

Welcome to the Department of Psychology at Augusta State University

The Department of Psychology is dedicated to sharing the science of behavior and mental processes with undergraduate and graduate students through a liberal arts tradition which values learning of the discipline, understanding and participating in the advancement of psychological knowledge, and applying psychological science for personal and professional growth and the betterment of society.

Psychology is one of the largest and most popular majors at ASU and across the nation. Our faculty is committed to teaching and conducting research in both the scientific and applied areas of psychology. Faculty areas of expertise represent most of the major specialties of psychology, including clinical, social, experimental, learning and cognition, biopsychology, and developmental. The Psychology Department offers students a well-rounded educational experience. Students have a wide variety of psychology courses from which to choose, but additional experiences and opportunities are available beyond the classroom. The department has laboratories for the study of both human and animal behavior. Specific laboratories are devoted to clinical, social, and child psychology, learning and cognition, and biopsychology. The department also maintains an animal colony and small animal surgery facilities. A separate computer lab and Psi Chi resource room are also available to students. These laboratories are available to students for actual hands on experience in psychological research with faculty supervision.

Each October, the department and our Psi Chi chapter sponsor the Fall Lecture Series, with presentations given by local, regional, and nationally known psychologists. We have an active chapter of Psi Chi, the national honor society in psychology. Psi Chi promotes scholarship, professional development, and sponsors social activities for students. In recent years our chapter has won awards as both the regional and national chapter of the year from the national office. Each year students have the chance to attend local, regional, and national conferences in psychology. Funds provided by the Pamplin College of Arts and Sciences and the Student Activities Office often assist students in attending conferences.

This handbook has been written as a practical guide to information that you need to know as a psychology major. We welcome you to the Psychology Department and hope that you enjoy your experience as a psychology major!

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I. Advising Information and Degree Requirements

A. Advising

Faculty advisors serve as a source of personal contact to assist students with a variety of needs. Advising is more than just helping students choose courses to take. Advisors get to know students over time and assist students in making decisions about careers, scheduling of classes, and, of course, choosing specific courses to meet their goals. A file is maintained for each student in order to track progress toward the degree. To get the advising process started, each student is asked to complete an “Advisee Information Sheet,” shown in Appendix A. The information on this sheet tells a little about the students’ special interests and goals after graduation. Advisors can also refer students to other offices on campus, such as Financial Aid, Counseling and Testing, and Career Planning and Placement, where additional services are available.

B. Assignment to Advisors

Each new student is normally assigned to a faculty advisor based on the alphabetic letter of the student’s last name. However, over time students sometimes find that their interests match up better with another faculty member. In such cases the student may request that a change in advisors be made. Also, at times when students have a pressing need to see an advisor and their particular advisor is not available, students may ask for assistance from another faculty advisor. The working relationship that students develop with their advisors will assist the advisor in referring students to jobs or graduate study. Faculty advisors will also be in a better position to write letters of reference for students. Students should meet with their advisors on a regular basis to get timely tips on courses and other matters and to help advisors keep up with their progress.

The current system for assigning students to advisors is as follows:

<u>First Letter of Students’ Last Name</u>	<u>Faculty Advisor</u>	<u>Office #.</u>
A-B	Dr. Richard Topolski	1027 E
C-E	Dr. Adrian Janit	1025 E
F-G	Dr. Quentin Davis	1017 E
H-J	Dr. Robert Reeves	1013 E
K-L	Dr. Steve Hobbs	1035 E
M-N	Dr. Georgina Hammock	1023 E
O-R	Dr. Christopher Bell	1021 E
S	Dr. Nicole Rossi	1009 E
T-V	Dr. Sabina Widner	1015 E
W-Z	Dr. Rebecca Rogers	1019 E
At Risk	Dr. Deborah Richardson	1001 C
Transfers	Dr. Steve Hobbs	1035 E
Transfers	Dr. Robert Reeves	1013 E

C. Transfer Students

Transfer students should be aware of several requirements. Your previous coursework will be evaluated by the Registrar's Office to see how it fits into graduation requirements at Augusta State University. Your previous coursework in psychology may also be evaluated by the Psychology Department. Transfer courses assigned a letter by the Registrar (e.g., PSYC A) require evaluation by the Chair of the Psychology Department and/or other faculty.

