<td>[ ] PSY 439 Senior Honors Seminar</td>
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<td>[ ] PSY 445 Seminar in Social Psychology</td>
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<td>[ ] PSY 454 Theories of Memory</td>
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Developmental Course ___________________________
Professionally linked Course: PSY 447 Counseling _______

PSYCHOLOGY ELECTIVES (3 to 6 additional credits to total 35 in Psychology):

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<th>Course</th>
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MINOR: Course Grade  Course Grade  Course Grade

GRE preparation: __________________________

Math Requirement  Upper Level Requirement  Hours Outside Psychology

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Outside Psychology
BIOL 110 Human Biology ______ 21
STATE UNIVERSITY OF NEW YORK AT FREDONIA
DEPARTMENT OF PSYCHOLOGY
BS in PSYCHOLOGY ACADEMIC PROGRESS OUTLINE

Student Name __________________________    Date Entered Fredonia __________  Date declared Psychology ___________

REQUIREMENTS FOR GRADUATION AS A PSYCHOLOGY MAJOR:

- 41 hours in Psychology with a 2.0 grade point average
  - all courses in core group – ideally completed by end of sophomore year but definitely by first semester junior year
  - one from each other group
  - one developmental course (which may also fulfill a content group requirement)
  - one professionally linked course (which may NOT fulfill a content group requirement)
  - 3-6 hours of psychology electives
- Completion of the CCC; plus MATH 105, 106, 108, 110, 120, or 122 as advised
- Total of 120 earned credit hours with a 2.0 grade point average
  - 36 credits must be at the 300 or 400 level
  - 66 credits must be outside psychology
  - no more than 4 credits can be 100-level physical education credits
- Note that PSY 210 is a prerequisite for all senior-level theoretical thinking courses
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia and must consult their advisor regarding the scheduling of PSY 200 and PSY 210.

SAT scores: ________________________  Professional Goal: __________________________

PSYCHOLOGY MAJOR REQUIREMENTS: (Enter grade when completed or TR for transferred).

CORE GROUP
[ ] PSY 129 Introduction to Psychology
[ ] PSY 130 Psychology Laboratory
[ ] PSY 200 Statistics semester: fr2 so1 so2
[ ] PSY 210 Research Methods semester: so1 so2 jr1
[ ] PSY 310 Advanced Research Methods
[ ] PSY 489 Independent Study

CONTENT A
[ ] PSY 342 Perception
[ ] PSY 351 Physiological Psychology
[ ] PSY 361 Cognitive Neuroscience

CONTENT B
[ ] PSY 244 Cognitive Psychology
[ ] PSY 344 Psychology of Language
[ ] PSY 364 Cognitive Development

CONTENT C
[ ] PSY 245 Social Psychology
[ ] PSY 246 Personality
[ ] PSY 365 Social Development

CONTENT D
[ ] PSY 356 Abnormal Psychology (prerequisite for 379)
[ ] PSY 379 Child Psychopathology
[ ] PSY 447 Introduction to Counseling

THEORETICAL THINKING
[ ] PSY 429 History and Systems
[ ] PSY 430 Theories of Psychology
[ ] PSY 439 Senior Honors Seminar
[ ] PSY 445 Seminar in Social Psychology
[ ] PSY 454 Theories of Memory

Developmental Course _______________________________

Professionally linked Course __________________________

PSYCHOLOGY ELECTIVES (6 additional credits to total 41 in Psychology):

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RELATED SCIENCE COURSES:

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<td>CHEM 115 General Chemistry Lecture I</td>
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<td>BIOL xxx One Biology course</td>
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Math Requirement

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22
STATE UNIVERSITY OF NEW YORK AT FREDONIA
DEPARTMENT OF PSYCHOLOGY
BS in PSYCHOLOGY
BIOPSYCHOLOGY/COGNITIVE NEUROSCIENCE EMPHASIS

ACADEMIC PROGRESS OUTLINE

Student Name __________________________ Date Entered Fredonia __________ Date declared Psychology __________

REQUIREMENTS FOR GRADUATION AS A PSYCHOLOGY MAJOR:

