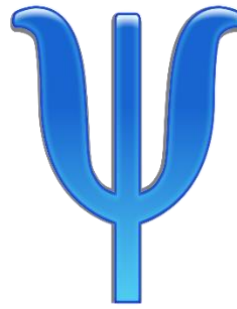


PSYCHOLOGY INFORMATION BOOKLET

2023 - 2024

Produced by the Department of Psychology

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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 seven full-time faculty members, all of whom have a Ph.D. in psychology. 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 (see page 36 for list of requirements), 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.

Student Learning Outcomes

- 1.) Knowledge Base in Psychology. Majors will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology.
- 2.) Scientific Inquiry and Critical Thinking. Majors will engage in scientific reasoning and critical thinking, including effective research methodology in solving problems related to behavior and mental processes. This includes psychology information literacy and interpreting, designing and conducting basic psychological research.
- 3.) Ethical and Social Responsibility in a Diverse World. Majors will develop ethically and socially responsible behaviors for professional and personal settings, including development of values that build diverse communities.
- 4.) Communication. Majors will demonstrate competence in writing, oral and interpersonal communication skills.
- 5.) Professional Development. Majors will apply psychology specific content skills, including effective self-reflection, project-management skills, and teamwork skills to develop career and graduate school readiness.

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 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.

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 20% of our new students each year are transfers from community colleges.

We have approximately 250 majors and 70 minors and we serve a large number of students in other majors

Alumni

Fredonia State graduates with Bachelor's degrees in psychology have found employment in such areas as service agencies for individuals with intellectual disabilities, 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. Degree: University of Missouri (2005)

Denton, Lisa K. (Thompson W343, 673-3893) lisa.denton@fredonia.edu, Health promotion and women's health issues; substance use; health behaviors during pregnancy. Degree: Indiana University (2014)

Drout, Cheryl E. (Thompson E354, 673-3889) cheryl.drout@fredonia.edu. Social and applied psychology; prosocial behavior; victimology; psychology of gender; cross-cultural psychology. Degree: University of Delaware (1987)

Golembiewski, Lee A. (Thompson W339, 673-3892) golembie@fredonia.edu. Developmental psychology, gender and sexuality, child and adolescent development. Degree: Old Dominion University (2023)

Mahar, Elizabeth A. (Thompson W347, 673-3894) elizabeth.mahar@fredonia.edu. Social psychology, human sexuality, close relationships, psychological intervention evaluation. Degree: University of Florida (2021)

McMay, Dani (Thompson W341, 673-3225) dani.mcmay@fredonia.edu. Cognitive psychology; forensic psychology; problem solving. Degree: University of South Florida (2000)

Rogers, Darrin (Thompson W337, 673-3896) darrin.rogers@fredonia.edu. Situational and cultural factors related to sexual aggression and coercion; responses to sexual aggression; public perception of criminals (especially sex offenders); first-generation and minority student success in higher education. Degree: The Ohio State University (2005)

Psychology Department Advisement Procedures

Students interested in becoming psychology majors should see Dr. Croxton, 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:

PSY 100	Freshman Seminar
PSY 129	Foundations of Psychology
PSY 130	Psychology Laboratory
PSY 200	Statistics for Psychology
PSY 227	Careers in Psychology
PSY 237	Sport Psychology
PSY 238	Performance Enhancement
PSY 246	Personality
PSY 247	Health Psychology
PSY 255	Psychology of Women
PSY 273	States of Consciousness
PSY 276	Human Sexuality
PSY 280	Special Topics
PSY 286	Gender Differences
PSY 289	Lifespan Human Development
PSY 291	Psychology of Religion
PSY 300	Intermediate Statistics
PSY 315	Research Methods
PSY 317	Psychological Assessment
PSY 328	Positive Psychology
PSY 342	Perception
PSY 343	Cognitive Psychology
PSY 344	Psychology of Language
PSY 345	Social Psychology
PSY 347	Organizational Psychology
PSY 349	Child Psychology
PSY 351	Physiological Psychology
PSY 355	Group Dynamics
PSY 356	Psychological Disorders
PSY 358	Psychology and the Law
PSY 361	Cognitive Neuroscience
PSY 363	Psychopharmacology
PSY 364	Cognitive Development
PSY 365	Social Development
PSY 366	Psychology of Adulthood
PSY 370	Cross Cultural Psychology
PSY 373	Human Factors
PSY 379	Child Psychological Disorders
PSY 380	Special Topics
PSY 391	Multicultural Counseling
PSY 415	Advanced Research Methods
PSY 429	History and Systems of Psychology

