

Department of Psychology



Student Handbook

John Carroll University Homepage: <http://sites.jcu.edu/>

JCU Psychology Department Website: <http://sites.jcu.edu/psychology/>

JCU Psychology Department Facebook: <https://www.facebook.com/johncarroll.psychdepartment>

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CONTACT INFORMATION YOU MAY NEED

When on campus & dialing from a campus (red) phone, only the last four digits of the phone number needs to be dialed. Otherwise, the full number should be dialed.

- APA code of ethics: <http://www.apa.org/ethics/code/principles.pdf>
- Psychology Department Main office: 216.397.4355 or email rmarino@jcu.edu
Psychology Department Fax number: 216.397.1633
Psychology [Faculty Advisors Contact Information](#)
- Campus Safety Services: 216.397.1234 or email jcupd@jcu.edu
- (JCU) Career Services Center: 216.397.4237 or email careerhelp@jcu.edu
- Center for Service and Social Action: 216.397.4698 or email service@jcu.edu
- Center for Student Diversity and Inclusion: 216.397.4185 or email csdi@jcu.edu
- College of Arts and Sciences (CAS) Dean's Office: 216.397.4287
- (CAS) Academic Advising Center : 216.397.4219
- (JCU) Counseling Center: 216.397. 397.4283
- Domestic Violence and Child Advocacy Center (VPAC): 216.391.2175 or email scerula@jcu.edu
- Services for Students with Disabilities: 216.397.4967 or email mcicirelli@jcu.edu
- JCU Information Technology HelpDesk: 216.397.3005 or email helpdesk@jcu.edu

At John Carroll University, we are committed to fostering a respectful and inclusive campus community. Incidents of bias which are intentional or unintentional actions against someone on the basis of an actual or perceived aspect of their identity, including actions that occur in classrooms, can and should be reported on the Bias Incident Reporting Form, accessible at <http://sites.jcu.edu/bias/> . Questions about bias can be directed to members of the Bias Response Team: Lauren Bowen, Associate Academic Vice President (bowen@jcu.edu), Bud Stuppy, Director of Human Resources (cstuppy@jcu.edu) or Danielle Carter, Director of the Center for Student Diversity and Inclusion (dcarter@jcu.edu).

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WELCOME TO THE PSYCHOLOGY DEPARTMENT

To all students interested in studying the discipline of Psychology, welcome!

We hope this handbook contains everything you need to know about majoring in Psychology at John Carroll University.

JOHN CARROLL UNIVERSITY MISSION STATEMENT

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

John Carroll University, founded in 1886, is a private, coeducational, Catholic, and Jesuit university. It provides programs in the liberal arts, sciences, education, and business at the undergraduate level, and in selected areas at the master's level. The University also offers its facilities and personnel to the Greater Cleveland community.

As a university, John Carroll is committed to the transmission and enrichment of the treasury of human knowledge with the autonomy and freedom appropriate to a university. As a Catholic university, it is further committed to seek and synthesize all knowledge, including the wisdom of Christian revelation. In the pursuit of this integration of knowledge, the University community is enriched by scholarship representing the pluralistic society in which we live. All can participate freely in the intellectual, moral, and spiritual dialog necessary to this pursuit. Within this dialog, in which theological and philosophical questions play a crucial role, students have the opportunity to develop, synthesize, and live a value system based on respect for and critical evaluation of facts; on intellectual, moral, and spiritual principles which enable them to cope with new problems; and on the sensitivity and judgment that prepare them to engage in responsible social action.

In a Jesuit university, the presence of Jesuits and colleagues who are inspired by the vision of Saint Ignatius Loyola, founder of the Society of Jesus in 1540, is of paramount importance. This vision, which reflects the value system of the Gospels, is expressed in the Spiritual Exercises, the source of Jesuit life and mission. To education the Jesuit spirit brings a rationality appropriately balanced by human affection, an esteem for the individual as a unique person, training in discerning choice, openness to change, and a quest for God's greater glory in the use of this world's goods. Commitment to the values that inspired the Spiritual Exercises promotes justice by affirming the equal dignity of all persons and seeks balance between reliance on divine assistance and natural capacities. The effort to combine faith and culture takes on different forms at different times in Jesuit colleges and universities. Innovation, experiment, and training for social leadership are essential to the Jesuit tradition.

At the same time, John Carroll University welcomes students and faculty from different religious backgrounds and philosophies. Dedicated to the total development of the human, the University offers an environment in which every student, faculty, and staff person may feel welcomed. Within this environment there is concern for the human and spiritual developmental needs of the students and a deep respect for the freedom and dignity of the human person. A faculty not only professionally qualified, but also student oriented, considers excellence in interpersonal relationships as well as academic achievement among its primary goals.

The University places primary emphasis on instructional excellence. It recognizes the importance of research in teaching as well as in the development of the teacher. In keeping with its mission, the University especially encourages research that assists the various disciplines in offering solutions to the problems of faith in the modern world, social inequities, and human needs.

The commitment to excellence at John Carroll University does not imply limiting admissions to the extremely talented student only. Admission is open to all students who desire and have the potential to profit from an education suited to the student's needs as a person and talents as a member of society.

The educational experience at John Carroll University provides opportunities for the students to develop as total human persons. They should be well grounded in liberalizing, humanizing arts and sciences; proficient in the skills that lead to clear, persuasive expression; trained in the intellectual discipline necessary to pursue a subject in depth; aware of the interrelationship of all knowledge and the need for integration and synthesis; able to make a commitment to a tested scale of values and to demonstrate the self-discipline necessary to live by those

values; alert to learning as a life-long process; open to change as they mature; respectful of their own culture and that of others; aware of the interdependence of all humanity; and sensitive to the need for social justice in response to current social pressures and problems.

UNIVERSITY CORE REQUIREMENTS (PRIOR TO FALL 2015)

Division I – FYS, EN, CO, CMLC

- _____ First Year Seminar
- _____ EN – semester 1
- _____ EN – semester 2
- _____ CO 100
- _____ Foreign Language – Sem 1
- _____ Foreign Language – Sem 2

EN – English CO – Communication
CMLC – Class/Modern Languages and Culture

**Division II – Pick 3: AH, CO, HS,
EN, CMLC**

- _____ Literature (L)
- _____ HS or AH
- _____ Elective

AH – Art History CO – Communication
HS – History EN – English
CMCL – Class/Modern Languages and Culture

**Division III – Pick 2 (from 2 different
disciplines) EC, PO, SC**

- _____ Elective
- _____ Elective

EC – Economics PO – Political Science SC – Sociology

**Division IV – Pick 3: BL, CH, PH,
PS, MT/CS**

- _____ MT
- _____ Elective
- _____ Elective (BL, CH, PH)
- _____ Lab – BL, CH, PH

BL – Biology CH – Chemistry PH – Physics
S – Psychology MT Math CS – Computer Science

Division V – RL and PL

- _____ RL 101
- _____ RL elective
- _____ PL 101
- _____ PL 200 level elective
- _____ PL 300 level elective

RL – Religious Studies PL – Philosophy

Additional Requirements

- _____ W
- _____ D
- _____ R (International)
- _____ R or S (International)

Note: 2-R's or 1-R and 1-S; NOT 2-S's

W= Writing Intensive D= Diversity
R= Asian, African, or Latin American
S= Western

UNIVERSITY CORE REQUIREMENTS FOR STUDENTS ENTERING FALL 2015

Category	Requirement	Credits
Foundational Competencies technological/ information literacy embedded in all three	written expression (3-6 cr., depending on placement)	3-6 cr.
	oral expression	3 cr.
	quantitative analysis	3 cr.
	Total	9-12 cr.
Language	students who begin a new language take two semesters students who continue in the language taken in high school must complete the third semester (current 201); those who place above third semester (201) are exempt from the requirement.	0-6 cr.
Integrated Courses must include one science (BL, CH, MT, PH, PS), one social science (EC, PO, SC), and one humanities (AH, CMLC, CO, EN, HS) All courses will include a writing component.	Engaging the Global Community one interdisciplinary, integrated course, either team-taught or taught in learning communities	3 cr.
	Exploring the Natural World two linked courses; one must be a natural science; both can be a science, but may not be from the same department	6 cr.
	Examining Human Experience two linked courses; one must be from the humanities; may not be from the same department	6 cr.
	Total	15 cr.
Jesuit Heritage	2 PL courses: one 100-level, the second at any level	6 cr.
	2 RL courses: one 100-level, the second at any level	6 cr.
	Issues in Social Justice: courses will include issues of diversity, inclusion, etc., from either historical or contemporary perspectives.	3 cr.
	Creative and Performing Arts: studio art, creative writing, screenwriting, playwriting, music, photography, theatre performance, dance	1 cr.
	Total	16 cr.
	TOTAL CORE	40-49 cr.
Requirements in Major	additional writing course	
	additional presentation component (not a whole course); use of technology	
	capstone	

PSYCHOLOGY DEPARTMENT MISSION, HISTORY, GOALS

Mission

The Department of Psychology prepares students with knowledge in the core areas of psychology, critical thinking skills, and the ability to apply the scientific method as preparation for graduate study, work, or service.

Based on the mission of the University, the purpose of the psychology program is to address the intellectual development of the students within the developmental context of the whole person, to increase students' self-knowledge and prepare students to excel in complex learning and professional environments beyond the university. In addition, it is our goal to foster in students an awareness of and commitment to ethical principles, social justice and the need for service to others. To accomplish this purpose the Psychology Department faculty are dedicated to continual evaluation and assessment of student learning goals as a tool for future program development.

History of the Department of Psychology

Psychology was listed for the first time as a separate discipline category in the 1954-1955/1955-1956 John Carroll University Bulletin. At that time, the psychology program was in the Sociology Department. Psychology could be pursued as a minor, not a major program of study. The minor consisted of PS 101 – Introduction to Psychology and five upper division courses. There was one Instructor in Psychology noted in the John Carroll University faculty list.

In the 1958-1960 Bulletin, Psychology appeared as an independent department. A “minor concentration”, however, was still the only option. Psychology was described as an important supplement for other majors. The Director of the Psychology Department was an Associate Professor of Sociology. There were 16 courses in the department, and the faculty consisted of one Assistant Professor and one Instructor.



The first time that a student could major in psychology was noted in the 1963-1965 Bulletin. The Psychology Department offered 17 courses, and the major consisted of five required courses and four electives. The Director of the Department was an Associate Professor of Psychology. Other faculty consisted of one Associate Professor, three Assistant Professors, one Lecturer, and one Professor of Marketing and Business Psychology. The degree conferred at graduation for the psychology major was the Bachelor of Arts.

An important change in the core curriculum was noted in the 1973-1975 Bulletin. Psychology was placed in Division C as part of the Mathematics, Physical and Life Sciences component. The degree conferred at graduation for the psychology major was now the Bachelor of Science. This was closely followed by the beginning of the interdisciplinary Neuroscience Concentration in 1978.

Goals of the Psychology Department and How They Relate to the Mission of the Department

The three goals of the Department of Psychology programs are:

1. to provide quality instruction that facilitates learning by undergraduates in psychology;
2. to encourage faculty involvement in research and writing for publication; and
3. to promote faculty involvement in community and professional service.

The student learning outcomes, which are goals of the Psychology Department curriculum, are for students to obtain:

1. a fundamental knowledge base in the core areas of psychology;
2. critical thinking skills and their application;
3. proficiency in the use of the language of psychology;
4. expertise in the methods of information gathering, organization, and synthesis as applied to psychology;
5. mastery of the experimental method and statistical analysis as practiced by psychologists;
6. an understanding of the ethics and values of the discipline;
7. readiness for graduate study or for transition into the workforce; and
8. recognition of how psychology contributes to the understanding of human diversity.

The Department of Psychology goals and student learning outcomes directly support the Department's mission statement. The goals encourage the qualities of the faculty that result in student learning. The selected student learning outcomes comprise the knowledge, skills, and applications that prepare the Bachelor's degree psychology major for a future of intellectual enrichment, advanced study, work, and service.

scientific method in the context of material high in personal interest and they learn about theories and concepts that have practical application to their present and future lives.

The selection of courses to be taught is a combination of those courses representing key areas of the discipline and the utilization of the special interests and expertise of the faculty. Introduction to Psychology is the only 100-level course counted toward the major. It is prerequisite to most other courses in the department at the 200-level and above. The two-semester statistics sequence (MT 122-223) is prerequisite to the research sequence, which begins with Experimental Design in Psychology, a required course. MT 122 is also prerequisite to PS 435, Tests and Measurements.

COURSES DESCRIPTIONS / RECOMMENDATIONS FOR ACADEMIC STUDY

101. INTRODUCTION TO PSYCHOLOGY 3 cr. Fundamental principles of behavior, including research methods, learning, memory and cognition, biological basis of behavior, perception, motivation, human development, social psychology, personality, psychopathology, and psychological testing. A prerequisite to all PS courses at the 200 level and beyond.

(Carefully read the PS 101 Research Experience Requirement located on Page 22 – Please note that the requirements for this course are the same for all students, those who intend to major in the discipline as well as students who take the course for core, or because of a major requirement in another department)

150. VIOLENCE AND AGGRESSION 3 cr. Biological, psychological, and sociological aspects of violence and aggression. Basic theories and principles relevant to the topic in general and the components of specific acts and forms of violence. Does not fulfill requirements of the psychology major.

175. LIFE SPAN DEVELOPMENT 3 cr. Survey of basic theories and research relative to human growth and development from prenatal development through the end of life with an emphasis on the physiological, cognitive, socio-emotional, psychological, and cultural changes at various stages of life. Intended for non-majors, particularly those pursuing careers in the health professions. Does not fulfill requirements of the psychology major. Cannot be taken concurrently with PS 261, PS 262, or PS 365.

190. PLANNING FOR GRADUATE SCHOOL IN PSYCHOLOGY 1 cr. Information on preparation for selection of and applying to psychology graduate programs. Does not fulfill requirements of the psychology major. Pass/Fail.

226. DRUGS AND BEHAVIOR 3 cr. Prerequisite: PS 101 or BL 155. Introduction to the field of psychopharmacology with special emphasis on the relationship between drugs and human behavior. Topics include history, routes of administration, absorption, distribution, metabolism, excretion, and adverse effects of psychoactive drugs. Students intending to follow the neuroscience concentration must take PS 426, not PS 226.



241. SOCIAL PSYCHOLOGY 3 cr. Introduction to the scientific field that explores the nature and causes of individual behavior and thought in social situations. Social psychology is the science of everyday, normal behavior. Topics include nonverbal behavior, the detection of lying, attributions we make about the causes of behavior, social cognition, prejudice, self-concept, interpersonal attraction, persuasion, and aggression.

261. CHILD DEVELOPMENT 3 cr. Prerequisite: PS 101 (or ED 201 for Education majors only). Survey of the basic theories and research relative to human growth and development from conception through late childhood, with emphasis on the physiological, intellectual, social, emotional, and cultural changes associated with human life. Cannot be taken concurrently with PS 175.

262. ADOLESCENT DEVELOPMENT 3 cr. Prerequisite: PS 101 (or ED 201 for Education majors only). Survey of the basic theories and research relative to human growth and development from pre-adolescence to young adulthood, with emphasis on the physiological, intellectual, socio-emotional, and cultural changes associated with human life. Cannot be taken concurrently with PS 175.



295. INTRODUCTION TO SPECIAL TOPICS IN PSYCHOLOGY 1-3 cr. A selection of courses on a variety of topics in psychology designed for both psychology and non-psychology majors; appropriate for exploring special topics at the 200 level. Students seeking a more advanced focus on special topics in psychology should register for PS 395 or 495.

297. INTRODUCTION TO COGNITIVE SCIENCE 3 cr. A topic-oriented introduction to cognitive science, which uses an interdisciplinary approach to study the mind and mental processes, including attention, memory, language, thought, and decision making. Lecture, discussion, in-class demonstrations, and out-of-class assignments.