- 41 hours in Psychology with a 2.0 grade point average
  - all courses in core group – ideally completed by end of sophomore year but definitely by first semester junior year
  - one from each other group
  - one developmental course (which may also fulfill a content group requirement)
  - one professionally linked course (which may NOT fulfill a content group requirement)
  - 3-6 hours of psychology electives
- Completion of the CCC; plus MATH 105, 106, 108, 110, 120, or 122 as advised
- Total of 120 earned credit hours with a 2.0 grade point average
  - 36 credits must be at the 300 or 400 level
  - 66 credits must be outside psychology
  - no more than 4 credits can be 100-level physical education credits
- Note that PSY 210 is a prerequisite for all senior-level theoretical thinking courses
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia and must consult their advisor regarding the scheduling of PSY 200 and PSY 210.

SAT scores: ________________________ Professional Goal: __________________________

PSYCHOLOGY MAJOR REQUIREMENTS: (Enter grade when completed or TR for transferred).

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<td>[ ] PSY 361 Cognitive Neuroscience</td>
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<td>[ ] PSY 210 Research Methods semester: so1 so2 jr1</td>
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<tr>
<td>[ ] PSY 310 Advanced Research Methods</td>
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<td>[ ] PSY 489 Independent Study</td>
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<tr>
<td>[ ] PSY 244 Cognitive Psychology</td>
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<td>[ ] PSY 344 Psychology of Language</td>
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<td>[ ] PSY 364 Cognitive Development</td>
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<td>[ ] PSY 245 Social Psychology</td>
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<td>[ ] PSY 246 Personality</td>
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<td>[ ] PSY 365 Social Development</td>
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<tr>
<td>[ ] PSY 356 Abnormal Psychology (prerequisite for 379)</td>
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<td>[ ] PSY 379 Child Psychopathology</td>
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<td>[ ] PSY 447 Introduction to Counseling</td>
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<th>THEORETICAL THINKING</th>
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<tr>
<td>[ ] PSY 429 History and Systems</td>
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<td>[ ] PSY 430 Theories of Psychology</td>
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<td>[ ] PSY 439 Senior Honors Seminar</td>
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<td>[ ] PSY 445 Seminar in Social Psychology</td>
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<td>[ ] PSY 454 Theories of Memory</td>
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Developmental Course __________________________________________
Professionally linked Course ____________________________________

PSYCHOLOGY ELECTIVES (6 additional credits to total 41 in Psychology):

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RELATED SCIENCE COURSES (14 credits):

<table>
<thead>
<tr>
<th>Biology Focus</th>
<th>Chemistry Focus</th>
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<tbody>
<tr>
<td>BIOL 131 Principles of Biology I</td>
<td>CHEM 115 General Chemistry Lecture I</td>
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<tr>
<td>BIOL 132 Principles of Biology Lab</td>
<td>CHEM 125 General Chemistry Lecture I Lab</td>
</tr>
<tr>
<td>BIOL 133 Principles of Biology II</td>
<td>CHEM 116 General Chemistry Lecture II</td>
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<tr>
<td>BIOL 134 Principles of Biology II Lab</td>
<td>CHEM 126 General Chemistry Lecture II Lab</td>
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<tr>
<td>CHEM 115 General Chemistry Lecture I</td>
<td>BIOL xxx One Biology course</td>
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ADDITIONAL REQUIRED BIOLOGY COURSES

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<tr>
<th>BIOL 243 Biodiversity</th>
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<td>BIOL 434 Animal Behavior</td>
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<th>Math Requirement</th>
<th>Upper Level Requirement</th>
<th>Hours Outside Psychology</th>
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<td>Course</td>
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Category

1. Mathematics 3 credit hours

2. Natural Sciences 6 credit hours
Two courses from different disciplines; only one may be from Mathematical Sciences or Computer and Information Sciences. (Requirements for certification or licensure may be different; check with program Advisor.)

3. Social Sciences 6 credit hours
Two courses from different disciplines; only one may be from Business Administration, Education, History, Communication, or Communication Disorders.

4. American History 3 credit hours
Students who scored below 85 on the NYS American History and Government Regents Exam must take either HIST 105 or 106 or 133 all other students may take any course approved in this category.