PSY 430	Theories of Psychology
PSY 439	Senior Honors Seminar
PSY 447	Introduction to Counseling
PSY 458	Practicum in Teaching
PSY 479	Internship in Psychology
PSY 481	Mentored Research
PSY 489	Independent Study in Psychology
PSY 510	Contemporary Issues in Psychology
PSY 550	Studies in Psychology

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 – Foundations of Psychology
PSY 130 - Psychology Laboratory
PSY 200 – Statistics for Psychology
PSY 315 - Research Methods

The above courses should 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 *or*
PSY 363 - Psychopharmacology

Group B - Cognitive Group - either

PSY 343 - Cognitive Psychology *or*
PSY 344 - Psychology of Language *or*
PSY 364 - Cognitive Development

Group C - Social Group - either

PSY 246 - Personality *or*
PSY 345 - Social Psychology *or*
PSY 365 - Social Development

Group D - Clinical/Counseling Group - either

PSY 356 – Psychological Disorders *or*
PSY 379 - Child Psychological Disorders *or*
PSY 447 – Introduction to Counseling

Theoretical Thinking -- either

PSY 429 - History and Systems *or*
PSY 430 - Theories of Psychology *or*
PSY 439 - Senior Honors Seminar

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. PSY 289, PSY 349, and PSY 366 also meet this requirement. 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 to 10 credit hours of any psychology courses to reach 35 credit hours in Psychology.

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 45 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 College Core Curriculum.

Requirements for the Bachelor of Science Degree in Psychology

1. 41 hours in psychology as follows:

Core Group - all required

PSY 129 – Foundations of Psychology
PSY 130 - Psychology Laboratory
PSY 200 – Statistics for Psychology
PSY 315 - Research Methods

The above courses should be completed by the end of the junior year.

PSY 415 - Advanced Research Methods
PSY 489 - Independent Study

Group A - Psychophysiology - either

PSY 342 - Perception *or*
PSY 351 - Physiological Psychology *or*
PSY 361 - Cognitive Neuroscience *or*
PSY 363 - Psychopharmacology

Group B - Cognitive Group - either

PSY 343 - Cognitive Psychology *or*
PSY 344 - Psychology of Language *or*
PSY 364 - Cognitive Development

Group C - Social Group - either

PSY 246 - Personality
PSY 345 - Social Psychology *or*
PSY 365 - Social Development

Group D - Clinical/Counseling Group - either

PSY 356 – Psychological Disorders *or*
PSY 379 - Child Psychological Disorders *or*
PSY 447 - Counseling

Theoretical Thinking -- either

PSY 429 - History and Systems *or*
PSY 430 - Theories of Psychology *or*
PSY 439 - Senior Honors Seminar

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 289, PSY 349, and PSY 366 also meet 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.

Psychology electives: 6 to 10 credit hours of any psychology courses to bring total psychology credits to 41 credit hours.

2. Related Science Courses (14 credits): Either the Biology, Chemistry, Data Science 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

Data Science Focus

CSIT 121 – Computer Science I

STAT 260 – Introduction to Data Science
STAT 360 – Topics in Data Science
STAT 405 – Statistics Seminar

3. At least one course in mathematics as advised by department.
4. Of the total hours counting for graduation, a minimum of 45 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.

Students pursuing a BS in Psychology who choose the Data Science track are also allowed to complete the minor in Data Science. If they elect to do so, they will need to complete 9 unique credits. They will do this by taking CSIT 455 or CSIT 473 and by selecting two electives from the list specified for the minor that do NOT have a PSY prefix.

Besides these Psychology Department requirements, keep in mind general college requirements for graduation including the College Core Curriculum.