The residence requirement is particularly relevant to transfer students. To meet this requirement, students have to take at least 25 percent of the credits required for graduation at Augusta State University. Students must also take at least 30 hours of credit in courses numbered 3000 and above and at least half of the coursework for the major and minor concentrations must be taken at Augusta State University.

D. Psychology Major Requirements

The Psychology Major consists of 120 semester hours of course credit and 5 semester hours of credit in Wellness courses. The requirements can be organized into two main parts – the Core Curriculum, which is usually completed in the first two years of study; and the major and minor areas, including electives, which are usually completed in the last two years of study.

1. Core Curriculum

The first 60 hours of coursework are taken from Areas A-F of the Core Curriculum. The Core Curriculum consists of lower level courses from a variety of disciplines that provide a good foundation for more advanced coursework. A brief description of Areas A-F is provided below, but a detailed list of courses within each Area is shown in the "Psychology Major Advisor Form" in Appendix B.

Area A – Essential Skills (English and Math)

Area B – Institutional Options (Speech and Humanities)

Area C – Humanities/Fine Arts (More Humanities)

Area D – Science and Math (Lab Sciences and possibly more Math)

Area E – Social Sciences (Political Science, History, and Social Sciences)

Area F – Courses Related to the Major (Psychology, other Social Sciences, and a variety of other courses relevant to Psychology)

Wellness - Wellness courses are required for graduation, although they are not actually part of the Core Curriculum. Students must take Wellness 1000 (3 hours credit) and two other activity courses (2 hours of credit) for a total of 5 hours credit.

Tips for Completing the Core Curriculum

Students should enroll in English 1101 and their first Math course as soon as possible, since both courses are so important for subsequent work. Students must register for English 1101 no later than the first semester they enroll after completing (or transferring) 20 semester hours of credit.

When choosing courses, the student should try to select from several areas of the Core Curriculum each semester instead of choosing several courses from one area. For example, three or four social science courses from Areas E and F should not be taken during the same semester. Instead, balance out your course load by taking combinations of different courses, such as English, Biology, Social Science, and History. Your semester will be more interesting with a variety of courses and you will avoid having to get so many courses in one area in a short period of time later on.

Although we encourage students to consider Biology 1101 and 1102 as their lab sciences in Area D (Science and Math), students may also choose from Chemistry, Geology, and Physical Science to complete this requirement. Students do not necessarily have to take two lab sciences from the same discipline (e.g., two Chemistry courses). Also, a little known fact is that Physical Science 1012 may be taken before Physical Science 1011 and Physical Science 1011 does not necessarily even have to be taken. Beginning Fall 2008, Biology 1101 and 1002 may also be taken in any order. Note that all other lab sciences must be taken sequentially.

Don't put off taking the required lab sciences, Humanities, or Wellness courses. These courses should be taken relatively soon because after students get into their major and minor coursework these required core courses can interfere with the scheduling of major and minor courses that are typically offered only once a year.

2. Major and Minor Courses and Electives

The major and minor courses and electives require 60 hours of coursework. The courses that actually make up the Psychology Major are organized as shown below. The "Psychology Major Advisor Form" in Appendix B also lists these courses.

Psychology Major Requirements – 30 hours

All courses carry 3 semester hours of credit, unless otherwise noted.