5. Western Civilization 3 credit hours

6. Other World Civilizations 3 credit hours

7. Humanities 3 credit hours

8. The Arts 3 credit hours

9. Foreign Language 0-3 credit hours
BA students must demonstrate a language proficiency at the 116 level or beyond; all other students must demonstrate a language proficiency at the 115 level. Students in professional programs should consult their Advisors for program specific details. To demonstrate proficiency, all students may do one of the following:
   a) score 85 or higher on a NYS Regents Foreign Language Exam,
   b) complete the externally-administered standardized test for foreign language of either the AP (3 or higher) or CLEP (50th percentile or higher),
   c) have native fluency,
   d) study abroad (and submit a Course Appeal/Substitution request to the GenEd Office),
   e) successfully complete a 3 to 6 credit course at SUNY Fredonia in this category at the appropriate level (115 or 116 or 120/121).

10. Basic Communication
   Basic Written Communication 3 credit hours

11. Speaking-Intensive Requirement 0-3 credit hours
One course must be in the major, both may be. Courses satisfying any category above will also satisfy this requirement if they are approved and designated as Speaking Intensive.
Student Activities

Associated with the Psychology Department are the Psychology Club and the Fredonia Chapter of Psi Chi.

The Psychology Club has been the major organizer of extra-curricular meetings of students interested in psychology. The club has invited faculty to informally address students about their research interests; faculty and other professionals from outside agencies have been selected to talk about job opportunities in psychology and related fields; and "graduate school nights" have been held to acquaint students with the application process for admission to graduate schools. The Psychology Club also schedules social events such as pumpkin carving. In addition, since it is affiliated with the Student Association and is therefore able to appropriate funds, the club is able to bring speakers and films concerning psychological topics to campus and assist students who wish to attend undergraduate research conferences. Membership is open to all students interested in psychology. For more information, contact the club's advisor or a student officer.

Psi Chi is the honor society for psychology students, and is affiliated with the American Psychological Association, the primary professional organization for psychologists. Psi Chi has more than 500 chapters located at accredited colleges and universities nationwide. Membership in Psi Chi recognizes members' scholastic achievements and their interest in psychology. Students who are second semester sophomore status, who have at least a 3.25 overall GPA, a 3.0 in Psychology, and a minimum of nine semester hours in Psychology at this campus are considered. Currently, Dr. Bruce Klonsky and Dr. Joe McFall are Psi Chi co-advisors.

Each semester, one or two psychology students are recognized for their outstanding work. This award carries a monetary stipend and recognizes meritorious performance in classes as well as in Psychology Club activities, internships, or independent study. Also, each year one student receives the Don Lehr Teaching Award and one student receives the Daniel C. Krawczyk Exemplary Award. These two awards also include a monetary stipend.

Students are encouraged to use the Stanley Zarlock Reading Room (Thompson W338). Various books and periodicals relating to psychology are kept there for the use of all students.
Careers and Graduate Training in Psychology

In psychology, the baccalaureate degree is traditionally a liberal arts degree. Detailed professional training takes place at the graduate level. Perhaps the first question you should ask yourself is whether it makes the most sense to pursue a job immediately after receiving your B.A. degree, or whether your career goals make it more logical to pursue a M.A. or Ph.D. degree.

Career Opportunities

There are many jobs available for people with a B.A. degree in psychology. A liberal arts education with a major in psychology is good preparation for a wide variety of jobs including human services, sales, and management. Jobs in psychology and related mental health areas are also available at the B.A. level. For example, many recent Fredonia graduates have found employment in community agencies that help children with mental or emotional disabilities and counsel adults with emotional handicaps or learning disabilities.

It is true, however, that many more jobs in psychology are suited to those who have an advanced degree. Almost all states, for example, will not license a person to do psychological diagnosis, counseling, or therapy without a relevant graduate degree. Industrial consultants are not normally hired unless their credentials indicate advanced training in research design and in other skills needed for their particular consultation. Also, earning an advanced degree can significantly increase your lifetime earnings. Additionally, people with M.A.s and especially Ph.D.s receive certain intangible returns that are worth more than dollars. These include better working conditions and greater freedom to pursue one's own interests. A copy of the American Psychological Association's Book, Careers in Psychology, as well as other materials on courses and graduate schools, can be obtained from Dr. Cheryl Drout, the department chair.