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 10 and 12).

II. Organizational Minor

A minimum of 21 hours distributed as follows:

Core Courses - 12 hours:

PSY 129 – Foundations of Psychology
PSY 200 – Statistics for Psychology
PSY 317 – Psychological Assessment
PSY 347 - Organizational Psychology

Three courses from the following - 9 hours:

PSY 227 – Careers in Psychology
PSY 345 - Social Psychology
PSY 355 - Group Dynamics
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 Foundations of Psychology
Statistics course at the 100 level or above
PSY 317 Psychological Assessment

Take three out of the four following courses:

PSY 364 Cognitive Development
PSY 365 Social Development
PSY 379 Child Psychological Disorders
PSY 447 Counseling

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 45 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.

The Psychology Department launched a mentoring program for new Psychology majors in Fall 2018. The initiative is for both first-year and transfer students, and gives new students an opportunity to gain advising and assistance from students who are already Psychology majors. Each new student is assigned an individual mentor who is already a Psychology major at Fredonia. Although most of the interactions between mentors and mentees occur individually (e.g. face to face-to-face, e-mail, phone, texting), there are also some group events sponsored by the Psychology department, Psychology Club, and Psi Chi. These group events give new students a chance to meet other incoming Psychology majors. New students are encouraged to reach out to their mentor with any questions or concerns that they have related to their academic coursework and overall transition to the Fredonia campus and community.

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. Klonsky. In addition, let your advisor know about your particular interests. Your advisor can help you choose a relevant internship experience to explore.

Mentored Research 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.

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 pages 17 – 19 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

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 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., Fredonia Research and Creativity Expo, SURC, 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 may be taken in the Honors department (HONR 400) or in Psychology (PSY 489). 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., Fredonia Research and Creativity Expo, WPUPC) or a national conference (e.g., APA, EPA).

Check-List

- | | |
|--|---|
| <input type="checkbox"/> 1) Propose project to a Chair | <input type="checkbox"/> 4) Get Proposal approved |
| <input type="checkbox"/> 2) Sign up for credit with Chair's approval | <input type="checkbox"/> 5) Oral Defense |
| <input type="checkbox"/> 3) Choose a Committee | <input type="checkbox"/> 6) Conference Presentation |

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.

**State University of New York at Fredonia Department of Psychology
BA 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
 - complete all courses in core group
-ideally completed by end of sophomore year but definitely by the end of first semester junior year
-PSY 130 is optional for students declaring the major with at least 30 cr hrs completed
 - complete at least one course from each of the content groups and one course from the Theoretical Thinking group
 - one developmental course (which may also fulfill a content group requirement)
 - 7 - 8 hours of psychology electives to reach 35 credit hours in psychology
- Completion of a MATH/STAT prefix course at the 100 level or above
- Must declare a minor/2nd major in a field other than psychology
- Total of 120 earned credit hours with a 2.0 grade point average
 - 45 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 315 is a prerequisite for all senior-level theoretical thinking courses
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia.

SAT scores: _____ Professional Goal: _____

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

<p><u>CORE GROUP</u></p> <p>_____ PSY 129 Foundations of Psychology: fr1, fr2</p> <p>_____ PSY 130 Psychology Laboratory: fr1, fr2</p> <p>_____ PSY 200 Statistics for Psychology semester: fr2 so1 so2</p> <p>_____ PSY 315 Research Methods semester: so1 so2 jr1</p> <p><u>CONTENT B</u></p> <p>_____ PSY 343 Cognitive Psychology</p> <p>_____ PSY 344 Psychology of Language</p> <p>_____ PSY 364 Cognitive Development</p> <p><u>CONTENT D</u></p> <p>_____ PSY 356 Psychological Disorders</p> <p>_____ PSY 379 Child Psychological Disorders</p> <p>_____ PSY 447 Introduction to Counseling</p>	<p><u>CONTENT A</u></p> <p>_____ PSY 342 Perception</p> <p>_____ PSY 351 Physiological Psychology</p> <p>_____ PSY 361 Cognitive Neuroscience</p> <p>_____ PSY 363 Psychopharmacology</p> <p><u>CONTENT C</u></p> <p>_____ PSY 246 Personality</p> <p>_____ PSY 345 Social Psychology</p> <p>_____ PSY 365 Social Development</p> <p><u>THEORETICAL THINKING</u></p> <p>_____ PSY 415 Advanced Research</p> <p>_____ PSY 430 Theories of Psychology</p> <p>_____ PSY 439 Senior Honors Seminar</p>
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One Developmental Course: PSY 289, PSY 349, PSY 364, PSY 365, PSY 366, PSY 379, EDU 224, EDU 225