299. RESEARCH EXPERIENCE IN PSYCHOLOGY 1-3 cr. Prerequisite: permission of instructor. A beginning/intermediate-level research practicum to gain familiarity with the process of research in areas such as (a) learning to conduct a literature review, (b) gaining familiarity with SPSS software, (c) managing and organizing databases, (d) collecting data, and (e) scoring/coding psychological measures. Supervising faculty will guide the research. May be repeated for a cumulative maximum of 3 credit hours.

301. EXPERIMENTAL DESIGN AND ANALYSIS IN PSYCHOLOGY 4 cr. Prerequisites: MT 122, 223 (with at least a C- in MT 223); corequisite: PS 301L. Introduction to the scientific method as it is used to design, conduct, and analyze experiments in psychology.

301L. EXPERIMENTAL DESIGN AND ANALYSIS LABORATORY 0 cr. Corequisite: PS 301. Two hours of laboratory per week. Students work in groups to design and conduct an experiment investigating some aspect of human behavior, then analyze the data.

310. SPORT PSYCHOLOGY 3 cr. Topics include personality and sport; anxiety, arousal, and sport performance; motivation in sport; violence in sport; socialization in sport; psychological benefits of sport and exercise; and psychology of sport injuries.

318. SENSATION AND PERCEPTION 3 cr. Corequisite: PS 318L. Structure and function of the sensory systems, how they encode environmental stimuli, and how we process these stimuli to perceive the world. Perceptual illusions are demonstrated and explained.

318L. SENSATION AND PERCEPTION LABORATORY 0 cr.
Corequisite: PS 318. Two hours of laboratory per week. Students will participate in experiments investigating human perception related to topics in PS 318.

326. PSYCHOBIOLOGY 3 cr. Prerequisite: PS 101 or BL 155. Study of the anatomical, physiological, and biochemical mechanisms underlying behavior.

332. LEARNING AND BEHAVIOR 3 cr. Corequisite: PS 332L.
Fundamentals of classical and operant conditioning and how they may be used to change behavior in applied settings.

332L. LEARNING AND BEHAVIOR LABORATORY 0 cr. Corequisite: PS 332. Two hours of laboratory per week. Applying principles of operant and classical conditioning; specifying behavioral objectives; applying principles of reinforcement to change behavior.

342. PSYCHOLOGY OF PREJUDICE 3 cr. Discussion of classic and contemporary theories and research on stereotypes, prejudice, discrimination, and intolerance.

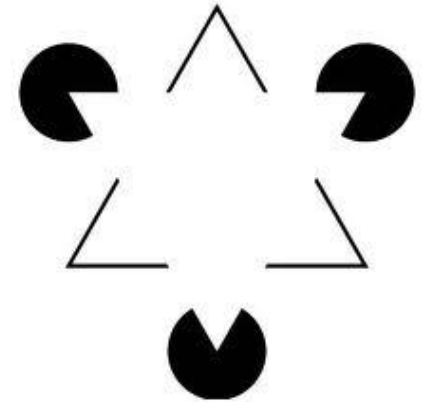
351. THEORIES AND RESEARCH ABOUT PERSONALITY (ED 451) 3 cr. Survey of major personality theories with critical consideration of research support and clinical/counseling applications.

359. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3 cr. Topics for understanding the selection and evaluation of workers within organizations. Current theories of work motivation, job design, and leadership, with an emphasis on applications within organizations.

362. HEALTH PSYCHOLOGY 3 cr. Health psychology offers several opportunities to demonstrate and highlight how the biopsychosocial model can be applied to a multitude of populations (healthy individuals, as well as acute and chronic disease patient populations) and contexts (e.g., disease prevention and treatment).

365. ADULTHOOD AND AGING 3 cr. Study of growth and development from young adulthood to the end of life with emphasis on life stages, transitions, and the breadth of human experience. Cannot be taken concurrently with PS 175.

370. FORENSIC PSYCHOLOGY 3 cr. Overview of the implications of psychological theory and methods for various legal issues and the legal perspective on some psychological issues. Social science research on legal topics such as confessions, eyewitness testimony, the jury, insanity, and competency. Focuses on the criminal justice system with some civil issues. No knowledge of the legal system is assumed.



375. CLINICAL PSYCHOLOGY 3 cr. Topics unique to the clinical psychologist, including psychological assessment, treatment intervention, professional issues, single-case research designs, and subspecialties in the area of clinical psychology. Specialized topics include neuropsychology, forensic psychology, and child clinical psychology.

380. HUMAN MEMORY AND COGNITION 3 cr.

Corequisite: PS 380L. What psychology has found about how people acquire and use knowledge. Topics include attention, how meaning is represented, memory, language, reasoning, and problem solving.

380L. HUMAN MEMORY AND COGNITION

LABORATORY 0 cr. Corequisite: PS 380. Two hours of laboratory per week. Students participate in experiments investigating human cognition related to topics in PS 380.



PS 381. EATING DISORDERS 3 cr. This course will focus on anorexia nervosa, bulimia nervosa, and binge eating disorder. Topics will include how psychologists diagnose and treat those with an eating disorder. Additionally, etiological models of eating disorders will be explored that focus on genetic/biological influences, environmental influences, and socio-cultural (e.g., media) influences. Medical complications associated with eating disorders and the role of the physician in addressing these medical issues will be discussed. Nutritional support and the dietician's role will also be examined.

386. MIND, BRAIN, AND BEHAVIOR 3 cr. Prerequisite: PS 101 or BL 155. Examination of the nature of mind in relationship to cellular structure, chemical signals, and operations in the brain. Association of functions of the brain with human consciousness, language, thinking, memory, and emotion. Application of modern imaging and recording techniques to explain differences between high functioning and impaired functioning individuals.

395. SPECIAL TOPICS IN PSYCHOLOGY 1-3 cr. A selection of courses on a variety of special topics in psychology designed for both psychology and non-psychology majors; appropriate for exploring special topics at the 300 level. Students seeking a more advanced treatment of special topics in psychology should register for PS 495.

401. ADVANCED RESEARCH METHODS IN PSYCHOLOGY 3 cr. Prerequisites: PS 301 and PS 301L (with at least a B) and permission of instructor. Students plan, conduct, and analyze data from individual research projects, and prepare a manuscript suitable for submission to a psychological journal.

PS 407. PSYCHOLOGY OF AUTISM 3 cr. For students interested in learning more about individuals with autism spectrum disorders. Focus on the characteristics and incidence of autism, and the implications for children's learning, behavior and ability to process information. Students will explore the latest research on

potential causes, best practices for assessment and intervention, areas of impairment, as well as current issues related to autism services. Highly recommended for, but not limited to, students participating in the autism internship at the Cleveland Clinic Center for Autism.

415. MULTICULTURAL PSYCHOLOGY 3 cr. Multicultural Psychology examines the influence of sociocultural and historical factors on thought and behavior at the individual, group, and broader cultural levels. The course will focus on psychological concepts and findings, while determining the role race, ethnicity, gender, and class have on the perceptions of those concepts and findings. Students will explore and critically evaluate the perspectives of others, as well as their own, working toward enhancing cultural competencies.

421. HISTORY AND SYSTEMS OF PSYCHOLOGY 3 cr. Development of psychology from its philosophical antecedents to its present status as a behavioral science and profession. Recommended as preparation for the departmental comprehensive examination.

426. PSYCHOPHARMACOLOGY 3 cr. Prerequisite: PS 326 or BL 155. Not open to those with credit in PS 226. Effects of psychotropic drugs on behavior, cognitive functioning, and emotion, with an emphasis on both psychotherapeutic agents utilized in the treatment of biochemical abnormalities associated with various psychopathologies and drugs of abuse.

435. TESTS AND MEASUREMENTS 3 cr. Prerequisite: MT 122 or equivalent. Survey and evaluation of current psychological test theory. Test construction, reliability, validity, and frequently used psychological tests are covered. This is not a course in test administration.

442. LAB MANAGEMENT SCIENCE IN PSYCHOLOGY 1-3 cr. Prerequisite: A grade of B+ or higher in PS 301. CITI certification for work with human participants must be completed at the beginning of the course. Students will use SONA, SPSS, MediaLab, and Qualtrics to assist faculty and student researchers in troubleshooting research protocols. Lab managers will monitor department lab space and equipment and ensure compliance with the Institutional Review Board and department regulations, and APA guidelines for research with human participants. May be repeated for up to 3

455. CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3 cr. Prerequisite: PS 261 or 262. Conceptualization and definition of developmental psychopathology; the study of developmental processes that contribute to the formation of, or resistance to, psychopathology. Specific focus on the causes, assessment, and treatment of developmental and behavioral disturbances in infants, children, and adolescents. Above all, this course aims to illuminate the mutual influences of psychopathology and normal developmental processes.

457. PSYCHOPATHOLOGY 3 cr. Theories and controversies about psychopathology and the etiology and symptoms of selected categories of emotional disturbance, with special reference to the current Diagnostic and Statistical Manual.

459. PERFORMANCE MANAGEMENT AND GOAL SETTING 3 cr. Prerequisite: PS 359 or MN 325. Integration of applied and theoretical principles of performance evaluation and goal setting into today's workplace.

462. COUNSELING THEORY AND PRACTICE 3 cr. Major counseling theories, including psychodynamic, cognitive-behavioral, and phenomenological theories as well as third-wave therapies, such as acceptance and commitment therapy (ACT) and dialectical behavior therapy (DBT). Discussion of the techniques employed in these approaches and empirical support for therapeutic interventions.

470. SEMINAR ON CHILDREN AND FAMILIES IN THE LEGAL SYSTEM 3 cr. Overview of relevant case and statutory law pertaining to children and families. Topics include parental rights, child protection, child custody, foster care, juvenile justice, children's rights, children in the courtroom, decision making, and the termination of the parental relationship. A term paper and participation in a mock trial are required.

471. SEMINAR IN ETHICS IN PSYCHOLOGY 3 cr. Professional ethics in the field of psychology. Ethical dilemmas that confront mental health service providers and counselors, researchers, university-level educators, and those in psychology-related fields who work in other settings. Basis for the course is the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and how it is useful in the analysis and resolution of ethical dilemmas.

476. SENIOR SEMINAR IN CHILD AND FAMILY STUDIES 3 cr. Prerequisite: permission of instructor. Students following the Child and Family Studies track will discuss issues related to children and families.

477. SENIOR SEMINAR IN MENTAL HEALTH SERVICES 3 cr. Prerequisite: permission of instructor. An advanced course in psychopathology that will focus on a small number of conditions and their treatment.



478. SENIOR SEMINAR IN EATING DISORDERS 3 cr. Prerequisite: permission of instructor. Students in the Eating Disorders track will discuss issues related to services for those with eating disorders.

479. SENIOR SEMINAR IN PSYCHOLOGY 3 cr. Series of courses on a variety of special topics in psychology designed for senior psychology students

480-489. PRACTICA IN PSYCHOLOGY 1-3 cr. Limited to junior and senior psychology majors with permission of instructor. Supervised application of psychological principles and techniques in appropriate settings. Arrangements for the practicum site need to be completed, in consultation with the instructor, in the semester prior to the placement. A scholarly paper, developed in conjunction with the supervising faculty member, is required. Specific practica are listed below.

480-481. PRACTICUM IN I/O PSYCHOLOGY 1-3 cr. Business and industrial settings.

482-483. PRACTICUM IN MENTAL HEALTH SERVICES 1-3 cr. Educational and clinical settings.



484-485. PRACTICUM IN GENERAL PSYCHOLOGY 1-3 cr. Educational, clinical, governmental, business, and industrial settings.

486-487. PRACTICUM IN CHILD AND FAMILY STUDIES 1-3 cr. Educational, clinical, and school settings.

488-489. PRACTICUM: THE HOSPITALIZED CHILD 3 cr. Prerequisites: PS 261 or PS 262 and permission of instructor. Sequence of supervised experiences in the application of psychological principles and techniques to

physical and emotional problems with infants, children, adolescents, and their families in a university medical setting.

PS 490 – 491. PRACTICUM IN EATING DISORDERS 3 cr, Prerequisite: PS 381. Instructor permission required

PS 492 – 493 PRACTICUM IN PSYCHOLOGY AND SPORTS SCIENCES 3 cr, Prerequisite: PS 310. Instructor permission required

494. INTERNSHIP AND SEMINAR IN FORENSIC SCIENCE 3 cr. Prerequisites: senior standing, completion of at least 18 hours of the Forensic Behavioral Science minor (including SC 223, and either PS 370 or SC 388), and

permission of instructor. Internship includes field placement in a law enforcement, criminal justice, legal, or research setting in which forensic work is currently conducted. Placement includes a weekly time commitment to the host site and some hands-on responsibilities; also, a weekly seminar requiring ongoing reports, reflection, and analysis by fellow interns about their field experience. Cross-listed with SC 494.

495. ADVANCED SPECIAL TOPICS IN PSYCHOLOGY 1-3 cr. A selection of courses on a variety of special topics in psychology designed for psychology majors and non-majors.

496. READINGS IN PSYCHOLOGY 1-3 cr. Prerequisites: 3.0 GPA and permission of instructor and department chair. Supervised readings course for advanced undergraduates, mutually arranged by each student and a faculty member so that the student may become informed in depth on a specialized topic in psychology. Requires critical and original review of the literature. A course plan must be developed with the instructor and approved by the department chair prior to enrollment.

497N. ADVANCED RESEARCH TOPICS IN NEUROSCIENCE 3 cr. Prerequisites: 3.0 GPA and permission of Neuroscience concentration coordinator. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in neuroscience. A course plan must be developed with the instructor and approved by the neuroscience coordinator prior to enrollment.

498. PRACTICUM IN RESEARCH METHODS 1-3 cr. Prerequisites: PS 301, and permission of instructor. Practicum in research methods and assisting instructor by serving as resource person for students in PS 301. At 1 credit per semester per section, this course may be repeated for up to 3 credits.

499. INDIVIDUAL RESEARCH PROJECT IN PSYCHOLOGY 1-3 cr. Prerequisites: 3.0 GPA, PS 401, and permission of instructor and department chair. Advanced undergraduate participation in the conception, design, execution, and reporting of a research project in psychology. Research should be publishable, and the student's contribution should warrant citation as co-author. A course plan must be developed with the instructor and approved by the department chair prior to enrollment.

EXPERIMENTAL PSYCHOLOGY EXPERIENCE (PS 101 and PS 101H requirement)

WHY?

- Participation in experiments and/or library research options are required by nearly all major institutions with accredited Psychology programs, public or private, large or small.
- Whether you are an intended Psychology major, or are majoring in another discipline, one goal of PS 101, Introduction to Psychology, is to immerse students in the science of the discipline.
 - In any department, at any institution, whether a course is designed for majors or non-majors - it is designed with respect to the principles of the discipline and the mission of the institution if the course is to have integrity.
 - The research requirement and research studies are thoroughly reviewed by JCU's Institutional Review Board.
- The standards for fulfilling the **four credit** research experience requirement for PS 101 are consistent regardless of your academic status as a major or non-major.
 - This requirement will not be waived if you take PS 101 as a prerequisite for a course in another department.
 - Most disciplines that require PS 101 as a prerequisite often conduct research with human participants adhering to many of the same tenets of research used in the Psychology department.

The specifics of the requirement will be explained during the first week of class and included with your syllabus.

IF YOU DO NOT FULFILL ONE OF THESE OPTIONS YOUR COURSE GRADE WILL BE LOWERED BY 1/3 LETTER GRADE.

THREE OPTIONS:

1. Take part in psychology experiments

- Two hours of participation over the course of 14 weeks for four credits. As a participant, you will earn:
 - ½ credit: in a study that requires 15 minutes or less of your time.
 - One credit: in a study that takes between 15 and 30 minutes.
 - One ½ credits: in studies lasting between 30 and 45 minutes.
 - Two credits: in studies lasting between 45 and 60 minutes.
 - Most experiments will begin in October or March.
 - Most experiments will be completed three weeks prior to the end of the semester.
- If you miss more than two scheduled appointments without advance cancellation, you will be required to complete option 2, instead.
- Consistent “no shows” (not keeping appointments when scheduled) prevents other students who would have participated from being able to schedule and fulfill their requirement. It also delays the researcher in providing adequate feedback to all participants at the end of the semester – as required by research protocol.