Graduate Study

It would seem that any Fredonia student who is capable of earning a Ph.D. should be strongly advised to do so. How do you know if you are capable of earning a Ph.D.? The answer is not simple because the requirements vary widely among the Ph.D. granting institutions. Nevertheless, we will try to make an effort to help you decide.

If you decide to pursue graduate work, begin planning no later than the summer before your senior year. Even better, talk to faculty and look at the book, Preparing for Graduate Study in Psychology: Not for Seniors Only, available in the department office, during your junior year. Also, consult Graduate Study in Psychology (see details below) and information regarding the Graduate Record Exams (the GREs) and any other tests you might be required to take. You can obtain a copy of the GRE Information Booklet at the Career Development Office, Gregory Hall.

The major documentation for the advice that follows comes from the American Psychological Association's Graduate Study in Psychology (hereafter called "Grad Study Book"). This book is upgraded regularly. The Psychology Department and the College Library acquire the most recent edition of the publication which contains data from hundreds of M.A. and Ph.D. granting institutions. Let us examine a recent entry for the University of Buffalo, the Ph.D. granting institution that is closest to us.

Within the category Admission Requirements, we find that, for its Master's programs, the average student accepted had a GRE-Verbal score of 514, while the average accepted student had a GRE-Q score of 621. With regard to grade point average (GPA), UB lists an average GPA of 3.35.

For its doctoral programs, the average student admitted had a GRE-V of 530 and a GRE-Q of 612. With regard to grade point average (GPA), UB lists an average GPA of 3.58.
Other criteria considered by UB are research experience (high importance), work experience (low importance), extra-curricular activity (low importance), clinically-related public service (medium importance), GPA (high importance), letters of recommendation (high importance), interview (medium importance), and statement of goals and objectives (high importance).

In 2010-2011, UB had 279 applicants for its terminal master's MA programs and enrolled 87. In 2010-2011, it had 128 applications for its Ph.D. programs (most of them in clinical) and 15 were accepted. The odds of getting into graduate school are greater in fields such as cognitive, social, and developmental psychology than in the fields of clinical and counseling psychology. This, however, depends upon the specific program to which one is applying and the degree involved. For example, some Masters in Counseling programs will be easier to get into than gaining acceptance into some PhD programs in the areas just noted.

The entry for UB can be used to help correct a widespread misconception students have about the "high cost" of graduate-level training. Under Financial Assistance, it states that teaching assistantships are available for first-year and advanced students, with 20 the average number of hours worked per week, for, in 2010-2011, an average compensation of $13,500 per academic year, and full tuition remission given. Fellowships and scholarships are also available for first-year and advanced students, with the average amount paid per academic year $6,000, and full tuition remission given. The entry does not say this explicitly, but if you are accepted at SUNY, Buffalo, you could probably put yourself all the way through from a B.A. to a Ph.D. You would have to live modestly, to be sure, but it is possible. Those at UB and many other schools who receive assistance for the first year continue to receive assistance in subsequent years as well, often at slightly higher figures. Suppose that your GPA is not as high as the 3.0 mentioned in the UB example. Does that mean that you should give up on the possibility of getting an advanced degree such as an M.A. or a Ph.D.? Not necessarily!

Let us look at Alfred University which gives average scores of admitted students but does not set minimum required scores. Under Admission Requirements Master's Programs: GRE-V no minimum stated, 455; GRE-Q no minimum stated, 499; overall undergraduate GPA no minimum stated, 3.9. Doctoral Programs: GRE-V no minimum stated, 468; GRE-Q no minimum stated, 565; overall undergraduate GPA no minimum stated, 4.11. Other Criteria: GRE scores medium, research experience medium, work experience medium, extracurricular activity medium, clinically-related public service low; GPA high, letters of recommendation medium, interview high, statement of goals and objectives high.