Professionally linked Course _____

PSYCHOLOGY ELECTIVES (7 to 8 additional credits to total 35 in Psychology credits):

<u>Course</u>	<u>Grade</u>	<u>Course</u>	<u>Grade</u>	<u>Course</u>	<u>Grade</u>	<u>Course</u>	<u>Grade</u>
_____	_____	_____	_____	_____	_____	_____	_____

MINOR/2nd MAJOR:

<u>Course</u>	<u>Grade</u>	<u>Course</u>	<u>Grade</u>	<u>Course</u>	<u>Grade</u>	<u>Course</u>	<u>Grade</u>
_____	_____	_____	_____	_____	_____	_____	_____

GRE preparation: _____

Math Requirement	Upper Level Requirement	Hours Outside Psychology
<u>Course</u>	<u>Hours</u> <u>Date</u>	<u>Date</u> <u>Current Total</u>
_____	_____	_____

**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
 - complete all courses in core group
 - ideally completed by end of sophomore year but definitely by the end of first semester junior year
 - PSY 130 is optional for students declaring the major with at least 30 cr hrs completed
 - complete at least one course from each the content groups and one course from the Theoretical Thinking group
 - one developmental course (which may also fulfill a content group requirement)
 - 7 - 8 hours of psychology electives to reach 41 credit hours in psychology
- Completion of a MATH/STAT prefix course at the 100 level or above
- Must take related courses in Biology, Chemistry, or Data Science
- Total of 120 earned credit hours with a 2.0 grade point average
 - 45 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: Take at least 6 credits PSY 481
- TRANSFER NOTE: Transfer students must take at least 23 hours in Psychology at Fredonia.

SAT scores: _____

Professional Goal: _____

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

CORE GROUP

- _____ PSY 129 Foundations of Psychology: fr1, fr2
- _____ PSY 130 Psychology Laboratory: fr1, fr2
- _____ PSY 200 Statistics for Psychology semester: fr2, so1
- _____ PSY 315 Research Methods semester: so1 so2
- _____ PSY 415 Advanced Research Methods: jr1
- _____ PSY 481 Mentored Research: jr-sr

CONTENT A

- _____ PSY 342 Perception
- _____ PSY 351 Physiological Psychology
- _____ PSY 361 Cognitive Neuroscience
- _____ PSY 363 Psychopharmacology

CONTENT B

- _____ PSY 343 Cognitive Psychology
- _____ PSY 344 Psychology of Language
- _____ PSY 364 Cognitive Development

CONTENT C

- _____ PSY 246 Personality
- _____ PSY 345 Social Psychology
- _____ PSY 365 Social Development

CONTENT D

- _____ PSY 356 Psychological Disorders
- _____ PSY 379 Child Psychological Disorders
- _____ PSY 447 Introduction to Counseling

One Developmental Course: PSY 289, PSY 349, PSY 364, PSY 365, PSY 366, PSY 379, EDU 224, EDU 225

Professionally linked Course _____

PSYCHOLOGY ELECTIVES (7 – 8 additional credits to total 41 in Psychology credits):

Course	Grade	Course	Grade	Course	Grade	Course	Grade
_____	_____	_____	_____	_____	_____	_____	_____

RELATED SCIENCE COURSES:

Biology Focus	Grade	Chemistry Focus	Grade
BIOL 131 Intro to Ecology and Evolution	_____	CHEM 115 General Chemistry Lecture I	_____
BIOL 132 Principles of Biology Lab	_____	CHEM 125 General Chemistry Lecture I Lab	_____
BIOL 133 Cell and Molecular Biology	_____	CHEM 116 General Chemistry Lecture II	_____
BIOL 134 Principles of Biology II Lab	_____	CHEM 126 General Chemistry Lecture II Lab	_____
CHEM 115 General Chemistry Lecture I	_____	BIOL xxx One Biology course	_____

Data Science Focus Grade

CSIT 121 Computer Science I	_____
STAT 260 Introduction to Data Science	_____
STAT 360 Topics in Data Science	_____
STAT 405 Statistics Seminar	_____

FREDONIA FOUNDATIONS ADVISING SHEET
SUNY Fredonia General Education Program

Content Areas

- Basic Writing (3credits)
 - Required in the first year.
- Basic Oral Communication (0-3 credits*)
 - Recommended in the first year.
 - Many current “speaking intensive” courses are scheduled in the last year of a student’s degree program; these courses will need to be scheduled so that students have the ability to take them within the first two years.
 - *If a student’s Oral Communication course is less than 3 credits, they must take steps to ensure that their General Education coursework totals 30 GER credits.
- Quantitative Reasoning (3 credits)
 - Recommended in the first year.

Seven Area Requirements (21 credits total):

- One course each from the following five academic areas:
 - Arts
 - Humanities
 - Foreign Language
 - Natural Science
 - Social Science
- Two total courses from among the following academic areas:
 - American History
 - Western Civilization
 - Other World Civilization
- The above courses will also be categorized thematically; two courses from each thematic area are required:
 - Creativity & Innovation
 - Critical Thinking & Analysis
 - Global Perspectives

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. Currently Dr. Catherine Creeley is the Psychology Club advisor.

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 have achieved second-semester sophomore status and 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. Andrea Zevenbergen is the advisor.

Each semester, our top psychology students are recognized for their outstanding work. Awards carry a monetary stipend and recognize meritorious performance in classes as well as in Psychology Club activities, internships, or independent study. The awards are named the Psychology Merit Award, the Don Lehr Teaching Award, the Daniel C. Krawczyk Exemplary Award and the Elizabeth Scarborough Award.

Students are encouraged to use the Stanley Zarlock Reading Room (Thompson W338). This is a cooperative learning space including books relating to psychology.

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 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. Information about the GRE can be found at GRE.org.

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.

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, 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> 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/> .
- **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, and Amazon.com). The GRE General Exam is 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.

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.)

WINTER BREAK/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./B.S. 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 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 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.

We have 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.

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.

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. You will also need the signature of the instructor.

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. Denton W343 Thompson Hall, 673-3893.

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, Maytum Hall, second floor.

To sign up for a psychology experiment – go to
http://www.fredonia.edu/departments/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 Registrar's office or 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, go to GRE.org.

Books and Pamphlets Available for Use in the Department

American Educational Research Association, American Psychological Association, National Council on Measurement in Education (2014). *Standards for Educational and Psychological Testing*. American Educational Research Association. Washington, DC.

American Psychology Association (2010). *Concise Rules of APA Style. The Official Pocket Style Guide From the American Psychological Association (6th edition)*. Washington, DC: APA.

American Psychological Association (1995). *Education and Training Beyond the Doctoral Degree*. Washington, DC: APA

American Psychological Association (1989). *Ethical Principles in the Conduct of Research with Human Participants*. Washington, DC: APA.

American Psychological Association (1985). *A Hospital Practice Primer for Psychologists*. Washington, DC: APA.

American Psychological Association (2007). *Getting In A Step-By-Step Plan For Gaining Admission To Graduate School in Psychology*. Washington, DC: APA.

American Psychological Association (2006, 2008, 2009, 2010). *Graduate Study in Psychology*. Washington, DC: APA.

American Psychological Association (2017). *Graduate Study in Psychology – 2017 -*. Washington, DC: APA.

American Psychological Association (2019). *Graduate Study in Psychology -2019 –* Washington, DC:APA.

American Psychological Association (2010). *Mastering APA Style. Student's Workbook and Training Guide. A Hands-On Guide for Learning the Style Rules of the Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: APA.