2. Write research reports

- Four two-page reports for four credits
- Reports do not provide the same insight into the experiences of research participants, but they do provide further exploration of research that has been conducted and published - and possibly provide some insight regarding the impact psychological study can have in multiple environments.
- For details about this option: http://webmedia.jcu.edu/psychology/files/2014/01/101_-Instructions-for-Library-Work-to-Satisfy_Revised-Dec-2012.pdf

3. Combine the above two options

- For example, take part in research experiments for two credits and write two research reports.
- Any combination of reports and participation in experiments may be used to earn the four credits.

WHAT AM I GETTING OUT OF PARTICIPATING?

- Participating in research aids in informed decision-making about the nature of psychological research and its potential impact on those participating in the study, as well as those whose lives are affected by psychological research.
- Students who have participated in research may serve as future members of research ethics boards.
- Having been a participant would most likely give those individuals greater insight into the research process and associated risks than if they had not participated at all.
- In the Debriefing session at the end of the study when the researcher explains the actual purpose of the study, participants learn that the experience they believe they're having at the time of study may have produced an unanticipated outcome. The debriefing session is used to tie together human behavior and human cognition, which may be opposing or complementary forces.

HOW? JCU Psychology website: Experiment Sign-up Procedure

- By the fourth week of classes, you will receive an email from the “SONA administrator” with log-in information <http://jcu.sona-systems.com>
 - Your ID is your JCU email (the part before the @jcu.edu).
 - If your email address is JDOE10@jcu.edu, your ID = JDOE10.
 - If you lose your email or login information, click on the LOST YOUR PASSWORD? CLICK HERE TO RETRIEVE IT. link at the lower left of the screen.
 - Type in your ID. Click on the box, and your password will be sent to your JCU email account.
 - Your password will be a list of random numbers.
 - To change your password, go to MY PROFILE, CHANGE YOUR PASSWORD. Follow the directions.
- You will be assigned an ID number when you sign up as a participant.
- Keep this number since your researcher will not know your name.
- **To obtain credit for an experiment, take the number with you to the experiment.**
- **You will not be granted credit without this number.**

CLASS ROTATION SCHEDULE

COURSES OFFERED EACH SEMESTER	COURSES OFFERED EACH FALL	COURSES OFFERED EACH SPRING
<ul style="list-style-type: none"> • PS 101 Introduction to Psychology • PS 150 Violence and Aggression • PS 226 Drugs and Behavior • PS 241 Social Psychology • PS 261 Child Development • PS 262 Adolescent Development • PS 299ABC Research Experience in Experimental Psychology • PS 301/301L Experimental Design w/Lab • PS 318/318L Sensation & Perception w/Lab • PS 326 Psychobiology • PS 332/332L Learning & Behavior w/Lab • PS 380/380L Human Memory & Cognition w/Lab • PS 426 Psychopharmacology • PS 435 Tests and Measurements • PS 442 Lab Management in Psychological Sciences • PS 455 Child and Adolescent Psychopathology • PS 457 Psychopathology • PS 471 Seminar in Ethics of Psychology • PS 476 Senior Seminar in Child/Family Studies • PS 478 Senior Seminar in Eating Disorders • PS 480-489 Practica in Psychology • PS 494 Internship & Seminar in Forensic Psychology • PS 496 Readings in Psychology • PS 497N Advanced Research in Neuroscience • PS 498 Practicum in Research Methods • PS 499 Individual Research Projects in Psychology 	<ul style="list-style-type: none"> • PS 297 Introduction to Cognitive Science • PS 310 Sport Psychology (<i>every odd year</i>) • PS 342 Psychology of Prejudice • PS 351 Theories of Personality (<i>every even year</i>) • PS 365 Adulthood and Aging • PS 370 Forensic Psychology • PS 381 Eating Disorders • PS 386 Mind, Brain and Behavior • PS 421 History and Systems of Psychology • PS 459 Performance Evaluation and Goal Setting • PS 462 Counseling Theory and Practice (<i>starting Fall 2014</i>) 	<ul style="list-style-type: none"> • PS 175 Life Span Development • PS 190 Preparing for Graduate School • PS 359 Industrial/Organizational Psychology • PS 362 Health Psychology • PS 375 Clinical Psychology • PS 401 Advanced Research Methods in Psychology • PS 407 Psychology of Autism • PS 415 Multicultural Psychology • PS 462 Counseling Theory and Practice (<i>offered in Spring for the last time in Spring 2014 – moves to Fall starting Fall 2014</i>) • PS 470 Children and Families in the Legal System • PS 477 Senior Seminar in Mental Health Services

Tips for Doing Well in Psychology Courses

by R. Eric Landrum - Boise State University

Categories: Career Preparation | Personal/Academic Growth

Being a student of psychology offers you the opportunity not only to study the material taught in your various classes, but also to apply and take advantage of the wealth of information the field of psychology has to offer: information about the teaching - learning process, memory and retention, time management, test preparation, and numerous other areas that can help you succeed in your academic endeavors. In this last installment of his three-part series, Dr. Landrum has mined a wide variety of sources and gleaned some of the best tips available for student success. Psi Chi thanks Dr. Landrum for partnering with us to offer these valuable articles, and we encourage you to read all three, which are available on Psi Chi's website. May you experience great success in applying your psychology as well as studying it! --EDITOR

As you read this article, you will notice that most of these tips to help you do well in *psychology* courses are tips that will help you do well in *college*, whatever your major. When giving study tips, it is difficult to separate out time management from test preparation from study distractions--they all seem to relate to one another. Hopper (1998) offers these 10 tips for surviving college:

- **Try not to schedule back-to-back classes.** You'll wear yourself out, and you'll miss some of the best times to study--right before and right after class.
- **Be a student starting with the first day of class.** Don't take the first two weeks of the semester off--even if your classes are off to a slow start. If possible, try to get ahead on reading so you'll be able to keep up later in the semester.
- **Establish a place to study.** Make your study place a place with minimal distractions.
- **Do as much of your studying in the daytime as you can.** Nighttime brings more distractions for adults.
- **Schedule breaks.** Take a brief break after every block of study time. Try to avoid long blocks of studying unless that is your optimum method of studying. Don't be *unrealistic* in how long you can study--that is, don't schedule an eight-hour study session for Saturday afternoon and evening if that is something that you just won't do when the time comes.
- **Make use of study resources on campus.** Find out about the opportunities for tutoring, study sessions, test review in class, etc. Ask questions in class of your professors. Another benefit of asking questions: it slows down the lecture, and gives you a chance to catch up. Ask a question even if you know the answer.
- **Find at least one or two students in each class with whom you can study.** A fellow student might be able to explain a concept better than your professor, and in terms that you can understand. Also, you might feel more comfortable asking questions of another student, and you'll have an opportunity to observe another person's study habits. Try to study with students who are academically equal to or better than you; they will stimulate and challenge your abilities.
- **Study the hardest subject first.** Work on the hardest subjects when you are fresh. Putting those subjects off until you're tired compounds their difficulty.
- **Be good to yourself.** Take care of your other needs--physical, emotional, social, financial, etc. If you can minimize other concerns in your life, you can use your efforts to study and understand the subject matter.



Study Skills

Many students enter college unprepared or underprepared for the academic challenges ahead. The strategies that worked for you previously may not be effective now. In fact, you may find that different college classes, even different psychology classes, may require different study strategies. The following information is designed to give you some tips on how to improve your study habits, improve your reading, get more out of lectures, and improve your test-taking skills.

Students Are Different. Techniques and strategies that work for one student may not work for another. Some students claim that they do not study at all! You need to concentrate on what you know, and you need to discover what works and does not work for you. The studying process involves a complicated sequence of behaviors. [Table 1](#) presents a Study Skills Checklist by McConnell (1998) that can give you some insight into different types of study skills.

Time Management

Writing your schedule down helps to make it concrete and allows for time management. *Time management* is even more important if you have many other responsibilities (like working, family, sports). Here are some tips for time management:

- Set aside times and places for work.
- Set priorities, then do things in priority order.
- Break large tasks into smaller ones.
- Plan to do a reasonable number of tasks for the day.
- Work on one important task at a time.
- Define all tasks specifically (e.g., not "write paper").
- Check your progress often.

Once you develop your basic schedule, add school events (exams, papers, presentations). Sticking to a schedule can help you to avoid cramming and procrastination. Cramming isn't a good study idea, because it strains your memory processes, drains you of energy, and exacerbates test anxiety. When people are faced with a number of tasks, most of us do the easy things first, saving the harder tasks for later.



Improving Your Reading

Much of your study time is spent reading. To be successful, you need to actively think about what you are reading. Highlighting the boldfaced terms isn't enough. A very popular reading system developed by Robinson (1970) is SQ3R, which divides the reading task into these steps: **S**urvey, **Q**uestion, **R**ead, **R**ecite, and **R**evise.

1. **Survey.** Before reading the chapter word for word, glance over the topic headings and try to get an overview of the chapter. You will know where the chapter is going.
2. **Question.** Look at the chapter headings. Turn the headings into questions, questions you want to be able to answer when finished reading. If the heading is "Auditory System," ask yourself, "How does the auditory system work?" If the heading is "Multiple Personality Disorder," ask, "What are the characteristics of multiple personality disorder?"
3. **Read.** Now you're ready to read the chapter. Your purpose is to answer the questions you just asked. If you finish reading and haven't answered your questions, go back and reread.
4. **Recite.** Once you know the answers to your key questions, recite them out loud to yourself *in your own words*. Personalizing these concepts will help you later when you are tested. Once you've said them, write them down.
5. **Review.** When you are finished with the entire chapter, test your memory by asking yourself the key questions. Try not to look at the written answers.

Practice the SQ3R system and you will find you have developed a method for successful studying. SQ3R works because the reading assignment is divided into more manageable portions.



Getting More Out of Lectures

Lectures can *occasionally* be boring and tedious; however, poor class attendance is associated with poor grades. Even if the instructor is disorganized, going to class helps you understand how the instructor thinks, which may help you to anticipate exam questions or assignment expectations. Most lectures are coherent and understandable, and accurate note taking is related to better test performance. Here are some tips on improving your note-taking skills:

- You need to listen actively to extract what is important. Focus all attention on the speaker, and try to anticipate meanings and what is coming up.



- If the lecture material is particularly difficult, review the material ahead of time in the text.
- Don't try to be a human tape recorder. Try to write down the lecturer's thoughts *in your own words* (as much as you can). Be organized even if the lecture isn't. Practice determining what is important and what is not (sometimes instructors give verbal or nonverbal cues).
- Ask questions during lecture. You can clarify points you missed and catch up in your notes. Most lecturers welcome questions and often wish students weren't so bashful.
- If the lecture is fast paced (or if you are a slow note-taker), try to review your notes right after class if possible. Consult with a fellow classmate to make sure you didn't miss anything important. You may want to form a study group to regularly review lecture materials and/or textbook readings.

Improving Test-Taking Strategies

Your strategy should depend on the type of test you're taking. Most students study differently for a multiple-choice test compared with an essay exam. One myth about multiple-choice tests is that you should go with your first answer and not go back and change answers. Research indicates that this is incorrect, and that 58% of the time students changed wrong answers to right; 20% of the time students changed right answers to wrong; and 22% of the time students changed a wrong answer to another wrong answer (Benjamin, Cavell, & Shallenberger, 1984). Here are some general tips for test-taking situations:

- Pace yourself. Make sure that when half the time is up, you're halfway through the test.
- Don't waste lots of time by pondering difficult questions. If you have no idea, guess (don't leave a question blank). If you think you can answer a question but need more time, skip it and come back later.
- Don't make the test more difficult than it is. Often simple questions are just that--simple.
- Ask a question if you need clarification.
- If you finish all the questions and still have time, review your test. Check for careless mistakes.

Behaviors to Avoid

This article has focused on providing tips for better performance as a psychology major. The article ends with a modified list of behaviors that tend to irritate professors--their pet peeves about students (Whiz, 1995). This somewhat humorous, somewhat serious list might give you some ideas about how to avoid getting on the bad side of your professors--these are valuable tips for success in any course.



Student Behaviors to Avoid In and Out of the Classroom (Or, What Professors Don't Want to Hear From Their Students)

- Are we doing anything important in class today?
- Can I be excused from class this week? I have a friend coming to visit.
- I don't understand why I got such a low grade. I really enjoyed the class and thought that you liked me.
- I don't understand why I got such a low grade. I came to class every day.
- I've been trying to reach you all week. You are never in your office.
- If I had more time, I could have done a better job.
- Do you take points off for spelling?
- (One week before project is due)--I can't find any articles in the library. Can I change my topic?
- I didn't know there was a test today. I wasn't in class when you announced it, and I never look at my syllabus. Do I have to take it now?
- Do class presentations count toward my final grade?
- I hope this class ends on time.
- Which of the assigned readings will be on the test?
- I can't make it to class today. I'm working on a paper for another class and it's due tomorrow.
- That's not what Professor Smith said about that.
- (During the week before finals)--What can I do to get an "A" in this class?
- Did the syllabus really say that?
- Does my paper have to have a Reference section?
- Does the paper have to be typed? Why? Are you sure?
- I missed the last class meeting; did we do anything important?
- Will we be responsible for *everything* covered in the book and in the class?
- Why did I have to read all this if it wasn't going to be on the test?

- (After the exam is handed out)--I don't feel good. Can I take a make-up exam?
- I forgot the time of the exam. Can I take it now?
- I'm not doing well in this class. Can I do some extra credit work? (See below.)
- There is nothing written on the subject. I looked for a book in the library and couldn't find one.
- I missed class last week. Can you tell me what happened?
- It's not fair. I wasn't in class when you gave the assignment.

Again, please remember that the listing consists of statements and questions that professors do *not* want to hear from their students. Years ago on the Internet I read about an instructor's reply to a student who asked for extra credit. When asked for extra credit, the professor replied something like this: "Since you are having such a difficult time in keeping up with the regular class assignments, it would be cruel and heartless to give you even more, extra work to do on top of the work you are struggling with now." Given that argument, it's hard to see a logical reason for adding more work to the students' workload.

I hope that you have enjoyed this three-part series on majoring in psychology. It has been my pleasure and privilege to write for Eye on Psi Chi. My special thanks go to Dan Bockert for his encouragement and patience with the articles in the series.

ABOUT THE AUTHOR: Eric Landrum, PhD, is currently a professor of psychology at Boise State University, where he served as chair of the Psychology Department from 1996-2000. He received his PhD in cognitive psychology (with an emphasis in quantitative methodology) from Southern Illinois University in 1989. His research interests center around the study of and understanding of educational issues, specifically, identifying those parameters that best facilitate student learning. The underlying theme is to understand the learning process of students and design situations and environments that maximize students' opportunity for success. Much of this work has also examined the development of psychological instruments capable of measuring and quantifying concepts such as attitudes concerning diversity, measuring grade inflation, student retention, learning materials, etc. He has made over 100 professional presentations at conferences and published over 25 professional articles in scholarly, peer-reviewed journals. He is the coeditor and author of two chapters in *Protecting Human Subjects: Departmental Subject Pools and Institutional Review Boards* (1999, APA Books), author of *A Guide to Teaching Introductory Psychology* (1998, Harcourt Brace), and *Introduction to Psychology: A General Guidebook* (2nd ed., 1997, Kendall-Hunt), and lead author of *The Psychology Major: Career Options and Strategies for Success* (2000, Prentice Hall).



He is a member of the American Psychological Association, the Midwestern Psychological Association, the American Society for Training and Development, the Idaho Academy of Science, and the National Association of Student Personnel Administrators, and is a Fellow of the Society for the Teaching of Psychology (Division Two). He recently completed his two-year term as national president of the Council of Teachers of Undergraduate Psychology.