Research assistantships available for first-year. Average amount paid per academic year $17,747. Average number of hours worked per week: 7. Tuition remission given: partial. Fellowships and scholarships available for first-year. Average amount paid per academic year: $10,000. Average number of hours worked per week: 0. Tuition remission given: full and partial. Teaching assistantships available for advanced students. Average amount paid per academic year: $17,747. Average number of hours worked per week: 7. Tuition remission given: partial. Research assistantships available for advanced students. Average amount paid per academic year: $17,747. Average number of hours worked per week: 10. Tuition remission given: partial. Traineeships available for advanced students. Average amount paid per academic year: $24,733. Average number of hours worked per week: 10.

For many students with overall GPAs in the range of 2.5 - 2.9, getting a Ph.D. is likely to be a two-step procedure. First you get an M.A. at one school with easy admission requirements. If you work hard and earn good recommendations while doing your M.A. work, you stand a good chance of transferring to a strong Ph.D. program. Some very famous psychologists have followed that route; so have several successful Fredonia graduates.

Often students will ask this kind of question: "Given my particular GPA and other qualifications, what is the best graduate program in clinical psychology I can enter and still be near my parents' home in New York City?"
Probably no professor is enough of a walking encyclopedia to answer that well, but we can steer you in the right direction. Towards the end of the Grad Study book, there is a section titled Index by Areas Offered. Under clinical there are several schools listed that offer M.A.s and Ph.D.s with addresses in and around New York City. Write those down. Look up the specific entries for each school. There will be differences of opinion among professors as to which is "best". But here are some clues:

1. Which school lists the highest average GRE scores and GPAs for the current "crop" of students? Probably all the universities in New York City will have fairly high scores simply because they have so many people to draw from. Still, the relative figures may be a useful guide.

2. If you can manage it, it makes great sense to visit the school you are planning to attend before you commit yourself to it. Speak to some of the current graduate students. Chances are that they will answer your questions in a very friendly and helpful way. There are things you can learn this way that would never get into publication. You might be told that this teacher or that teacher (or even most of them) is terrific at publishing but very neglectful of his/her teaching duties. You might learn some nice things such as the fact there are typically many congenial parties held in faculty homes for graduate students and faculty. Another thing you might learn is how easy or difficult it is to live on the stipend offered in that particular economic culture.

In making plans for graduate school it would be wise to follow this suggested timetable.

**SOPHOMORE YEAR**

- Now is an excellent time to explore areas of psychology that interest you. One of the best ways to learn about careers in psychology is to conduct informational interviews with individuals working in your areas of interest.

**JUNIOR YEAR**

- By the end of this year have a good idea of what area(s) of psychology you wish to consider for graduate study (e.g., experimental, social, clinical/counseling, industrial/organizational, physiological, cognitive).

- Consider planning an internship in psychology either during the summer months or during your Jr./Sr. years.

- If your career interests are quite focused, look at the APA guide to graduate programs in psychology during the second semester. You can also check out additional resources at the APA website, [http://www.apa.org/students](http://www.apa.org/students). This will allow you to identify programs that are realistic choices for you, and will enable you to write for further information during the summer months.

- Next year you will undoubtedly be requesting letters of recommendation from the psychology faculty. If you want a strong letter of recommendation, you need to begin to demonstrate your desire for graduate school by going the "extra mile." Just getting by in your courses and taking the minimal requirements are not enough.

**SUMMER BEFORE YOUR SENIOR YEAR**

- If you haven't started, definitely begin to identify graduate schools that are of interest to you. It is a good practice to select some programs that are very likely to accept you (given your GPA, etc.), as well as others that may be more competitive. A website that may be helpful in making your selections is
http://www/apa.org/students/. Toward the end of the summer write to your choices, requesting information, application materials and a catalog (Note: A postcard is adequate for this request.) Much of this information is also now available on-line.

- **Devote regular time to reviewing and studying for the GRE.** Review books for both the GRE General Exam and the Subject Exam in Psychology are available at most book stores (Barnes & Noble, Borders, and Amazon.com). The GRE General Exam is now computerized. If you are considering PhD programs, you should take the exam early in the fall. Any schools require the GRE Subject Exam, you should take it by October. It is generally not a good idea to take both the General Exam and Subject Test in Psychology on the same date. Registration materials for the GRE are available from the Career Development Office in Gregory Hall.

**SENIOR YEAR/FALL SEMESTER**

- You should have a good idea of what schools you are going to apply to and should have received or be receiving application materials from them.