American Psychological Association (2010). *Mastering APA Style. Instructor's Resource Guide. A Hands-On Guide for Learning the Style Rules of the Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: APA.

American Psychological Association. (2008) *Undergraduate Writing in Psychology. Learning to Tell the Scientific Story*. Washington, DC: APA.

American Psychological Society (1999). *Membership Directory of the American Psychological Society*. Washington, DC: APA.

American Psychology Association (1998). *Psychology Education and Careers Guidebook for College Students of Color*. Washington, DC: APA.

American Psychology Association (1998). *Psychology Education and Careers Guidebook for College Students of Color: Applying To Graduate and Professional Programs*. Washington, DC: APA.

American Psychology Association (2020). *Publication Manual of the American Psychological Association (7th edition)*. Washington, DC: APA.

American Psychology Association (2010). *Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: APA.

American Psychology Association (1998). *Surviving and Thriving In Academia: A Guide For Women and Ethnic Minorities*. Washington, DC: APA.

Baird, Abigail A.; Tugade, Michele M. and Veague, Heather B. (Eds.) (2009, 2005). *Current Directions in Introductory Psychology (2nd edition)*. Pearson Education, Inc. Upper Saddle River, NJ.

Beekman, G. (1994). *Computer Currents--Navigating Tomorrow's Technology*. Benjamin/Cummings Publishing Co., Redwood City, CA.

Bell, J. (1991). *Evaluating Psychological Information*. Boston: Allyn & Bacon, Inc.

Bolles, Richard Nelson. (2008). *What Color is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*. Ten Speed Press. Berkeley, California.

Cabell, David W.E. and English, Deborah L. (2005). *Cabell's Directory of Publishing Opportunities in Psychology. Volume II J of B thru W, Index First Edition 2005 – 2006*. Cabell Publishing Company. Beaumont, Texas.

Chastain, G. & Landrum, R.E. (1999). *Protecting Human Subjects: Departmental Subject Pool and Institutional Review Boards*. Washington, DC: APA.

Cooper, Harris. (2016) *Ethical Choices in Research. Managing data, Writing Reports, and Publishing Results in The Social Sciences*. Washington, DC: APA.

Duan, Changiming and Brown, Chris. (2016). *Becoming a Multiculturally Competent Counselor*. Sage Publishing, Inc. Thousand Oaks, CA.

Educational Testing Service. (2017, 2012). *The Official Guide to the GRE General Test. (3rd Edition)*. McGraw Hill Education. New York, N.Y.

Fosberg, Jetta Reringa; Murphy, April J.; Niemi, Kristen Irja with Rosebrough, Angela Raimondo. (2008). *Beyond Normal: Making Your Writing Devilishly Good*. State University of New York at Fredonia.

Fretz, B. R. & Stang, D.J. (1980). *Not for Seniors Only!: Preparing for Graduate Study in Psychology*. Washington, DC: APA.

Gardner, J.N., & Jewler A. J. (1992). *Your College Experience--Strategies for Success*. Wadsworth Publishing Co., Belmont, CA.

Geer, Philip, Ed.M. (2016). *Barron's Essential Words for the GRE (4th edition)*. Kaplan, New York, NY.

Hacker, Diana. (1992) (2nd Edition). *A Writer's Reference*. Bedford Books of St. Martin's Place. Boston.

Hammonds, B.L. & Scheirer, C.J. (1984). *Psychology and Health*. Washington, DC: APA.

Herring, K.L. (ed) (1987). *Guide to Research Support*. Washington, DC: APA.

Hettich, P.I. (1992) *Learning Skills For College and Career*. Brooks/Cole Publishing Co., Pacific Grove, CA.

Himelein, M.J. (1999). *A Student's Guide To Careers in the Helping Professions*. Stateboro, GA: Office of Teaching Resources in Psychology.

Hock, Roger R. (2009) *Forty Studies that Changed Psychology. Explorations into the History of Psychological Research (6th edition)*. Pearson Education Inc. Upper Saddle, NJ.