Table 1
Study Skills Checklist

Yes No Items

- ___ ___ 1. I spend too much time studying for what I am learning.
- ___ ___ 2. I usually spend hours cramming the night before the exam.
- ___ ___ 3. If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.
- ___ ___ 4. I usually try to study with the radio or TV turned on.
- ___ ___ 5. I can't sit and study for long periods of time without becoming tired or distracted.
- ___ ___ 6. I go to class, but I usually doodle, daydream, or fall asleep.
- ___ ___ 7. My class notes are sometimes difficult to understand later.
- ___ ___ 8. I usually seem to get the wrong material into my class notes.
- ___ ___ 9. I don't review my class notes periodically throughout the semester in preparation for tests.
- ___ ___ 10. When I get to the end of a chapter, I can't remember what I've just read.
- ___ ___ 11. I don't know how to pick out what is important in the text.
- ___ ___ 12. I can't keep up with my reading assignments, and then I have to cram the night before a test.
- ___ ___ 13. I lose a lot of points on essay tests even when I know the material well.

- _____ 14. I study enough for my test, but when I get there my mind goes blank.
- _____ 15. I often study in a haphazard, disorganized way under the threat of the next test.
- _____ 16. I often find myself getting lost in the details of reading and have trouble identifying the main ideas.
- _____ 17. I rarely change my reading speed in response to the difficulty level of the selection or my familiarity with the content.
- _____ 18. I often wish I could read faster.
- _____ 19. When my teachers assign papers, I feel so overwhelmed that I can't get started.
- _____ 20. I usually write my papers the night before they are due.
- _____ 21. I can't seem to organize my thoughts into a paper that makes sense.

How to score the results: Look at the categories below that correspond to the questions in Table 1. If you answered yes to two or more questions in any category, you might want to concentrate on that category.

Items 1, 2, 3 -- time scheduling

Items 4, 5, 6 -- concentration

Items 7, 8, 9 -- listening and note-taking

Items 10, 11, 12 -- reading

Items 13, 14, 15 -- exams

Items 16, 17, 18 -- reading

Items 19, 20, 21 -- writing papers

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THE PSYCHOLOGY MAJOR

RECOMMENDATION FOR ACADEMIC STUDY:

Completion of MT 122 and MT 223 by the end of sophomore year.
PS 301/301L to be completed by the end of the fall semester of junior year.
PS 401 to be completed by the end of junior year.
PS 499 to be completed by the end of fall and/or spring semester of senior year.

MAJOR AND MINOR REQUIREMENTS

Major in Psychology: 37 credit hours, which includes (but is not limited to):

PS 101 and PS 301/301L

Group A: Choose one of the following: PS 318/318L, 326

Group B: Choose one of the following: PS 241, 261, 262

Group C: Choose one of the following: PS 351, 435, 455, 457

Group D: Choose one of the following: PS 297, 332/332L, 380/380L, 386

Ψ The remaining 18 hours are PS electives at the 200 level or above.

Ψ PS 101 is the only 100-level course that may be counted in the major.

Ψ Students must have completed PS 101 and hold a minimum overall 2.5 GPA in order to declare Psychology as a major.

Ψ **At least seven courses must be at the 300-400 level.**

Ψ No more than 6 hours of credit for courses at or above PS 480 can be counted toward the major.

Ψ At least 18 hours in the major must be taken at John Carroll University.

A comprehensive examination (The MFT, see page 63), given during the senior year, must be passed by all majors in psychology.

Required Support Courses: MT 122 and MT 223 (minimum grade of C- required in MT 223) should be taken by the end of the sophomore year. MT 228 may substitute for MT 122.

Minor in Psychology: 22 credit hours. PS 101, 301/301L, plus one course from each content group (A, B, C, and D), and one elective at the 200 level or higher.

Track and Concentration Checklists

General Psychology Major

REQUIRED

- _____ PS 101 Introduction to Psychology
- _____ PS 301/301L Experimental Design (Lab) (*prerequisites: PS 101, MT 122, MT 223*)

GROUP A: Biological Basis of Behavior (*Choose ONE of the following*)

- _____ PS 318/318L Sensation and Perception (Lab)
- _____ PS 326 Psychobiology

GROUP B: Developmental and Social Psychology (*Choose ONE of the following*)

- _____ PS 241 Social Psychology
- _____ PS 261 Child Development
- _____ PS 262 Adolescent Development

GROUP C: Individual Difference (*Choose ONE of the following*)

- _____ PS 351 Theories of Personality
- _____ PS 435 Tests and Measurements
- _____ PS 455 Child & Adolescent Psychopathology
- _____ PS 457 Psychopathology

GROUP D: Learning and Memory (*Choose ONE of the following*)

- _____ PS 297 Introduction to Cognitive Science
- _____ PS 380/380L Human Memory and Cognition (Lab)
- _____ PS 332/332L Learning and Behavior (Lab)
- _____ PS 386 Mind, Brain, and Behavior

GROUP E: Electives (*Choose SIX*)

Multiple courses in Groups A-D will count as Psychology electives.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note:

- Completion of the courses listed above will complete the Psychology Major.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

9/12/2013

Child and Family Studies Track
(For students who have declared prior to Fall 2013)

REQUIRED

_____ PS 101	Introduction to Psychology
_____ PS 301/301L	Experimental Design (<i>prerequisites: PS 101, MT 122, MT 223</i>)
_____ PS 342	Psychology of Prejudice
_____ PS 365	Adulthood and Aging
_____ PS 476	Senior Seminar in Child and Family Studies (<i>prerequisites: PS 261, 262, 365</i>)
_____ SC 275	Family Violence (<i>prerequisite: SC 101</i>)

CHOOSE ONE

_____ PS 455	Child and Adolescent Psychopathology
_____ PS 457	Psychopathology

REQUIRED

Group A: Biological Basis of Behavior

_____ PS 326	Psychobiology
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Group B: Developmental and Social Psychology

_____ PS 261	Child Development
_____ PS 262	Adolescent Development

Group C: Individual Difference

_____ PS 435	Tests and Measurements
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Group D: Learning and Memory

_____ PS 332/PS 332L	Learning and Behavior
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CHOOSE TWO PSYCHOLOGY ELECTIVES

_____ PS _____
_____ PS _____

Note:

- Completion of the courses listed above will complete both the Psychology Major and the CFS Track.
- Students following this track are permitted to take PS 482-483 Practicum in Mental Health Services.
- Students planning to take PS 401 must have earned a B- or better in PS 301/301L. Research projects have restricted parameters for CFS students.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

9/12/2013

Child and Family Studies Track

(For students declaring Fall 2013 or later)

REQUIRED PSYCHOLOGY CORE COURSES

_____ PS 101	Introduction to Psychology
_____ PS 301/301L	Experimental Design (<i>prerequisites: PS 101, MT 122, MT 223</i>)

REQUIRED CFS CORE COURSES

_____ PS 365	Adulthood and Aging	
_____ PS 415	Multicultural Psychology	
_____ PS 476	Senior Seminar in Child and Family Studies	(<i>prerequisites: PS 261, 262, 365</i>)
_____ PS 326	Psychobiology	Group A: Biological Basis of Behavior
_____ PS 261	Child Development	Group B: Developmental & Social Psychology
_____ PS 262	Adolescent Development	
_____ PS 435	Tests and Measurements	Group C: Individual Difference

CHOOSE ONE

_____ PS 342	Psychology of Prejudice
_____ SC 255	Prejudice and Discrimination

CHOOSE ONE

_____ PS 455	Child and Adolescent Psychopathology
_____ PS 457	Psychopathology

CHOOSE ONE

_____ SC 225	Sociology of the Family (<i>prerequisite: SC 101</i>)
_____ SC 275	Family Violence (<i>prerequisite: SC 101</i>)

CHOOSE ONE

_____ PS 332/PS 332L	Learning and Behavior	Group D: Learning and Memory
_____ PS 380/380L	Human Memory and Cognition	

CHOOSE ONE PSYCHOLOGY ELECTIVE (at the 300-400 level)

_____ PS _____

RECOMMENDED COURSES

_____ PS 401	Advanced Research Methods (<i>prerequisite: B or better in PS 301/301L</i>)
_____	Statistics Minor

Note:

- Completion of the courses listed above will complete both the Psychology Major and the CFS Track.
- Students following this track are permitted to take PS 482-483 Practicum in Mental Health Services.
- PS 401 Research projects have restricted parameters for CFS students.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

9/16/2013

Eating Disorders Track

REQUIRED PSYCHOLOGY CORE COURSES

_____ PS 101	Introduction to Psychology	
_____ PS 301/301L	Experimental Design (<i>prerequisites: PS 101, MT 122, MT 223</i>)	
_____ PS 326	Psychobiology	<u>Group A:</u> Biological Basis of Behavior
_____ PS 261	Child Development	<u>Group B:</u> Developmental & Social Psychology
_____ PS 262	Adolescent Development	<u>Group B:</u> Developmental & Social Psychology
_____ PS 435	Tests and Measurements	<u>Group C:</u> Individual Difference
_____ PS 332/332L	Learning and Behavior	<u>Group D:</u> Learning and Memory
OR		
_____ PS 380/380L	Human Memory and Cognition	<u>Group D:</u> Learning and Memory

REQUIRED EATING DISORDERS CORE COURSES

_____ PS 362	Health Psychology
_____ PS 375	Clinical Psychology
_____ PS 381	Eating Disorders
_____ PS 455	Child & Adolescent Psychopathology
_____ PS 457	Psychopathology
_____ PS 462	Counseling Theories and Practice

INTERDISCIPLINARY REQUIRED COURSES

_____ PL 305	Philosophy and the Body
_____ PL 350	Philosophy of Beauty and Art
_____ PE 200	Current Health Issues

RECOMMENDED COURSES FOR STUDENTS PLANNING ON GRADUATE SCHOOL

_____ PS 401	Advanced Research Methods (<i>prerequisite: B or better in PS 301/301L</i>)
_____ PS 490/491	Practicum in Eating Disorders
_____ PS 499	Individual Research Project in Psychology
_____ HS 341	Race and Sex in American Popular Culture
_____ PO 305	Sex, Gender & Politics (optional Honors course)
_____	Statistics Minor

Note:

- Completion of the courses listed above will complete both the Psychology Major & the ED Track.
- PS 401 Research projects have restricted parameters for ED track students.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

09/16/2013

Forensic Psychology Track

REQUIRED

___ PS 101	Introduction to Psychology	
___ PS 301/301L	Experimental Design	(prerequisites: PS 101, MT 122, MT 223)
___ PS 370	Forensic Psychology	
___ PS 435	Tests and Measurements	Group C: Individual Difference
___ PS 457	Adult Psychopathology	Group C: Individual Difference
___ PS 471	Seminar in Ethics in Psychology	

GROUP A: Biological Basis of Behavior (*Choose ONE of the following*)

___ PS 318/318L	Sensation and Perception
___ PS 326	Psychobiology

GROUP B: Developmental and Social Psychology (*Choose ONE of the following*)

___ PS 241	Social Psychology
___ PS 261	Child Development
___ PS 262	Adolescent Development

GROUP D: Learning and Memory (*Choose ONE of the following*)

___ PS 380/380L	Memory and Cognition
___ PS 332/332L	Learning and Behavior
___ PS 386	Mind, Brain & Behavior

CHOOSE ONE

___ PS 470	Seminar on Children in the Legal System
___ PS 482/483	Mental Health Practicum

CHOOSE ONE

___ PS 375	Clinical Psychology
___ PS 462	Counseling Theory and Practice

CHOOSE ONE PSYCHOLOGY ELECTIVE

___ PS _____

CHOOSE ONE (Supporting Class):

___ SC 220	Criminal Justice Systems (<i>prerequisite: SC 101</i>)
___ SC 240	Criminology (<i>prerequisite: SC 101</i>)
___ SC 345	Corrections (<i>prerequisite: SC 101</i>)

Note:

- Completion of the courses listed above will complete both the Psychology Major and the FP Track.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

Industrial/Organizational Psychology Track

REQUIRED

___ PS 101	Introduction to Psychology	
___ PS 301/PS301L	Experimental Design (<i>prerequisites: PS 101, MT 122, MT 223</i>)	
___ PS 241	Social Psychology	GROUP B: Developmental & Social Psychology
___ PS 359	Industrial/Organizational Psychology	
___ PS 435	Tests and Measurements	GROUP C: Individual Difference
___ PS 459	Performance Evaluation	
___ PS 480C	Practicum	
___ PS 481C	Practicum	

GROUP A: Biological Basis of Behavior (*Choose ONE of the following*)

___ PS 318/318L	Sensation and Perception
___ PS 326	Psychobiology

GROUP D: Learning and Memory (*Choose ONE of the following*)

___ PS 279	Introduction to Cognitive Science
___ PS 332/332L	Learning and Behavior
___ PS 380/380L	Memory and Cognition
___ PS 386	Mind, Brain and Behavior

CHOOSE TWO PSYCHOLOGY ELECTIVES

___ PS _____	_____
___ PS _____	_____

CHOOSE FOUR

___ HR 353	Labor Relations (<i>prerequisite: MN 352, PS 359 or HR 352</i>)
___ HR 370	Staffing (<i>prerequisite: MN 352, PS 359 or HR 352</i>)
___ HR 373	Training (<i>prerequisite: MN 352, PS 359 or HR 352</i>)
___ HR 376	Compensation (<i>prerequisite: MN 352, PS 359 or HR 352</i>)
___ BI 200	Management Information Systems (<i>prerequisite: BI 108</i>)
___ LP 203	Leadership (<i>prerequisite: LP 101 & LP 102 or MS 101 & MS 102 or PS 359 or MN 325</i>)

Note:

- Completion of the courses listed above will complete both the Psychology Major and the I/O Track.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

09/12/2013

Minor in Business with I/O Psychology

REQUIRED

- ___ BI 107 Spreadsheet Applications
- ___ BI 108 Database Applications
- ___ BI 109 Communication Applications
- ___ AC 201 Accounting Principles 1
- ___ AC 202 Accounting Principles 2 (*prerequisite: AC 201*)
- ___ EC 201 Principles of Economics 1
- ___ EC 202 Principles of Economics 2 (*prerequisite: EC 201*)
- ___ MK 301 Principles of Marketing (*prerequisites: EC 201-202; prereq. or corequisite: AC 202 or junior standing*)

CHOOSE ONE

- ___ EC 207 & 208 Business & Economic Statistics I **AND** II (*prerequisite or corequisite: MT 130*)
- ___ MT 122 Elementary Statistics
- ___ MT 228 Statistics for the Biological Sciences (*prerequisite: MT 135 or equivalent*)
- ___ MT 229 Probability and Statistics (*prerequisite: MT 135*)

CHOOSE ONE

- ___ MN 325 Organizational Behavior (*prerequisites: PS 101 and EC 208, or MT 122, or MT 228*)
- ___ PS 359 Industrial/Organizational Psychology (*prerequisite: PS 101*)

CHOOSE ONE

- ___ BI 200 Management Information Systems (*prerequisite: BI 108*)
- ___ BI 326 Operations Management (*prerequisite: MT 122, or EC 208, or MT 228*)
- ___ LG 328 Business Logistics (*prerequisite: EC 201, EC 202*)

CHOOSE TWO UPPER-DIVISION COURSES FROM THE SAME MAJOR IN THE BOLER SCHOOL, with the exception of MN 499. For example:

- ___ HR 353 Labor Relations (*prerequisite: MN 352, or PS 359, or HR 352*)
- ___ HR 376 Compensation (*prerequisite: MN 352, or PS 359, or HR 352*)
- ___ HR 370 Staffing (*prerequisite: MN 352, or PS 359, or HR 352*)
- ___ HR 373 Training and Management Development (*prerequisite: MN 352, or PS 359, or HR 352*)