- Take the GREs if they are required by the schools to which you are applying.

- Contact your reference writers to be sure they can provide a good recommendation. It is a good practice to ask their permission before you show up with your recommendation forms. There are data sheets that you can complete which list courses, grades, extracurricular activities, etc. These sheets are used to assist the faculty in writing recommendations for you, particularly if your academic record is not impressive.

- **Ideally,** you should have all necessary materials (recommendation forms, stamped-addressed envelopes, etc.) to your reference writers two months before your first due date. Be sure to inform your reference writers of any deadlines related to the recommendations, as well as the date you anticipate mailing in your application.

- Begin drafting a goals/aims statement. Many applications will request this kind of information. Starting now will allow you to seek editorial advice from your advisor which may give important hints on how to tailor your responses to specific graduate programs. (This is especially important for applicants to Ph.D. programs. You will want to become familiar with the faculty at those programs and their current areas of research.)

**CHRISTMAS RECESS/SENIOR YEAR**

- You will likely be filling out most of your applications during this break, especially if you are applying to Ph.D. programs (typical deadlines for applications are Dec./Jan.).

**SENIOR YEAR/SPRING SEMESTER**

- The hard work is largely over. However, be prepared for the possibility of telephone interviews, or perhaps even on-site interviews. Don't be discouraged if you don't hear anything right away. Many schools will not notify accepted candidates until April or even May! Relax!

- Depending upon your qualifications and academic track record, have a backup plan for employment, just in case. . .
What if You Decide to Stop at the B.A. Level?

It is very likely that many of Fredonia's current majors could make it through a graduate training program. Nevertheless, if history repeats, many of you will be seeking jobs with a B.A. degree.

As we mentioned earlier, there are jobs available for psychology majors with a B.A. In the department office you will find a book titled The Psychology Major. You will find literally dozens of types of jobs you can seek with a B.A. in psychology. You will also find opinions about job openings and information about how to proceed while applying for a specific type of job. You might also look at the department hand-out, What Can I Do with a B.A. in Psychology?, also available in the department office.

In addition, the College's Career Development Office, located on the second floor of Gregory Hall, has a wealth of information for your use. Especially helpful is their Discover program, a computerized system for helping you to assess your own interests and abilities, and make decisions regarding career goals. The Career Development counselors are available for advice and guidance. Take advantage of their services! The office regularly schedules workshops on such things as job hunts and resume preparation as well as interviews with recruiters visiting campus. Be sure to check the frequent bulletins the office distributes for a listing of the workshops - especially in the spring of your junior year and the fall of your senior year.

Academic Criteria

Keep in mind that although many students are successful in finding good jobs and getting into graduate programs with GPAs that are not exceptional, it is still true that the higher you keep your GPA, the better the chances of getting the graduate program or job that you would most like to have. In addition, it pays to take challenging courses both in and outside your major - many employers and graduate school officers will notice the kinds of courses you have taken as well as the grades you have obtained.

In a 1996 survey of graduate schools that our students are likely to apply to, we found that there are several courses that many schools consider important for undergraduates to have. Virtually all programs in psychology and in social work require students to have had statistics and research methods. In addition, many psychology programs strongly recommend Cognitive Psychology, Physiological Psychology, and Child Psychology. Programs in clinical psychology and applied psychology also recommend Abnormal Psychology and Social Psychology, and programs in clinical and general/experimental psychology also suggest History and Systems and an independent study. Applied psychology programs also recommend a course in computer applications.

Besides Statistics and Research Methods, graduate programs in social work often expect their applicants to have had Personality, Abnormal, Social, and courses in Developmental Psychology and Human Biology.

For those students planning careers in school psychology, talk to your advisor about EDU 215. Although education courses are typically open only to education majors, during some semesters Education in American Society (EDU 215) may have seats open to psychology majors. Please check with the chairperson or your advisor if you are interested in this course and planning a career in school psychology.

Along with taking appropriate courses, get to know at least a few faculty members as well. Whether you do independent research or an internship under their supervision, or simply talk to them periodically about your interests in psychology, faculty who know you well are better able to write good, complete letters of recommendation for you.
Four-Year Strategy

Freshman Year:

Take advantage of your professors' office hours. Faculty will have posted hours when they are available to discuss points that may interest you from reading and lectures, your career goals, research interests, and so forth. The purpose of these hours is to give you the opportunity to interact with professors on a one-to-one basis.