Kaplan. *GRE 500 Vocabulary Flashcards (5th edition)*. Kaplan Publishing, New York, NY

Kaplan. *GRE 500 Vocabulary Flashcards (3rd edition)*. Kaplan Publishing. New York, NY.

Kaplan. *GRE Math Workbook.(2019) (Eleventh Edition)*. Kaplan Publishing. New York, N.Y.

Kaplan. *GRE Subject Test: Psychology. (2016) (6th Edition)*. Kaplan Publishing. New York, N.Y.

Karcen, A.C. and Wallace, I.J., ed. (2008). *Applying to Graduate School in Psychology: Advice From Successful Students and Prominent Psychologists*. Washington, DC: APA.

Knapp, Samuel J., VandeCreek, Leon D. & Fingerhut, Randy. (2017) *Practical Ethics for Psychologists. A Positive Approach. (3rd edition)*. Washington DC: APA.

Kilburg, R.R., ed (1991). *How to Manage Your Career in Psychology*. Washington, DC: American Psychological Association.

Kuther, Tara L.; Morgan, Robert D. *Careers in Psychology. Opportunities in a Changing World. (Fifth Edition)*. Los Angeles/London/New Delhi Singapore/Washington DC/Melbourne: SAGE Publications.

Licht, Deborah M.; Hull, Misty G. & Ballantyne, Coco. *Presenting Psychology*. (2016) New York, NY: Worth Publishers.

Lunneborg, P.W. (1977). *Why Study Psychology?* Monterey, CA: Brooks/Cole Publishing Company.

Mayne, T.S.; Norcross, J.C.; & Sayette, M.A. (1994/95). *Insiders Guide to Graduate Programs in Clinical Psychology*. New York: Guilford Press.

McGovern, T.V. (1993) *Handbook for Enhancing Undergraduate Education in Psychology*. Washington DC: APA.

Middle States Commission on Higher Education. (2002) *Characteristics of Excellence in Higher Education. Eligibility Requirements and Standards for Accreditation*. Middle States Commission on Higher Education. Philadelphia, PA

Middle States Commission on Higher Education. (2003) *Student Learning Assessment. Options and Resources*. Middle States Commission on Higher Education. Philadelphia, PA.

Peterson's. *Master The GRE General Test 2020*. (2020). Peterson's Publishing. Highlands Ranch, CO.

Ponterotto, Joseph G.; Casas, J. Manuel,; Suzuki, Lisa A. and Alexander, Charlene M. (2010). *Handbook of Multicultural Counseling (3rd edition)*. Sage Publications, Inc. Washington, DC.

Princeton Review, The. *Cracking the GRE 2020 Edition*. Penquin Random House LLC. New York, NY

Privitera, Gregory J. (2015). *Getting Into Graduate School. A Comprehensive Guide for Psychology and the Behavioral Sciences*. Sage Publications, Inc. Thousand Oaks, CA.

Reed, J.G. & Baxter, P.M. (1983 & 1992). *Library Use: A Handbook for Psychology*. Washington, DC: APA.

Reyes, J. (1997 & 1999). *The 1997-98 Guide For Selecting and Applying To Master of Social Work Programs*. Your Social Work Advisor, Inc., Hammond, IN.

Rownow, R. & Rownow, M. (1986). *Writing Papers in Psychology*. Belmont, CA: Wadsworth Publishing Co.

Scheirer, C.J. & Hammonds, B.L. (1991). *Psychology and the Law*. Washington, DC: APA.

Schultheiss, D.E.P. (2008). *Psychology as a Major: Is It Right for Me and What Can I Do With My Degree?* Washington, DC: APA.

Shapiro, Shauna L. and Carlson, Linda E.(2017) *The Art and Science of MINDFULNESS. Integrating Mindfulness into Psychology and the Helping Professions (2nd edition)*. Washington, DC: APA.

Silvia, Paul J., Delaney, Peter F. & Marcovitch, Stuart. (2017) *What Psychology Majors Could (and Should) Be Doing. A Guide to Research Experience, Professional Skills, and Your Options After College (2nd Edition)*. Washington, DC: APA.