___ _____
___ _____

Revised 09/12/2013

Mental Health Services Track

REQUIRED

_____ PS 101	Introduction to Psychology	
_____ PS 301/301L	Experimental Design	<i>(prerequisites: PS 101, MT 122, MT 223)</i>
_____ PS 435	Tests and Measurements	Group C: Individual Difference
_____ PS 457	Psychopathology	Group C: Individual Difference
_____ PS 462	Counseling Theory and Practice	
_____ PS 471	Seminar in Ethics in Psychology	
_____ PS 477	Senior Seminar in Mental Health Services	
_____ PS 482C	Practicum	
_____ PS 483C	Practicum	

(Students who choose only one semester of practicum will need a PS elective)

_____ PS _____ _____

GROUP A: Biological Basis of Behavior *(Choose ONE of the following)*

_____ PS 318/318L	Sensation and Perception
_____ PS 326	Psychobiology

GROUP D: Learning and Memory *(Choose ONE of the following)*

_____ PS 380/380L	Memory and Cognition
_____ PS 332/332L	Learning and Behavior

GROUP B: Developmental and Social Psychology *(Choose ONE of the following)*

_____ PS 241	Social Psychology
_____ PS 261	Child Development

Note:

- Completion of the courses listed above will complete both the Psychology Major and the MHS Track
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

09/13/2013

NEUROSCIENCE CONCENTRATION PSYCHOLOGY MAJOR

REQUIRED COURSES FROM BIOLOGY:

_____	BL 155	Principles of Biology I
_____	BL 156	Principles of Biology II
_____	BL 157	Principles of Biology Lab I
_____	BL 158	Principles of Biology Lab II
_____	BL 360	Human Physiology
_____	BL 360L	Human Physiology Laboratory

REQUIRED COURSES FROM CHEMISTRY:

_____	CH 141	General Chemistry
_____	CH 142	General Chemistry II
_____	CH 143	General Chemistry Lab I
_____	CH 144	General Chemistry Lab II
_____	CH 221	Organic Chemistry I
_____	CH 222	Organic Chemistry II
_____	CH223	Organic Chemistry Lab I
_____	CH 224	Organic Chemistry Lab II

REQUIRED COURSES FROM PSYCHOLOGY:

_____	PS 101	Introduction to Psychology	
_____	PS 301/301L	Experimental Design in Psychology (<i>prerequisites: PS 101, MT 122, MT 223</i>)	
_____	PS 326	Psychobiology	Group A: Biological Basis of Behavior
_____	PS 386	Mind, Brain, and Behavior	Group D: Learning and Memory
_____	PS 426	Psychopharmacology	
_____	PS 497N	Individual Research Project in Neuroscience	

SELECT ONE:

_____	PS 241	Social Psychology	Group B: Developmental & Social Psych
_____	PS 261	Child Development	Group B: Developmental & Social Psych
_____	PS 262	Adolescent Development	Group B: Developmental & Social Psych

SELECT ONE:

_____	PS 351	Theories of Personality	
_____	PS 435	Tests and Measurement	Group C: Individual Difference
_____	PS 457	Psychopathology	Group C: Individual Difference

CHOOSE FOUR PSYCHOLOGY ELECTIVES

_____	PS _____	_____
_____	PS _____	_____
_____	PS _____	_____
_____	PS _____	_____

**There is a maximum of four 200 level psychology courses that count toward the major.

09/13/2013

Psychology and Sports Sciences Track

REQUIRED PSYCHOLOGY CORE COURSES

_____ PS 101	Introduction to Psychology
_____ PS 301/301L	Experimental Design (<i>prerequisites: PS 101, MT 122, MT 223</i>)

PSYCHOLOGY AND SPORTS SCIENCES CORE COURSES

_____ PS 241	Social Psychology
_____ PS 310	Sports Psychology
_____ PS 342	Psychology of Prejudice

Group A: Biological Basis of Behavior (*Choose ONE of the following*)

_____ PS 318/318L	Sensation and Perception
_____ PS 326	Psychobiology

Group B: Developmental & Social Psychology (*Choose ONE of the following*)

_____ PS 261	Child Development
_____ PS 262	Adolescent Development

Group C: Individual Difference (*Choose ONE of the following*)

_____ PS 435	Tests and Measurements
_____ PS 457	Psychopathology

Group D: Learning and Memory (*Choose ONE of the following*)

_____ PS 332/332L	Learning and Behavior
_____ PS 380/380L	Human Memory and Cognition
_____ PS 386	Mind, Brain and Behavior

CHOOSE THREE PSYCHOLOGY ELECTIVES

_____ PS _____	_____
_____ PS _____	_____
_____ PS _____	_____

INTERDISCIPLINARY REQUIRED COURSES

_____ HS 155	Sports in American Society
_____ PL 312	Ethics in Sports
_____ PE 201/201L	Care & Prevention of Athletic Injuries with Lab
_____ PE 205/205L	Anatomy & Physiology with Lab
_____ PE 206/206L	Anatomy & Physiology II with Lab
_____ PE 304/304L	Care & Prevention of Athletic Injuries II with Lab

RECOMMENDED COURSES FOR STUDENTS PLANNING ON GRADUATE SCHOOL

_____ PS 401	Advanced Research Methods (<i>prerequisite: B or better in PS 301/301L</i>)
_____ PS 492/493	Practicum in Psychology and Sports Sciences
_____ PS 499	Individual Research Project in Psychology
_____ MT 322	Applied Regression Analysis
_____ _____	Statistics Minor (<i>see current Bulletin for requirements</i>)

Note:

- Completion of the courses listed above will complete both the Psychology Major and the SS Track
- PS 401 Research projects have restricted parameters for SS track students.
- A maximum of four 200 level psychology courses count toward the major.
- A maximum of 6 credits above the 480 level count toward the major.

9/13/2013

STEPS TO DECLARING A MAJOR OR MINOR IN PSYCHOLOGY

PREREQUISITES for declaring a major in Psychology

- Completed PS 101
- G.P.A. of 2.5 or greater
- Completed a minimum of 45-credit hours

PROCEDURES if pre-major advisor is NOT in the Psychology Department

1. Fill out application for Declaration of Major - see page xx or print a copy from the following site: (<http://webmedia.jcu.edu/cas/files/2014/02/Application-for-Declaration-of-Major-2013-15.pdf>)
2. Meet with you pre-major advisor and have them sign your Declaration of Major form
3. Request that your pre-major advisor send your folder to the Psychology Department
4. Turn in your major declaration form to the Psychology Department main office (Dolan E301)
5. Schedule an appointment with the Department Chair
 - a. The Dept. Chair's sign-up sheet can be found in the main office (Dolan E301)
 - b. Or email the Department secretary at rmarino@jcu.edu to schedule an appointment

PROCEDURES if pre-major advisor IS in the Psychology Department

1. Meet with your current pre-major advisor to discuss track and concentration options within the major
2. Fill out application for Declaration of Major (<http://webmedia.jcu.edu/cas/files/2014/02/Application-for-Declaration-of-Major-2013-15.pdf>) with pre-major advisor
3. Turn the Declaration of Major form into the Department

PROCEDURES for Declaring a Minor in Psychology

1. Schedule a meeting with your major advisor to discuss becoming a Psychology minor
2. Fill out application for Declaration of Minor (<http://webmedia.jcu.edu/cas/files/2013/11/Application-for-Minor-or-Concentration2013-144.pdf>) and bring it to the Psychology Department (Dolan E301)
3. If you want to speak with a professor in the Psychology Department email the Department secretary at rmarino@jcu.edu

****You must** declare a major by early March of your second semester of sophomore year in order to be released for the registration

****It is important** to start this process early

****You will not be able to register for your Fall semester classes if you have not declared your major**

PSYCHOLOGY FACULTY CONTACT INFORMATION

TRACK	COORDINATOR(S)	CONTACT INFORMATION
General Psychology Major	Dr. Abdul Imam Dr. Angela Jones	Dr. Imam: aimam@jcu.edu , Dolan E 308, 216.397.3096 Dr. Jones: acjones@jcu.edu , Dolan E378, 216.397.1531
Child And Family Studies	Dr. Sheri Young Dr. Tracy Masterson	Dr. Young: syoung@jcu.edu , Dolan E302, 216.397.4355 Dr. Masterson: tmasterson@jcu.edu , Dolan E 377, 216.397.1512
Eating Disorders	Dr. Denise Ben-Porath	dbenporath@jcu.edu , Dolan E381, 216.397.4289
Forensic Psychology	Dr. Elizabeth Swenson	Swenson@jcu.edu , Dolan E 375, 216.397.4434
Industrial/Organizational	Dr. Beth Martin	martin@jcu.edu , Dolan E 380, 216.397.1530
		<i>Dr. Martin also co-ordinates the 5th year MBA program.</i>
Mental Health Services	Dr. David Rainey	Rainey@jcu.edu , Dolan E 309, 216.397.4465
Neuroscience Concentration	Dr. Helen Murphy	hmurphy@jcu.edu , Dolan E 310, 216.397.4359
Psychology And Sports Sciences	Dr. John Yost	jyost@jcu.edu , Dolan E 379, 216.397.4735

Mrs. R. Marino is the department secretary and would be able to help you set up an appointment to meet with any of the above faculty. She would also be able to provide you with literature about each program. Please contact her if you need any additional assistance.

rmarino@jcu.edu, Dolan E301, 216.397.4355

Application for Declaration of Major

John Carroll University College of Arts and Sciences (CAS)

Please attach a copy of your degree evaluation

Name: _____
Phone #: _____

Banner ID: _____
Email: _____

Check the department and *major* you are declaring at this time: 1st Major; 2nd Major; **Interdisciplinary Major***

BACHELOR OF ARTS OR BACHELOR OF ARTS IN CLASSICS

- Art History
- Classical Languages
- Classical Studies
- Communication & Theatre Arts
 - Integrated Marketing*
 - Journalism*
 - Persuasive & Relational Comm.*
 - Theater*
 - Visual Media*
- East Asian Studies***
- Economics (CAS)
- Education
 - Early Childhood*
 - Middle Childhood*
 - Multi-Age*
 - Adolescent/Young Adult*
- English
 - Literature*
 - Creative Writing*
 - Professional Writing*
- Exercise Science
- History
- Humanities***

- International Business with Language & Culture***
- Mathematics Teaching
- Modern Languages
 - French Spanish
- Peace, Justice & Human Rights***
- Philosophy
 - History of Philosophy*
 - Critical Social Philosophy*
 - Philosophy, Law & Politics*
 - Health, Ethics, & Science*
- Physical Education
- Physics
- Political Science
 - Law & Society
 - Global & Foreign Area Studies
 - Methods & Spatial Analysis
- Self-Designed Major**
- Sociology & Criminology
 - Criminology*
 - Cultural Diversity*
 - Human Service, Health, & Social Justice*

- Theology & Religious Studies
 - Women's and Gender Studies***
 - World Literature***
- ## **BACHELOR OF SCIENCE**
- Biochemistry
 - Biology
 - Cell & Molecular Biology
 - Comprehensive Chemistry
 - Computer Information Systems
 - Computer Science
 - Economics
 - Environmental Science
 - Engineering Physics
 - General Chemistry
 - Mathematics
 - Physics
 - Psychology
 - Child & Family Studies*
 - Eating Disorders*
 - Forensic Psychology*
 - Industrial/Organizational Psychology*
 - Mental Health Services*
 - Psychology & Sports Sciences*
 - Self-Designed Major**

Anticipated Graduation Date (If unsure, please indicate an estimated date): December, 20__ or May, 20__ or Aug 20__

Notification and signature: *You will be notified by the academic department regarding the status of your application.*

Student Signature: _____

Date: _____

Pre-Major Advisor Signature: _____

Date: _____

For Declaring Department Use Only:

Major: _____ Accepted: _____

Date: _____

Conditional Acceptance (if applicable): _____

Denied: _____

Date: _____

Major Advisor Assigned: _____

Department Chair Signature: _____

Date: _____

Please retain the original form to your departmental record and send a copy of the approved form to Assistant Dean's Office (CAS) Room AD05 to the attention of Diane Campbell. Thank you

Assistant Dean's Signature: _____

Date Received: _____



DECLARING THE PSYCHOLOGY MAJOR

- Review** the *Audit Sheet* for the University Core Curriculum (with attention to D, R, S, L designations). Remind students that the “W” designation may be obtained through PS 301 although students are permitted to take more than one “W” course.
- Review** *Psychology Major Requirements* (including the Neuroscience Concentration and the Psychology Tracks)
- Describe** the *PS 190 – Planning for Graduate School in Psychology* (include discussion of the Stats Minor)
- Describe** the *MFT* – Encourage preparation
- Discuss** opportunities for *Student Engagement*: Psi Chi/Psychology Club, Student Scholars Luncheon Series, Student Research with faculty
- Discuss** *Externships/Internships/ Research Opportunities*: Huntington-Codrington/CCF, Summer Treatment Program, Autism Program
- Discuss** *Master’s Programs* (5th Year John Carroll MBA, 5 Year Social Work [3/2] program with Case Western Reserve University)
- Ask** about the student’s interest in Psychology and Select an Advisor:

Child and Family Studies	Young or Masterson
Eating Disorders:	Ben-Porath
Forensic:	Swenson
General:	Jones, Imam, All Faculty _____
I/O:	Martin
Mental Health:	Rainey
Neuroscience:	Murphy
Psychology and Sports Science:	Yost

Print Name: _____ Signature _____

Banner ID: _____ (Anticipated) Minor(s) _____

Second Major (s) _____

Please return this form along with the student’s file to the department secretary to complete the work necessary to declare the student.

HOW TO OBTAIN A DEGREE EVALUATION ON BANNER WEB

Go to the John Carroll University homepage <http://inside.jcu.edu/>

- 1) Click on the *Banner Web tab*
- 2) Click on “*Enter Secure Area*”
- 3) Put in your Banner I.D. and your Pin Number
- 4) Click on “*Registration & Academic Services*”
- 5) Click on “*Student Records*”
- 6) Click on “*Degree Evaluation*” – unaffected by holds
- 7) Select the current term and click “*submit*”
- 8) At the bottom of page, click “*What If Analysis*”
- 9) Select an entry term (year you started at JCU) –click “*continue*”
- 10) Select a program –click “*continue*” (Leave Campus as none)
- 11) Select a major – click “*submit*”
- 12) Select an evaluation term and click “*generate request*”
- 13) Select “*Detail Requirements*” and submit

FYI:

If you are a double/triple major you will need to a run a separate Degree Evaluation “What if analysis” for each major.

You can also add 2 minors or 1 concentration thru the ADD button located on the select major screen (item 12 above) on each Degree Evaluation-What if Analysis.


****You will need to attach a degree evaluation to your declaration of major application upon submission.***

Created by Associate Dean’s Office- College of Arts and Science Division –Feb2010

SAMPLE DEGREE EVALUATION

Annotated comments are in red

Information for Sheri Young

 This is NOT an official evaluation.

Program Evaluation

Program Psychology Child & Fam Studies <-- Your major is listed here.
: "Undeclared" should be posted if you have not yet declared a major

Campus

:

College : Arts & Sciences

Degree : Bachelor of Science

Level : Undergraduate

Field of Study : Psychology

Study :

Catalog Term : Fall 2011

Evaluation Term : Fall 2013

Expected Graduation Date :

Request Number : 1

Results as of : Sept 5, 2013

Minors :

Concentrations :

	Met	Credits		Courses	
		Required	Used	Required	Used
Total Required :	No	128.000	00.000		27
Last Number Institutional Required :	Yes	30.000	30.000		13

<--- 128 hours are required, "Used" (the number in third column) tells you how many hours you've completed.