Required Foundation Courses – 9 hours

- PSYC 3190 Psychological Careers (1)
- PSYC 3121 Quantitative Methods (4)
- PSYC 3122 Research Methods (4)

Elective Courses- Select Any Five – 15 hours

- PSYC 3131 Child & Adolescent Development
- PSYC 3133 Adult Development and Aging
- PSYC 3140 Theories of Personality
- PSYC 3143 Abnormal Psychology

PSYC 3155 Psychology of Gender
PSYC 3160 Sensation and Perception
PSYC 3165 Cognition
PSYC 3170 Consumer Behavior
PSYC 3180 Drugs and Behavior
PSYC 3183 Health Psychology
PSYC 3188 Human Sexuality
PSYC 4145 Clinical Psychology
PSYC 4178 Industrial-Organizational Psychology
PSYC 4185 Animal Behavior
PSYC 4900 Cullum Lecture Series
PSYC 4950 Selected Topics
PSYC 4960 Undergraduate Internship
PSYC 4990 Undergraduate Research

Required Advanced Courses - Select Any Two – 6 hours

PSYC 4115 History and Systems of Psychology
PSYC 4125 Psychological Tests and Measurement
PSYC 4165 Learning
PSYC 4173 Social Psychology
PSYC 4180 Biological Psychology

How Do the Psychology Major Courses Fit Together?

PSYC 3121 and 3122 are designed to give students a foundation in the scientific and methodological aspects of Psychology. These two courses cover the various statistical and research methods that psychologists use, as well as the scientific method and research ethics. **Students should take these two courses as early as possible, ideally as they are finishing the core curriculum and just starting to take their upper level psychology courses.** PSYC 3190 may be completed either prior to PSYC 3121 or simultaneously with PSYC 3121.

PSYC 3190 – Psychological Careers should be taken late in the sophomore or early in the junior year. This course provides an overview of career options, including the many specialties of psychology, typical salaries, graduate study in psychology, and licensing requirements. The course is designed to give students an overall perspective on the Psychology Major.

The other upper level courses should be chosen to create a balance of both “applied” courses (e.g., Abnormal Psychology, Consumer Behavior, Human Sexuality, Drugs and Behavior) and more “basic,” or theoretical courses (e.g., Biopsychology, Learning, Social Psychology, Theories of Personality). Each student is required to take two of the five advanced courses to help achieve this balance. Students who wish to go on to graduate work in psychology should take a few more advanced or theoretical courses, while those wanting to work directly after completing the undergraduate degree might decide to take a few more “applied” courses. Advisors will help students make a selection of courses that will best fit the students’ goals.

Although no particular formal specialization within the Psychology Major is available, students may desire to take a group of related courses to meet certain goals. For example, a student interested in clinical psychology might take Abnormal Psychology, Theories of Personality, Tests and Measurement, and Clinical Psychology as part of their major coursework. Students interested in Developmental Psychology could take Child and Adolescent Development, Adult Development and Aging, and an Undergraduate Internship course related to developmental processes.

PSYC 4950, PSYC 4960, and PSYC 4990 are designed to give students advanced, and in some cases individualized, instruction and experience.

- PSYC 4950- **Selected Topics** is a course used for specialized topics, such as Forensic Psychology or Close Relationships, that are not routinely offered and that are not part of the regular curriculum.
- PSYC 4960- **Undergraduate Internship** is a course in which students get actual “hands on” experience on a job site related to psychology. The Psychology Department maintains relationships with many agencies in the Augusta area that let students intern in a variety of settings (e.g., hospitals, community agencies, school systems) that serve different groups (e.g., children, psychiatric patients, the elderly).
- PSYC 4990- **Undergraduate Research** allows students to get involved with an actual research project supervised by a member of the Psychology Department faculty or a psychologist working at another institution in the area, such as the Medical College of Georgia. This course enables students to study a particular research question in more depth than is usually practical in other courses.

The Minor Requirement – 15 - 18 Hours

The minor gives students a secondary area of study or emphasis in their upper-level coursework. Minors may be chosen from a variety of disciplines. The minor may be in a discipline that complements, or goes with, the psychology major; or students may select a minor strictly based on interest in an area, even though that area may not be directly related to psychology. Students are encouraged to seek an advisor in their minor area.