Develop good study habits. Although college is certainly a time to learn about life in general, it is also a time to learn about responsible use of your time.

Learn where the psychology journals are in the Library and learn how to use the various computerized search programs available in the Library. Psych Info is one of these search programs. (Ask your profs, an advanced student, or the Reference Librarian on duty in the Library.)

Get involved in the Psychology Club.

Read your psychology texts as though you were going to have to use the information within the next year. (This will not only increase your grades in the relevant course, but it will increase your skill in advanced courses.)

When something is unclear to you, ask questions. If you already knew everything there would be no point to being in college.

Use the Learning Center in Reed Library. Trained tutors can help with course work and the writing of papers.

Ask advanced students for their estimates of good teachers: "He/she is a lot of work but you learn a lot."

Sophomore Year:

Take the methodology courses (PSY 200 and PSY 210) so you have a solid foundation for advanced courses. Pick a professor whose area interests you and ask if you can help in research he or she is conducting.

Become active in Psychology Club and do what is necessary to earn membership in Psi Chi, the National Honor Society for psychology students. See elsewhere in this booklet for descriptions of these two organizations.

Junior Year:

By this time, you should have enough course work to allow you to pursue a meaningful internship experience and/or develop a plan for independent study. Work up a proposal and approach one of the internship advisors or a professor who might be willing to supervise independent study. These experiences and the potential presentation of your work at an undergraduate psychology conference can be an important addition to your resume.

You should spend the summer between your junior and senior years seriously considering your career goals and deciding if you should attend graduate school. This process should include talking with profs and checking employment opportunities and graduate catalogs.
Senior Year:

Hopefully you know the ropes by now. However, you may have concentrated your out-of-class energies on working with just one professor. If so, it's a good idea to give yourself the benefit of working with another person. This also gives an additional professor the opportunity to see your skills, energy and enthusiasm so that he or she is in a better position to write a knowledgeable reference letter in support of your applications. If you are considering graduate school, make arrangements to take the Graduate Record Exam sometime in the fall. Most schools require that you take it.
Where to Go and What to Do . . .

To change your advisor - see the Department Secretary, Thompson W357.

If you disagree with a grade - first see the instructor, then, if necessary, the chairperson of the department.

To join the Psychology Club or Psi Chi - see the organization's advisor or officers whose names should be posted on the bulletin board outside the department office.

To withdraw from a course - get the appropriate form from the Registrar's office, located in Reed Library, and have it signed by your advisor or the department chairperson.

To get into a closed course - see the instructor of the course.

To get information about a psychology course - consult the College Catalog or speak to the instructor.

To do research and/or independent study in psychology - see a professor who might be interested in the topic.

To do an internship - see Dr. Zevenbergen, W347 Thompson Hall, 673-3894.

To declare a major, minor, or concentration - see the chairperson of the department.

If you need unofficial copies of your transcript - check with the department office.

To transfer in a course from another school - fill out a Transfer Credit Approval Form.

If you are having difficulty in a particular course - go to the Learning Center, Reed Library.

If you need help with a personal problem or with study skills - go to the Counseling Center, LoGrasso Hall.

To get financial aid - inquire at the Financial Aid Office, Thompson Hall, first floor.

To sign up for a psychology experiment – go to http://www.fredonia.edu/department/psychology/research_home.asp

To find a room in Thompson Hall - floor plans are posted near most stairwells.

To get permission to take 19 or more hours - fill in a form titled Additional Hours Request, available in the department office. Approval of your advisor and the Psychology Chairperson is required.

To apply for graduation - get forms at the Registrar's office, first floor Reed Library. Applications must usually be filed by about the fourth week of the semester in which you expect to graduate.

To change a major - see the chairperson of the new department.

To declare a double major - see the chairperson of the new department.

To register for the Graduate Record Exams – The current GRE Registration and Information Bulletin is available in the Career Development Office in Gregory Hall.
Books and Pamphlets Available for Use in the Department


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