...Out of Last Earned :	Yes	30.000	30.000	13
Program GPA :	Yes	.00		
Overall GPA :	Yes			
Other Course Information				
Transfer :		0.000		0
In Progress :		15.000		8
Unused :		0.000		1
*** This is NOT an official evaluation. ***				

< ---- The hours for which you are currently registered are listed as "In Progress"

Area Liberal Core - Not Met - The core, major, minor, concentration requirements not met are listed with "No" posted in the first column. The "no" options are highlighted in red for the purpose of this example. The "no" courses are the courses you should plan to take over the next semester – chosen based on availability and whether they are prerequisites for other courses you need to take (review course descriptions). Once all required core courses are completed, banner will mark this section as "Met" instead of "Not MET"

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes		I-ENG COMP	English	Composition					201130	EN	111	COMPOSITION & RHETORIC 1		3.000	B	H
									201210	EN	112	COMPOSITION & RHETORIC 2		3.000	B	H
No	AND	I-FRGN LNG	Foreign Language						Review your placement scores before selecting FL courses							
									(Select two courses of the same language)							
Yes	AND	I-FY SEM	FY SEM						201130	FY	SEM	FIRST YEAR SEMINAR		3.000	A	H
Yes	AND	0	CO 100 or 101						201130	CO	100	SPEECH COMMUNICATION		2.000	A-	H
Yes	AND	II-EN/ML	Literature						201310	EN	278	INTRO TO L		3.000	A	H

Yes	AND	II-HS/AH	History or Art History	201230	HS	201	AFRICAN AMER LIT WESTERN CIVILIZATION	II	3.000	A	H
No	AND	II-HUMN	Humanities Elective								
No	AND	III-SOC	Social Sciences	201330	EC	202	PRINCIPLES OF ECONOMICS 2	III	3.000		R
No	AND	IV-LAB	Lab Science	201130	BL	157	PRINCIPLES OF BIOLOGY LAB 1		1.000	A	H
			(Select a Division IV course designated as a lab science)	<p>This student completed the lab, but not the course requirement for Div IV. BL 155 is the course that complements BL 157 and must be taken to receive Div. IV credit or take a course and lab in one of the other sciences.</p>							
No	AND	IV-MATH	Mathematics								
			(Select a Division IV course of MT)	<p>A Psychology major would need to complete MT 122 for core credit and to partially fulfill the requirements of the major. MT 122 would be listed below under "Support Courses" as well.</p>							
Yes	AND	IV-SCI/MT	Science/Mathematics	201230	PS	101	INTRODUCTION TO PSYCHOLOGY	IV	3.000	B+	H
Yes	AND	V-PL 101	PL 101	201230	PL	101	INTRODUCTION TO PHILOSOPHY		3.000	B	H
No	AND	V-PL 200LV	PL 200 level								
			(Select a 200 level course of PL)								
No	AND	V-PL 300LV	PL 300 level								
			(Select a 300 level course of PL)								
Yes	AND	V-RL 101	RL 101	201210	RL	101	INTRO THEOLOGY & REL STUDIES		3.000	B-	H
No	AND	V-RL 200+	RL 200/300 level								
									Total Credits and GPA	39.000	3.18

*** unofficial evaluation ***

Area Writing Intensive Requirement - Not Met

:

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
No				W	000	ZZZZ										
													Total Credits and GPA		0.000	.00

For Psychology majors, PS 301/301L counts as your "W" course.

*** unofficial evaluation ***

Area Additional Core Requirements -Not Met

:

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes		2 INTL	International Courses						201230	HS	201	WESTERN CIVILIZATION	S	3.000	B-	H
									201310	SC	245	INTRODUCTION TO ANTHROPOLOGY	R	3.000	B	H
No	AND	DIVERSITY	Diversity													
													Total Credits and GPA		9.000	3.00

*** unofficial evaluation ***

Area Psychology Child & Fam Studies - Not Met

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes			PS		101				201230	PS	101	INTRODUCTION TO PSYCHOLOGY		3.000	B+	H
Yes	AND		PS		261				201330	PS	261	CHILD DEVELOPMENT		3.000		R
No	AND		PS		262											
No	AND		PS		301											
No	AND		PS		301L											
No	AND		PS		326											
No	AND		PS		332											
No	AND		PS		332L											
No	AND		PS		342											
No	AND		PS		365											
No	AND		PS		435											

No	AND	455/457 Psychopathology																
		(Select either PS 455 or 457)																
No	AND	CFS SEM Senior Seminar																
		(Select a PS Senior Seminar course)																
Yes	AND	PS ELEC PS Electives	201310	PS	241	SOCIAL PSYCHOLOGY	3.000	B+	H									
			201330	PS	318	SENSATION & PERCEPTION	3.000		R									
			201330	PS	318L	SENSATION & PERCEPTION LAB	0.000		R									
Yes	AND	Z MAJOR Failed/Extra in Major FX																
		(Any failed or extra courses in the major will appear here. Included for GPA calc purposes only)																
													Total Credits and GPA	12.000	3.30			

*** unofficial evaluation ***

Area : Psych Child & Family Support - Not Met

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course Title	Attribute	Credits	Grade	Source
No		SC FAMILY	Sociology Family												

(Select SC 225 or 275)

No AND STATS 1 First Statistics Course

(Select one of MT 122 or MT 228)

No AND STATS PSYC Statistics for Psychology

(Select MT 223)

Total Credits and GPA 0.000 .00

*** unofficial evaluation ***

Area : All Honors Courses - Met

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
Yes				H	000	ZZZZZ	0.000									

Total Credits and GPA 0.000 .00

*** unofficial evaluation ***

Area : Non Program Electives - UnMet

Met	Condition	Rule	Subject	Attribute	Low	High	Required Credits	Required Courses	Term	Subject	Course	Title	Attribute	Credits	Grade	Source
-----	-----------	------	---------	-----------	-----	------	------------------	------------------	------	---------	--------	-------	-----------	---------	-------	--------

*** unofficial evaluation ***

Email [Sheri Young](#)

Courses withdrawn by Sheri Young

Subj Course Term Grade

PL 250 201130 W

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RELEASE: 8.5.1.2

PSYCHOLOGY MAJOR TENTATIVE 4 YEAR PLAN*

FALL - FIRST YEAR		SPRING – FIRST YEAR		FALL – SOPHOMORE YEAR		SPRING SOPHOMORE YEAR	
FYS	3	English Composition 2	3	PS Group A, B, C or D	3	PS Group A, B, C or D	3
English Composition 1	3	RL 100	3	MT 122	3	MT223	3
Lab Science Course	4	Humanities (AH/HS/CMLC/EN)	3	RL 200	3	PL 200	3
PS 101 – Introduction to Psychology	3	HS/AH	3	PL 100	3	Humanities – Literature (AH/HS/CMLC/EN)	3
Foreign Language 1	3	Foreign Language 2	3	Social Science (EC, PO, SC)	3	Social Science (EC, PO, SC)	3
				PS 190 Planning for Graduate School in Psychology or any 1 credit hour elective	1	CO 100	2
Total Credit Hours	16	Total Credit Hours	15	Total Credit Hours	16	Total Credit Hours	17
FALL – JUNIOR YEAR		SPRING – JUNIOR YEAR		FALL – SENIOR YEAR		SPRING – SENIOR YEAR	
		PS Group A, B, C or D	3				
PS Group A, B, C or D	3	PS Elective (PS 401 for students interested in Graduate study)	3	PS Elective	3	PS Elective	3
PS 301/301L – This course carries the “W” designation	4	PS Elective	3	PS Elective	3	Minor/Elective	3
PL 300	3	PS Elective	3	Minor/Elective	3	Minor/Elective	3
		Minor/Elective	3				
Minor/Elective	3	Minor/Elective	3	Minor/Elective	3	Minor/Elective	3
Minor/Elective	3			Minor/Elective	3	Minor/Elective	3
Total Credit Hours	16	Total Credit Hours	18	Total Credit Hours	15	Total Credit Hours	15
						Total Undergraduate Credit Hours	128

* Please review the undergraduate bulletin regarding special designations (R, S, D, L, W). Consult the bulletin for information regarding prerequisites and all other requirements. The above schedule leaves room to complete PS 101 within the first year, not necessarily the first semester. Your advisor can help you determine which courses you would need to take to complete the major if you’ve select one of the tracks in the department instead of the General Psychology Major (See the opposite side of this paper for a list of the available tracks.)

UNDERGRADUATE TENTATIVE 4 YEAR PLAN*

FALL -FIRST YEAR		SPRING – FIRST YEAR		FALL – SOPHOMORE YEAR		SPRING SOPHOMORE YEAR	
Total Credit Hours	0	Total Credit Hours	0	Total Credit Hours	0	Total Credit Hours	0
FALL – JUNIOR YEAR		SPRING – JUNIOR YEAR		FALL – SENIOR YEAR		SPRING – SENIOR YEAR	
Total Credit Hours	0	Total Credit Hours	0	Total Credit Hours	0	Total Credit Hours	0
						Total Undergraduate Credit Hours	0

* Please review the undergraduate bulletin regarding special designations (R, S, D, L, W).
Consult the bulletin for information regarding prerequisites and all other requirements.

STEPS FOR REGISTERING FOR CLASSES

You must meet with your Academic Advisor in order to be released to register.

- 1-2 weeks **before** your registration time,
 - Make an appointment with you advisor.
 - Either sign-up on their office door or via email.
 - Check online for their office hours.
 - Do not wait until the day of your registration time to try to schedule an appointment with your advisor.
 - You will not be released by the Department Chair, Department Secretary, or anyone in Academic Advising if you have not met with your Advisor.
 - Begin choosing courses for the next semester:
Schedule of classes found here:
https://web4.jcu.edu/pjcu/szqrterm.P_Dispterm
 - Use the blank block schedule on page 58-59 to track the courses you plan to take.
 - Search for classes by:
 - Department (Art History; Biology; Psychology)
 - Special Designation (W, D, S, R, L)
 - by Division (I – V)
 - and other options (Interdisciplinary, Honors, On-line)
 - Include at least one “alternate” course for each course you want, in the event the course is closed by the time you register

• **WHAT TO BRING WITH YOU TO AN ADVISING MEETING**

_____ A printed copy of your completed block schedule:
with identified department, course number and CRN

<u>PS</u>	<u>101/52</u>	<u>22175</u>
Department	Course & section number	CRN

_____ A printed copy of your degree evaluation

- Your degree evaluation lists which courses you have already completed and which you still need to complete.
- consult the instructions printed on page 47

_____ An updated track checklist

- Check off which Psychology courses you have already completed.
- Track checklists can be found starting on page 32

_____ Signed Instructor permission card(s) if required for any courses you plan to take.

SEMESTER CALENDAR (BLANK)

SEMESTER: _____		YEAR _____		
Monday	Tuesday	Wednesday	Thursday	Friday
8-8:50 AM	8-9:15AM	8-8:50 AM	8-9:15AM	8-8:50 AM
9-9:50		9-9:50		9-9:50
	9:30 – 10:45		9:30 – 10:45	
10-10:50		10-10:50		10-10:50
11-11:50	11 – 12:15	11-11:50	11 – 12:15	11-11:50
12-12:50 PM		12-12:50 PM		12-12:50 PM
	12:30 – 1:45		12:30 – 1:45	
1-1:50		1-1:50		1-1:50

2-2:50	2 - 3:15	2- 3: 15	2 - 3:15	2-2:50
3-3:50	3:30 - 4:45		3:30 - 4:45	3-3:50
4-4:50		4-4:50		4-4:50
5-5:50	5 - 6:15	5-5:50	5 - 6:15	5-5:50
6-6:50	6:30 - 7:45	6-6:50	6:30 - 7:45	6-6:50
7-7:50		7-7:50		7-7:50
8:00PM	8:00PM	8:00PM	8:00PM	8:00PM

SEMESTER CALENDAR (SAMPLE OF COMPLETED FORM)

SEMESTER: _____		YEAR _____		
Monday	Tuesday	Wednesday	Thursday	Friday
8-8:50 AM	8-9:15AM	8-8:50 AM	8-9:15AM	8-8:50 AM
9-9:50 PS 101 – Section 53 CRN: 22175	9:30 – 10:45 RL – 223 – Section 58 CRN 13455	9-9:50 PS 101 – Section 53 CRN: 22175	9:30 – 10:45 RL – 223 – Section 58 CRN 13455	9-9:50 PS 101 – Section 53 CRN: 22175
10-10:50		10-10:50		10-10:50
11-11:50 PL 285 – Section 62 CRN 23411	11 – 12:15	11-11:50 PL 285 – Section 62 CRN 23411	11 – 12:15	11-11:50 PL 285 – Section 62 CRN 23411
12-12:50 PM	12:30 – 1:45	12-12:50 PM	12:30 – 1:45	12-12:50 PM
1-1:50 MT 122 – Section 55 CRN 33452		1-1:50 MT 122 – Section 55 CRN 33452		1-1:50 MT 122 – Section 55 CRN 33452

2-2:50	2 - 3:15 SC 101 - Section 58 CRN 22864	2- 3: 15	2 - 3:15 SC 101 - Section 58 CRN 22864	2-2:50
3-3:50	3:30 - 4:45		3:30 - 4:45	3-3:50
4-4:50	HS 131 - 51 CRN 12987	4-4:50	HS 131 - 51 CRN 12987	4-4:50
5-5:50	5 - 6:15	5-5:50	5 - 6:15	5-5:50
6-6:50	6:30 - 7:45	6-6:50	6:30 - 7:45	6-6:50
7-7:50		7-7:50		7-7:50
8:00PM	8:00PM	8:00PM	8:00PM	8:00PM

OPPORTUNITIES FOR ENGAGEMENT IN THE DISCIPLINE

1. Present at conferences
2. Participate in the Student Scholars Luncheon
3. Apply for Internships and/or enroll in practicum courses
4. Join Psychology Club / Psi Chi / Autism Speaks U

1. Presenting at Conferences.

- a. The **Ohio Undergraduate Psychology Research Consortium**, is a network of institutions that actively promote and support social science research by undergraduate students. The conference is funded in part through the generous contributions by member institutions in the form of consortium dues.

The conference was initiated by John Carroll University in 1987, by Dr. Janet Larsen, and is traditionally held around mid-April. Host sites are selected on a rotating basis from member institutions. Participation in the conference by students from non-member institutions is welcomed.

Conference Hosts

2015 – 29th annual conference: John Carroll University

2014 – 28th annual conference: Mount Vernon Nazarene University

2013 – 27th annual conference: Miami University

2012 – 26th annual conference: Otterbein University

2011 – 25th annual conference: Kenyon College

2010 – 24th annual conference: Ohio Dominican University

2009 – 23rd annual conference: The College of Wooster

2008 – 22nd annual conference: Cedarville University

2007 – 21st annual conference: Hiram College

2006 – 20th annual conference: Baldwin-Wallace College

2005 – 19th annual conference: Cedarville University

2004 – 18th annual conference: John Carroll University

2003 – 17th annual conference: Cleveland State University

2002 – 16th annual conference: Kenyon College

2001 – 15th annual conference: Mt. Union College

2000 – 14th annual conference: The College of Wooster

1999 – 13th annual conference: Ohio Dominican University

1998 – 12th annual conference: Ursuline College

1997 – 11th annual conference: Muskingum College

1996 – 10th annual conference: Baldwin-Wallace College

1995 – 9th annual conference: John Carroll University

1993 – 7th annual conference: Muskingum College

1992 – 6th annual conference: The College of Wooster

1991 – 5th annual conference: Kent State University

1990 – 4th annual conference: Case Western Reserve University
1989 – 3rd annual conference: Cleveland State University
1988 – 2nd annual conference: Baldwin-Wallace College
1987 – 1st conference: John Carroll University

- b. **Celebration of Scholarship** is a conference held each year at John Carroll University. It is the university wide recognition of the scholarship of students, staff, faculty and administrators.



Students who are awarded the Cleveland Clinic internship are required, as a condition of that award, to present their semester long work at the Student Scholars Luncheon at some point over the academic year following the internship and present that work at the Celebration of Scholarship. Read more about the COS at this site: <http://sites.jcu.edu/celebration/pages/about/>

- c. **Midwestern Psychological Association (MPA)**. Students registered for PS 401 – Advanced Research Methods or PS 499 – Independent Research Projects in Psychology, with instructor permission, typically submit their work to MPA each year.