Society for Industrial and Organizational Psychology, Inc. (1992). *Graduate Training Programs in Industrial/Organizational Psychology and Related Fields*. Arlington Heights, IL: Author.

Sternberg, Robert J. (2007). *Career Paths in Psychology: Where Your Degree Can Take You (2nd edition)*. Washington, DC: APA.

Sternberg, Robert J. (2017). *Career Paths in Psychology: Where Your Degree Can Take You (3rd edition)*. Washington, DC: APA.

Sternberg, Robert J. (2017). *Psychology 101 ½. The Unspoken Rules for Success in Academia. (2nd edition)*. Washington, DC: APA.

Sternberg, Robert J. (2017). *Starting Your Career in Academic Psychology*. Washington, DC: APA

Stoloff, M.L. & Couch, J.V., eds (1988 & 1992). *Computer Use in Psychology: A Directory of Software*. Washington, DC: APA.

Strickland, David L and Strickland, Carol J. (2003) (6th edition). *College Success. A Concise Practical Guide*. BVT Publishing. Redding, CA.

Woods, P.J. ed. (1988). *Is Psychology for Them? A Guide to Undergraduate Advising*. Washington, DC: APA.

Woods, P.J. ed. (1979). *The Psychology Major: Training and Employment Strategies*. Washington, DC: APA.

PREREQUISITES FOR A PSYCHOLOGY INTERNSHIP

1. You must have a GPA of 2.5 to do an internship in psychology.
2. You must have completed 70 credits by the time the internship would start.
3. Additionally, to do an internship in the following areas, you must complete the courses listed below.

4. You must apply for a Summer internship by April 15, a Fall internship by April 15, and a Spring internship by November 9. (*Note: these dates are approximate and change slightly by semester, please consult the Internship website, <http://home.fredonia.edu/psychology/internship>, for exact due dates*).

Child/Adolescent Development

PSY 349 – Child Psychology OR EDU 225 – Child Development

PSY 364 – Cognitive Development OR PSY 365 – Social Development

Recommended: PSY 379 – Child Psychopathology, EDU 250 – Introduction to the Exceptional Learner, SOC 364 – Juvenile Delinquency

Clinical Psychology/Counseling Psychology

PSY 447 – Introduction to Counseling

PSY 356 – Psychological Disorders OR PSY 379 - Child Psychological Disorders

Recommended: PSY 391 - Multicultural Counseling

Forensic Psychology

PSY 356 – Psychological Disorders

PSY 447 – Introduction to Counseling

Recommended: PSY 391- Multicultural Counseling, SOC 316 – Minority Groups, CRMJ 100 – Introduction to Criminal Justice, PSY 380 - Psychology of Incarceration, PSY 358 – Psychology and the Law

Geropsychology

PSY 366 – Psychology of Adulthood

PSY 364 – Cognitive Development OR PSY 365 – Social Development

Recommended: PSY 317 – Psychological Assessment, PSY 447 – Introduction to Counseling

Health Psychology

PSY 247 – Health Psychology

PSY 447 – Introduction to Counseling

Recommended: BIO 110 – Human Biology, PSY 351 – Physiological Psychology, PSY 361 – Cognitive Neuroscience

Organizational Psychology

PSY 345 – Social Psychology

PSY 347 – Organizational Psychology

Recommended: PSY 355 – Group Dynamics, PSY 317 – Psychological Assessment

School Counseling

PSY 447 – Introduction to Counseling

PSY 364 – Cognitive Development OR PSY 365 – Social Development OR

PSY 349 Child Psychology

Recommended: PSY 391 - Multicultural Counseling

School Psychology

PSY 447 – Introduction to Counseling

PSY 364 – Cognitive Development OR PSY 365 – Social Development OR

PSY 349 - Child Psychology

Recommended: PSY 317 – Psychological Assessment, PSY 391 – Multicultural Counseling, PSY 379 - Child Psychological Disorders

Sport Psychology

PSY 237 – Sport Psychology

PSY 345 – Social Psychology

Recommended: PSY 447 – Introduction to Counseling, PSY 355 – Group Dynamics,

PSY 247 – Health Psychology

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