Students may also minor in General Studies, which allows a set of courses from more than one academic discipline to be used for the minor. The General Studies minor requires the completion of 15 hours of credit in 3000 and 4000 level courses taken from at least two disciplines. No more than 9 credit hours may be taken from one discipline and at least 9 credit hours must be taken at Augusta State University. Students who minor in General Studies are advised by their regular Psychology Major advisor.

E. Educational Objectives of the Psychology Major Curriculum

The Psychology Major has been designed to be consistent with national trends in undergraduate psychology education and to offer a well-rounded background in psychology, both for students who plan to seek employment immediately after the B.A. degree and those who wish to pursue a graduate degree. Consistent with these objectives, the Psychology Faculty has identified 7 Educational Objectives. These objectives are listed in the Undergraduate Graduation Application Packet shown in Appendix C.

F. Academic Honesty

The Psychology Department and ASU promote academic honesty. Appendix D contains the “Declaration of Academic Honesty for Psychology Majors.” The ASU policy on Academic Honesty forbids cheating on exams, plagiarism, collusion (working with others in producing work that is to be evaluated for credit), and misrepresentation of credentials or other information to gain admission to ASU. This policy also states that misrepresentation or the use of false information may not be used to gain admission to another college or university or to seek employment while enrolled as an ASU student.

The penalty for violation of the Academic Honesty policy is severe. The penalty may range from documentation of the dishonesty in the student’s permanent file, giving a course grade of WF (withdrawal, failing), or even expulsion from ASU.

G. A Timetable for Meeting General Graduation Requirements for the B.A. in Psychology

First (Freshman) and Second (Sophomore) Years (Assuming Full-time enrollment)

- Enroll in ENGL 1101 no later than the first semester after completion of 20 hours or residence or transfer credit at Augusta State University. Students must earn a grade of “C” or better.
- Enroll in ENGL 1102 as soon after ENGL 1101 no later than the first semester after completion of 30 hours of credit. Students must earn a grade of “C” or better.
- Pass or exempt the Regent’s Test, which measures reading and writing skills. Students who have passed ENGL 1101 or 1113 or who have earned 20 credit hours must take the Regents’ Test during their next semester of enrollment. Students may be exempt from the test with certain English course grades and test scores. See the ASU Catalog for specifics.
- Complete 60 hours (including transfer courses) in the Core Curriculum, not counting Wellness courses.
- Satisfy the Physical Education requirement by completing WELL 1000 (3 hours), and two additional activity courses.
- Satisfy State of Georgia Legislative Requirements by passing exams on the histories and constitutions of the United States of America and of the State of Georgia (this is usually done by taking core curriculum courses in American History (HIST 2111 or 2112) and Political Science (POLS 1101).

Third (Junior) and Fourth (Senior) Years (Assuming full-time enrollment)

- Meet the Residence Requirement by completing at least 25% of credits for the degree, at least 30 hours of credit in 3000- and 4000 – level courses, and at least half of major and minor courses at Augusta State University.

- Complete 120 hours with a minimum of 39 hours of upper level classes. Lower level Wellness courses are not included in these totals.
- Pay all financial obligations, such as library and parking fees, if applicable, and graduation fee.
- An overall institutional GPA of at least 2.0 must be achieved in all courses taken at Augusta State University.
- Complete and file an application for graduation with the Registrar's Office **by mid-term of the next-to-last semester.**