Learn more about MPA, here: <http://midwesternpsych.org/join>

- d. **Eastern Colleges Science Conference (ECSC)** – Students registered for PS 497JN typically submit their work, with instructor permission, to ECSC each year. John Carroll University has had the honor of claiming first prize awards in the Neuroscience category for the last 26 of 27 years.

See Dr. Helen Murphy if you're interested in learning more.

The ECSC website can be found, here: <http://www.ecsc1.org/>

2. Participate in the Student Scholars Luncheon.

Several times throughout the semester, a student, or group of students, is invited to present their academic work in an open forum. All members of campus are invited. Lunch is provided free of charge. The luncheon is a great way to let faculty, department wide, know about your work and your area of interest prior to applying to graduate programs or before applying for jobs.

3. Apply for Internships and/or enroll in Practicum Courses.

The department offers, or is supported by, the following practica and internships:

- Internships in Autism, primarily through the Cleveland Clinic
- Practicum in Child and Family Studies
- Internships in Eating Disorders (through the Cleveland Center for Eating Disorders)
- Practicum in Mental Health Services Track (through various mental health agencies in the region)
- Practicum in Industrial/Organizational Psychology (in business settings throughout NE Ohio)
- Summer Research Internships (through the Cleveland Clinic)
- Summer Internships through University Circle Library Systems – which includes 6 free summer course credits.
- Among others

4. Join Psychology Club, Psi Chi and/or Autism Speaks U

Working collaboratively, **Psychology Club** and **Psi Chi** present a series of guest speakers, discipline related films and documentaries, and other activities geared toward developing a comprehensive co-curricular program in psychology. Programming is free and open to the public.

A. Psychology Club is open to all students who have an interest in the discipline, regardless of major or minor. Apply by contacting the current Psychology Club President.

- For a list of current officers:
<http://sites.jcu.edu/psychology/pages/psychology-club-psi-chi/officers/>
- **2014 Faculty Moderator**
Tracy Masterson, Ph.D. tmasterson@jcu.edu

B. Psi Chi: Psi Chi is the international honor society in psychology, founded in 1929, for undergraduate and graduate students interested in the field of psychology. Members are recognized for their academic contributions and can earn prestigious awards or grants that in total exceed over \$250,000 a year. Students are typically invited to join the organization each semester, but are also welcome to join by self-nomination.

- The JCU Psi Chi admission criteria:
 - Psychology major or minor
 - Psychology hours completed: 12
 - GPA of at least 3.4
 - Class Rank: Top 35 percent
- For more information: <http://www.psi-chi.org/>
- The JCU application for Psi Chi membership is available on the Psychology Department's website, under Current Student Resources, or click the link:
<http://sites.jcu.edu/psychology/pages/current-student-resources/psychology-club-psi-chi/psi-chi/psi-chi-application/>
- For a list of current officers:
<http://sites.jcu.edu/psychology/pages/psychology-club-psi-chi/officers/>
- **2014 Faculty Moderator**
Tracy Masterson, Ph.D. tmasterson@jcu.edu

C. Autism Speaks U: Launched in 2008, Autism Speaks U is a program designed to support college students in their awareness, advocacy and fundraising efforts for Autism Speaks. It is an exciting and collaborative way for students to get involved with Autism Speaks and support their local autism community. The JCU Chapter began in 2011.

- For the current president:

<http://webmedia.jcu.edu/studentactivities/files/2013/08/PresidentListfall2013.pdf>

- **2014 Faculty Moderator**

Tracy Masterson, Ph.D., tmasterson@jcu.edu

PSYCHOLOGY MAJOR FIELD TEST (MFT)

All majors are required to pass the Major Field Test (MFT) in order to receive a degree with a major in Psychology. The MFT should be taken in the semester in which the student graduates.

- Fall Semester: the test is typically given in the third week of September
- Spring semester: the test is typically given in the first or second week of February

Pre-registration is required.

- Online Registration form available under Current Student Resources on the Psychology Department's website, or click on the link:
<http://sites.jcu.edu/psychology/pages/current-student-resources/major-field-test-mft/mft-registration/>
- Study guides are available in the office (Dolan E 301)
- Copies of PS 101 textbooks may be signed out in the office (Dolan E 301)

The MFT consists of 140 multiple-choice questions, some of which are grouped in sets and based on materials such as a description of an experiment or graphs of psychological functions. The test covers the four major domains of the discipline:

- (1) Learning & Cognition: Language, Memory, and Thinking
“Group D” courses: PS 332/332L, PS 380/380L, PS 386
- (2) Perception, Sensory, Physiology, Comparative and Ethology
“Group A” courses: PS 318/318L, PS 326
- (3) Clinical, Abnormal, and Personality
“Group C” courses: PS 351, PS 435, PS 455, PS 457
- (4) Developmental and Social
“Group B” courses: PS 241, PS 261, PS 262

There is an overall score, which is a composite score from the four subtests. A passing score is determined by comparing a student's score to a departmentally determined cutoff.

Students not passing the MFT exam are required to take a departmental make-up exam in the domains for which their scores fall under the cutoff. Make-up exams are scheduled with the Department Secretary (Ruta Marino, rmarino@jcu.edu; 216.397.4355)

Sample test questions:

<http://www.ets.org/Media/Tests/MFT/pdf/psyques.pdf>

SENIOR AWARDS



The Psychology Department offers the following five awards to graduating seniors:

The Nicholas DiCaprio Award for the Distinguished Graduate in Psychology is given to students who have achieved an overall and major GPA of at least 3.5, a relatively high score on the MFT, and have been involved in psychological research and/or practicum activities in psychology in demonstrably significant ways.

The Psychology Scholastic Achievement Award is given in recognition of the psychology students who attained the highest major GPA, with strong consideration given to overall GPA.

The Research Recognition Award is given in recognition of students who have been involved in psychological research in substantial ways either in collaboration with faculty and/or independently.

Service Recognition Award is given in recognition of substantial service to the Psychology Department, the University, and/or the community at large, during their tenure as students in the psychology department.

The Applied Psychology Award is given in recognition for substantial contribution to special practicum projects as part of practicum training in general or in the various psychology concentrations in the department.

SENIOR AWARDS APPLICATION

Students may nominate themselves or other psychology seniors for any or all awards. The online application forms are available in the Current Student Resources section on the Psychology Department's website. To nominate yourself click on the link:

<http://sites.jcu.edu/psychology/pages/current-student-resources/senior-awards/senior-awards-application/>

To nominate someone else, click on the link:

<http://sites.jcu.edu/psychology/pages/current-student-resources/senior-awards/senior-awards-nominate-someone-else/>



GRADUATE SCHOOL IN PSYCHOLOGY

PS 190 - PLANNING FOR GRADUATE SCHOOL IN PSYCHOLOGY. This course was designed for, but is not limited to, students who are early in their academic career and would like to explore what it means to apply to graduate school in psychology and what is needed to be able to submit a competitive application by the beginning of the senior year.

MOST FREQUENTLY ASKED QUESTIONS ABOUT GRADUATE STUDY:

- Which is the "best" program in psychology?
- How do I determine which program is best suited for me?
- What types of employment opportunities are available to me with a degree in psychology?
- Should I apply to a master's or doctoral degree program?
- What is the difference between a PhD and a PsyD?
- What are the admissions requirements for graduate programs in psychology?
- What is accreditation?
- Do I need a license to practice psychology?
- What is the length of time required to complete a degree?
- How much debt can I expect to incur in graduate school?
- What type of financial assistance is available?
- Want to learn more about Graduate Study in Psychology?

The American Psychological Association (APA) provides answers to many of those questions, here: <http://www.apa.org/education/grad/faqs.aspx?item=1>

APA RECOMMENDED TIMELINE FOR APPLYING TO GRADUATE SCHOOL:

A route to success

Applying to grad school can feel like a seven-month scavenger hunt. Here's a map to help you find your way.

September

Apply to take the Graduate Record Examinations (GREs) in October, and start studying.

Tip: Take practice exams and focus on areas where you need the most improvement.

October

List the programs you want to apply to and schedule campus visits to your top choices.

Tip: Call the department to see if any faculty can meet with you while you're there.

November

Request that your undergraduate transcripts be mailed to the institutions to which you're applying. Contact your favorite former professors and ask for letters of recommendation.

Tip: Send an information packet to the people who write your letters, including your resume, undergraduate transcript and a list of accomplishments.

December

Write your essays. Finalize and mail applications and financial aid forms.

Tip: Make a backup copy of your application packet. Consider sending it through registered mail.

January

File your Free Application for Federal Student Aid. Confirm that your professors sent their recommendation letters.

March

Accept and decline offers.

Tip: As soon as you have two offers in hand, pick the one that you prefer and immediately decline the other.

April

Celebrate (or regroup).

Adapted from Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology, Second Edition (pp. 8-9). Copyright ©2007 by APA.

The don'ts of grad school applications

Students wondering what not to do when applying to graduate school can look to a new qualitative study published in the January issue of *Teaching of Psychology* (Vol. 15, No. 1) that polled 88 psychology graduate admissions committee chairs to find the mistakes most likely to spell the "kiss of death" to a potential student's application.

The most common mistakes are:

- **Writing a damaging personal statement.** Applicants' personal statements should tell admissions committees about their personal and professional background, fit with the program and future career goals. However, admissions committees' chairs disliked applications that include listings of students' own mental health problems, excessively altruistic personal goals, such as "wanting to help all people," or attempts to be "cute" or funny.
- **Obtaining harmful letters of recommendation.** Letters of recommendation should elucidate characteristics-such as intelligence, motivation, responsibility and agreeableness-that point toward applicants' ability to excel in graduate school. Too often, admissions committee chairs said, students received unflattering letters because they failed to ask whether the potential recommendation author would write a strongly favorable letter. Respondents also cautioned against letters from inappropriate references, such as people who do not know the applicant well, whose portrayals may not be objective, such as a parent, or who lack an academic context, such as a minister.
- **Lacking information about the program.** Students need to learn the key details of a program-including faculty research interests and specific courses offered-before they apply, says the study's co-author Drew C. Appleby, PhD, a psychology professor at Indiana University-Purdue University Indianapolis. One admissions committee chair recalled reading an application from a student who expressed a desire to work with a faculty member who was dead.
- **Failing to communicate clearly.** Applications that are unclear, disorganized or contain spelling or grammatical mistakes convey applicants' inability to clearly communicate their thoughts, admissions committee chairs said.
- **Overdoing attempts to impress.** A number of admissions committee chairs cited a distaste for applications that include insincere flattery, such as praising the program in an obsequious manner. Other chairs added inappropriate name-dropping or blaming others for a poor academic record as potential kisses of death.



- With appropriate academic advising, students' common mistakes can be avoided, Appleby says. "Students may have the right stuff to be accepted into a program," he says. "But if they are unaware of the culture of graduate school, they may be prone to make these mistakes." As a result, Appleby suggests that students seek out services, such as mentoring, academic advising and courses that prepare them for their lives after their undergraduate career. If a student's school doesn't have official mentoring and advising programs, Appleby says that he or she should participate in a faculty member's research or find other ways to get to know the faculty.

Faculty members can provide students with a road map to avoid pitfalls in the application process, Appleby says.

-Z. Stambor

<http://www.apa.org/gradpsych/2006/01/applicati.aspx>

FIFTH YEAR PROGRAMS at JCU

1. MANDEL SCHOOL OF APPLIED SOCIAL WORK 3/2 MASTERS PROGRAM.

- Students spend three years as a JCU undergraduate and 2 years completing Masters level requirements at Case Western Reserve University.
- Meet with your advisor by the beginning of your junior year, if interested. Non-majors, you may either attend “Meet Your Major” in the fall to speak with a representative from Case Western Reserve University about the program, or make an appointment with the CWRU representative. Contact the PS department secretary at 216.397.4355 for the contact information.

2. NONPROFIT ADMINISTRATION:

- “The Nonprofit Administration program shapes experienced and aspiring service providers of today into the administrators of the nonprofit organizations of tomorrow. The program prepares people to better serve their organizations and their communities by teaching approaches to leadership, team-building skills, ethical values and practices, nonprofit financial and resource management models, and strategic planning procedures among other practical administrative tools.”
<http://sites.jcu.edu/graduatestudies/pages/graduate-programs/5th-year-programs/non-profit-administration/>
- Contact Dr. Elizabeth Stiles, Director at 216.397.4671 or email estiles@jcu.edu

3. CAS STUDENTS 5-Year Bachelor/MBA PROGRAM GUIDELINES

- **Masters of Business Administration:** “Recognizing the drive students have to take their education to the next level, and seeing the advantage an MBA provides students, we have designed a program that allows any student to obtain an MBA in just one year. To make this possible, the program is only available to students beginning the program directly following a typical four-year undergraduate degree. In order to complete the program in one year, students must also complete, with a grade of B or better, a set of prerequisite business courses during the undergraduate years.”
<http://sites.jcu.edu/boler/pages/graduate-programs/5th-year-mba/>
- **Students will register their interest in the 5-year programs as soon as possible in their freshman, sophomore or junior years.** Students should register their interest as freshman/sophomores with Dr. Beth Martin (Martin@jcu.edu – Dolan East 380). In addition, students must also apply to and be formally admitted to the MBA program (normally in the fall of their senior year).

- CAS Students will apply to the MBA program in the fall of their senior year. Students apply to the MBA program by applying to The Boler School of Business 5th year MBA program at: <http://sites.jcu.edu/boles/pages/graduate-programs/5th-year-mba/5th-year-mba-admissions/>

Those students admitted to the program should expect to begin the MBA program in either the Spring of their senior year or during Summer A immediately after graduation. Students have 15 months to complete the program under the advertised program price. Outside of that time frame, students will have to pay the regular graduate student price for classes.

- Internships: Students **are required** to complete an internship in conjunction with their MBA coursework. Ms. Katherine Dues – Assistant to the Boler Dean will help students to set up their internships. It is essential that students participate in the internship program in order to be marketable upon receiving their MBA. Each student will be strongly encouraged to work in an internship for approximately 20 hours per week beginning with the fall MBA classes.

- **NEW REQUIREMENT, FALL 2013:**

For all of the undergraduate classes that students take in order to waive MBA prerequisites, a grade of B (not B-) must be earned in order to waive the MBA prerequisite. For students admitted into the MBA program, any of the 10-14 courses with grades of B- or lower will need to be repeated at the undergraduate level or students will need to take the 500 equivalent.

- Applying to the program: Students should plan on taking the GRE or GMAT in the summer after their junior year or early in the fall semester of their senior year. Students are encouraged to study/prepare for this exam. The BSOB entrance requirements for the 5year B.S./MBA program are a GPA of 2.8 and a GMAT score of 500 or GRE equivalent. Students whose GPA or GMAT scores do not meet these minimums will be considered for admission by the Associate Dean of the Boler School of Business on a case-by-case basis.
- Only students who graduate from JCU will be eligible for the 5-year package priced program.
- Contact Dr. Beth Martin, Dolan E 380, at 216.397.1530, or email martin@jcu.edu

CAREER PLANNING OPTIONS

Center for Career Services

The JCU Career Center is located at 2563 South Belvoir Boulevard in the house to the right of the tennis courts.

Please stop by, call them at 216.397.4237,
or email them at careerhelp@jcu.edu

For students whose interests are in the work world
after attending JCU,
the Center for Career Services offers
the following four year plan:

Freshman Year Career Development

PLANNING YOUR PATH

- Check in with Student Activities to join at least one club or organization
- Check in with Center for Service and Social Action to participate in at least one volunteer or service experience
- Check in with your Assistant Dean and Academic Advisor and attend “Meet Your Major” events
- Register for a Career Education course (CE 111 for exploring students or CE 101 for students who have decided upon a major)
- Visit the Career Center and find out where you are in your career development; ask to take the “Do What You Are” assessment
- Connect assignments, papers, speeches, and projects to your field of interest - it’s a great way to start exploring these areas and developing expertise in a field while completing your assignments at the same time!
- Attend information sessions, networking events, and workshops to gather insight and advice from successful people - check Career Connection for upcoming events
- Attend the Career Fair in the spring – you do NOT need to be ready to apply for a position - attending will give you a chance to observe and prepare for future events
- Check Career Connection for part-time work, summer jobs and internships



JCU Career Center • 2583 South Belvoir • White House Next To The Tennis Courts (216) 397-4237 •
www.jcu.edu/careercenter • careerhelp@jcu.edu

PATHWAY TIMELINE

<p><u>September/October</u></p> <ul style="list-style-type: none">• Register for a Career Education Course (CE 101 or CE 111)• Meet with your Academic Advisor/Assistant Dean• Attend Student Involvement Fair to join a group of interest• Identify part time jobs through Career Connection or Financial Aid	<p><u>November/December</u></p> <ul style="list-style-type: none">• Connect assignments, papers and research to areas of career interest• Focus on exams and building a good GPA and Standards of Academic Progress• Utilize learning commons for peer-to-peer support• Reflect on first semester and set goals for second term
<p><u>January/February</u></p> <ul style="list-style-type: none">• Check in with Academic Advisor/Assistant Dean• Talk to older students about their experiences and major decision making• Consider taking “Do What You Are” at the Center for Career Services• Attend and Observe Career Fair	<p><u>March/April/May</u></p> <ul style="list-style-type: none">• Study and Maintain GPA• Register for CE Course• Make an appointment with Career Assistant for new resume• Complete your profile on Career Connection and search for summer employment

Sophomore Year Career Development

STAYING ON TRACK

- Register for a Career Education course if you are undecided about majors or careers
- Attend your Sophomore Career Check Up and review resources available with a Career Assistant; schedule a follow up appointment to review your resume
- Check in with your Assistant Dean and Academic Advisor and attend "Meet Your Major" events
- Participate in extracurricular activities including student clubs and volunteer service
- Attend Employer and Alumni related events to gain insights into careers
- Update your resume with summer experience and log into your Career Connection to make sure your profile is up to date
- Attend Career events in Fall and Spring to begin networking with employers
- Meet with Career Center Staff to review resources including Career Connection, LinkedIn and internship opportunities
- Schedule a career counseling appointment if you are feeling lost about you major and career direction
- Stop in to the Center for Global Education for resources and information on studying abroad
- Keep up your Standards of Academic Progress
- Plan summer activities including summer jobs, internships, occupational research, job shadowing and informational interviewing



JCU Career Center • 2583 South Belvoir • White House Next To The Tennis Courts (218) 397-4237 •
www.jcu.edu/careercenter • careerhelp@jcu.edu

PATHWAY TIMELINE

<p><u>September/October</u></p> <ul style="list-style-type: none">• Register for CE 101 or 111• Check in with Student Activities about extracurricular opportunities• Attend Sophomore Career Checkup• Check in with Asst. Dean or Academic Advisor	<p><u>November/December</u></p> <ul style="list-style-type: none">• Check campus calendar for alumni and employer events• Update your resume: daily walk-ins 12-1 at Career Services• Visit Global Education for study abroad information• Maintain GPA!• Attend Major Declaration Workshops/BSOB
<p><u>January/February</u></p> <ul style="list-style-type: none">• Attend and observe career fair for networking and internship opportunities• Meet with Career Center staff to discuss networking resources, informational interviewing and career planning• Study and maintain GPA and Standards of Academic Progress• Prepare for Major Declaration/Boler admission meeting	<p><u>March/April/May</u></p> <ul style="list-style-type: none">• Plan summer experience including part time jobs and internships• Meet with Experiential Coordinator about credit for internships• Schedule informational interviews and shadowing for spring and summer months• Research Graduate school options

Junior Year Career Development

BUILDING YOUR PATH

- Register for CE 131 "Intro to the World of Work" to gain skills in transitioning from college to career
- Seek leadership roles on campus in student activities or student professional groups
- Check in with your Assistant Dean and Academic Advisor to ensure accurate credit progress towards graduation
- Begin building network through employer and alumni events as well as LinkedIn
- Update Career Connection profile and set up job agent; search regularly for internship opportunities for Fall or Spring semester
- Attend an On-Campus Recruiting (OCR) orientation for eligibility to interview with employers coming to campus for internships and full-time positions
- Schedule On Campus interviews with employers seeking to fill internships
- Participate in all Career Fairs and networking events on and off campus; most majors are considered in all industries including Government, Non Profit and Business
- Meet with a Career Center staff to review networking strategies and interview preparation, including a mock interview
- Secure an internship this Fall, Spring or Summer and meet with Experiential Coordinator about internship credit and scholarships
- If you are feeling undecided or a need to change majors, please schedule a Career Counseling appointment at Center for Career Services
- Join a professional association as a student and attend area meetings, for example SHRMA (Society for Human Resource Management) or APA (American Psychological Association)
- Keep up your Standards of Academic Progress
- Set up a graduate school search appointment at the Career Center if you are considering moving on to graduate school – this is the year to have all your research done!



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PATHWAY TIMELINE

<u>SEPTEMBER/OCTOBER</u>	<u>NOVEMBER/DECEMBER</u>
<ul style="list-style-type: none">• Register for CE131 "Intro to the World of Work"• Seek out leadership positions on campus• Check with academic advisor to ensure you are on track for credits/Schedule CAS audit meeting• Begin building your professional network• Update resume and Career Connection profile	<ul style="list-style-type: none">• Participate in Career Fairs and on-campus recruiting• Schedule a mock interview appointment with Career Center• Plan on doing information interviews within your professional network• Study and Your Standards of Academic Progress• Schedule CAS audit meetings
<u>JANUARY/FEBRUARY</u>	<u>MARCH/APRIL/MAY</u>
<ul style="list-style-type: none">• Secure internships for Spring or Summer• Register for Internship Credit• Register for CE 131• Seek leadership positions on campus• Focus on major courses and integrate research and projects with areas of career interest	<ul style="list-style-type: none">• Meet with your Career Center staff to review options for graduate school, occupations and industry• Search for more experience in form of internships and summer employment• Join a professional association• Update your Career Connection and LinkedIn profile• NETWORK!!!

Senior Year Career Development

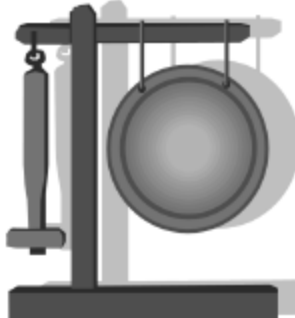
BRIDGE TO THE FUTURE

- Register for CE 131: Introduction to the World of Work and prepare for life after college
- Check in with your Assistant Dean and Academic Advisor regarding Standards of Academic Progress and Graduation application
- Organize graduate school applications if planning an advanced degree or professional training
- Update resume to transition from student to professional and check in weekly with Career Connection for recruiting information
- Attend On Campus Recruiting (OCR) orientation to be eligible for on campus interviews
- Schedule on campus interviews for employers recruiting JCU Seniors
- Secure last chance internship for additional experience and networking in the Fall semester
- Actively participate in your professional network through employer and alumni events on and off campus and utilizing LinkedIn
- Prepare for Spring semester Career Fair by meeting with career center staff and reviewing strategies on employer introductions and networking
- Be proactive in your job search by utilizing Career Connection, LinkedIn and other helpful resources
- Identify areas of financial planning for after college such as "Reality Check" on OCIS through Career Connection's Resource Library and Financial Aid exit interviewing
- Celebrate your success by HITTING THE GONG on campus or at career center



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PATHWAY TIMELINE

<p style="text-align: center;"><u>September/October</u></p> <ul style="list-style-type: none">• Register for CE 131: Intro to World of Work• Schedule CAS or BSOB graduation meetings• Organize graduate school applications and info• Update Resume, Career Connection and LinkedIn profiles• Attend an OCR orientation• Secure an internship for more experience and networking	<p style="text-align: center;"><u>November/December</u></p> <ul style="list-style-type: none">• Build and expand your professional network by attending events including: Meet the Recruiters night, Government Career Day, Mellen Speakers Series and Post Graduate Volunteer Fair• Begin Spring Career Fair preparation by updating resume, researching registered companies and creating your elevator speech• Study and keep up your GPA!
<p style="text-align: center;"><u>January/February</u></p> <ul style="list-style-type: none">• Be proactive in your job search by researching companies, develop a target list of companies coming to the Career Fair and interviewing preparation• Check in regularly with Career Services and Career Connection• Network, Network, Network• Participate in OCR and on campus interviewing	<p style="text-align: center;"><u>March/April/May</u></p> <ul style="list-style-type: none">• Review your after graduation plans and identify resources for financial planning• CELEBRATE SUCCESS And HIT THE GONG!!! 

OTHER FORMS

JCU Academic Petition Form:

In the event that a student requests a substitution of courses, a special request of the Core Committee, an extension of time to complete course work, or to request the Freshmen Privilege option, an **Academic Petition** is used.

Please completely fill out the form using the link below.

Your advisor will be notified of the request,
but please be sure to follow up with your advisor.

<http://www.jcu.edu/forms/academic/acbanner.asp>

JCU Application to Drop Declared Major:

<http://webmedia.jcu.edu/cas/files/2014/03/Application-to-Drop-Major-2013-15-r.pdf>

JCU Application Add Minor or Concentration:

<http://webmedia.jcu.edu/cas/files/2013/11/Application-for-Minor-or-Concentration2013-144.pdf>

JCU Student Request for Advisor Change:

<http://webmedia.jcu.edu/cas/files/2013/01/Student-Request-for-Advisor-Change-rev2.pdf>

Application to Drop Declared Major
John Carroll University College of Arts and Sciences (CAS)

Name: _____

Banner ID: _____

Phone #: _____

Email: _____

Year (SO, JR, SR): _____

Please list the department & major* you are dropping at this time:

Department: _____

Major: _____

Is this your 1st Major; 2nd Major; Interdisciplinary Major*?

Please list your remaining major: _____

Anticipated Graduation Date? (If unsure, estimate date): December, 20__ or May, 20__ or Aug 20__

Authorization:

Student Signature: _____

Date: _____

Major Advisor Signature: _____

Date: _____

Department Use only: For Major Dropped

Authorized Department Signature: _____

Date: _____

Department of dropped major should de-activate the Major in Banner, retain the original form for departmental records and send a copy of the approved form to Assistant Dean's Office (CAS) Room AD05.

Please check your Banner account to make sure changes are made.

*Academic Departments and Majors listed on back

List of Departments and Majors in the College of Arts and Sciences

BACHELOR OF ARTS OR BACHELOR OF ARTS IN CLASSICS

Art History

Classics

Classical Languages

Classical Studies

Communication & Theatre Arts

Integrated Marketing

Journalism

Persuasive & Relational Comm.

Theater

Visual Media

East Asian Studies*

Economics (CAS)

Education

Early Childhood

Middle Childhood

Multi-Age (contact ED. Dept)

Adol/Young Adult (contact ED. Dept.)

English

Literature

Creative Writing

Professional Writing

Exercise Science

History

Humanities*

International Business with

Language & Culture*

Mathematics Teaching

Modern Languages

French

Spanish

Peace, Justice & Human Rights*

Philosophy

History of Philosophy

Critical Social Philosophy

Philosophy, Law & Politics

Health, Ethics, & Science

Physical Education

Physics

Political Science

Law & Society

Global & Foreign Area Studies

Methods & Spatial Analysis

Self-Designed Major

Sociology & Criminology

Criminology

Cultural Diversity

*Human Service, Health,
& Social Justice*

Theology & Religious Studies

Women's and Gender Studies*

World Literature*

BACHELOR OF SCIENCE

Biochemistry

Biology

Cell & Molecular Biology

Comprehensive Chemistry

Computer Information Systems

Computer Science

Economics

Environmental Science

Engineering Physics

General Chemistry

Mathematics

Physics

Psychology

Child & Family Studies

Eating Disorders

Forensic Psychology

Industrial/Organizational Psychol

Mental Health Services

Psychology & Sports Sciences

Self-Designed Major

Application for Minor or Concentration

John Carroll University College of Arts and Science (CAS)

Name: _____

Banner ID: _____

Phone #: _____

Email: _____

1st Minor _____ 2nd Minor _____ 3rd Minor _____

MINORS

- | | | |
|--|--|--|
| <input type="checkbox"/> Art History | <input type="checkbox"/> English | <input type="checkbox"/> Physical Education & Exercise Science |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Foreign Affairs | <input type="checkbox"/> Political Science (General) |
| <input type="checkbox"/> Business (through the Boler School) | <input type="checkbox"/> French | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> German | <input type="checkbox"/> Sociology & Criminology |
| <input type="checkbox"/> Classical Studies | <input type="checkbox"/> Greek | <input type="checkbox"/> Statistics |
| <input type="checkbox"/> Communication & Theatre Arts | <input type="checkbox"/> History | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Computer Science | <input type="checkbox"/> Latin | <input type="checkbox"/> Theater Arts |
| <input type="checkbox"/> Creative Writing | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Theology & Religious Studies |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Philosophy | <input type="checkbox"/> United States Politics |
| <input type="checkbox"/> Engineering Physics | <input type="checkbox"/> Physics | |

INTERDISCIPLINARY MINORS

- | | | |
|---|--|--|
| <input type="checkbox"/> Catholic Studies | <input type="checkbox"/> Humanities | <input type="checkbox"/> Modern European Studies |
| <input type="checkbox"/> East Asian Studies | <input type="checkbox"/> Leadership Development | <input type="checkbox"/> Peace, Justice & Human Rights |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Forensic Behavioral Science | <input type="checkbox"/> Population & Public Health |
| | | <input type="checkbox"/> Women's & Gender Studies |

CONCENTRATIONS

- | | | |
|---|---|---|
| <input type="checkbox"/> Africana Studies | <input type="checkbox"/> International Economics & Modern Languages | <input type="checkbox"/> Neuroscience |
| <input type="checkbox"/> Aging Studies | <input type="checkbox"/> International Studies | <input type="checkbox"/> Political Communication |
| <input type="checkbox"/> Economics/Mathematics | <input type="checkbox"/> Italian Studies | <input type="checkbox"/> Public Administration & Policy Studies |
| <input type="checkbox"/> Environmental Studies | <input type="checkbox"/> Latin American & Latino Studies | |
| <input type="checkbox"/> International Business | | |

Anticipated Graduation Date (If unsure, please indicate an estimated date): Dec, 20__ or May, 20__ Aug, 20__

Notification and signature: *You will be notified by the academic department regarding the status of your application.*
Please allow 2-3 weeks for processing by departments.

Student Signature: _____ Date: _____

Declaring Department Use Only:

Date of Processing: _____

Name of Approver: _____ Department Signature: _____

Revised: Oct2013 Based



Student Request for Advisor Change

If you are changing your field of study, please use Change of Pre-major Program form.

Date: _____

Printed Name: _____

Student Signature: _____

Banner ID: _____

Current Standing: FR _____ SO _____ JR _____ SR _____

Email address: _____ Phone #: _____

Have you declared your major with that department? Yes _____ No _____

Declared Major: _____ or area of interest: _____

Current Advisor: _____

Reason for change _____ (confidential)

Do you wish to change to a specific advisor? If so, who? _____

Have you spoken with this advisor about becoming their advisee? Yes _____ No _____

Check if you would like the advising office to assign you an advisor in your interest area.

Please submit completed form to the Associate Dean's office, Room AD05.

The Associate Dean's office AD05 will notify you and your advisors when the change takes effect. Please allow 1-2 weeks for processing.

OFFICE USE ONLY*	Email Advisor Request: _____
Email Current Advisor: _____	Email Student: _____
Entry made in BANNER: _____	Date processed: _____

Revised Jan 23, 2013
CAS/BSOB Asst. Deans offices



Department of Psychology
Request to change Track/Advisor

Name _____ Banner # _____

Date _____

Change From: _____

Change To: _____

Signature: _____

Reason for change (optional):

Chair's signature _____

Date: _____