II. Information about the Psychology Department

A. Psychology Department Faculty and Staff

<u>Faculty</u>	<u>Phone Number</u>	<u>Office #</u>	<u>Email</u>
<p>Christopher D. Bell Assistant Professor University of Georgia <i>Clinical & Cognitive Psychology,</i> <i>Personality Assessment, Bullying</i></p>	(706) 737 - 1787	1021 E	cbell16@aug.edu
<p>J. Quentin Davis, Ph.D. Assistant Professor Central Washington University <i>Child Language Development,</i> <i>Chimpanzee Nonverbal Communication</i> Undergraduate Research Coordinator</p>	(706) 667 - 4620	1017 E	jqdavis@aug.edu
<p>Georgina Hammock, Ph.D. Associate Professor University of Georgia <i>Social Psychology, Aggression,</i> <i>Romantic Relationships, Conflict</i></p>	(706) 667 - 4614	1023 E	ghammock@aug.edu
<p>Stephen H. Hobbs, Ph.D. Professor University of Georgia <i>Physiological, Learning,</i> <i>Psychopharmacology, Health</i> <i>Psychology</i> Director of Psychology Lab</p>	(706) 737-1651	1035E	shobbs@aug.edu

Adrian S. Janit, Ph.D.			
Assistant Professor	(706) 729 - 2341	1025 E	ajanit@aug.edu
Northern Illinois University			
<i>Clinical Psychology</i>			
<i>Anxiety Disorders</i>			
Robert A. Reeves, Ph.D.			
Professor	(706) 667 - 4619	1013 E	rreeves@aug.edu
University of Georgia			
<i>Social, Consumer Behavior & Culture,</i>			
<i>Industrial – Organizational</i>			
<i>Social Influence, Compulsive Buying</i>			
Undergraduate Advising Coordinator			
Deborah S. Richardson, Ph.D.			
Professor	(706) 667 - 4615	1001C	drichardson@aug.edu
Kent State University			
<i>Social Psychology, Human Aggression</i>			
Department Chair			
Rebecca L. Rogers, Ph.D.			
Associate Professor	(706) 667 - 4613	1019 E	rrogers@aug.edu
University of North Texas			
<i>Clinical, Health Psychology,</i>			
<i>Weight Management</i>			
Internship Coordinator			
Nicole E. Rossi, Ph.D.			
Assistant Professor	(706) 667 - 4617	1009 E	nrossi@aug.edu
University of New Hampshire			
<i>Developmental Psychology</i>			
<i>Life Transitions</i>			
Richard L. Topolski, Ph.D.			
Associate Professor	(706) 667 - 4616	1027 E	rtopolsk@aug.edu
Binghamton University			
<i>Experimental, Cognitive</i>			
<i>Visual Information Processing</i>			
<i>Psychology of Reading</i>			
Sabina C. Widner, Ph.D.			
Associate Professor	(706) 667 - 4618	1015 E	swidner@aug.edu
University of Georgia			
<i>Clinical Psychology, Gerontology</i>			
<i>Stress and Pain Management</i>			
Director of Graduate Studies			

B. Psi Chi, The National Honor Society in Psychology

Psi Chi, the national honor society in psychology, promotes scholarship and professional development. At ASU, Psi Chi and Psychology Club function together. Although only Psi Chi members can vote on the business of the organization, all psychology majors are welcome and encouraged to attend events sponsored by Psi Chi.

Psi Chi assists the Psychology Department with various events such as the Fall Lecture Series and the Bert Yancey Memorial Golf Tournament, which raises funds to benefit local mental health organizations. Psi Chi also helps organize student trips to professional conferences such as the Southeastern Psychological Association and holds a number of social and fundraising events throughout the year.

To become a member of Psi Chi, undergraduates must meet the following requirements:

- complete 3 semesters or 5 quarters of the college curriculum
- complete 9 semester hours or 14 quarter hours of psychology courses
- rank in the top 35% of their class academically
- have a minimum GPA of 3.0 (on a 4.0 scale) in psychology classes and overall course work.

The Psi Chi Resource Room is 1005E in the Science Bldg.

2008-2009 Psi Chi Officer and Advisor Contact List

President	Amanda Manley	amanley@aug.edu
Vice-President	M. David Boykin	mboykin@aug.edu
Secretary	Christina Khal	ckhal@aug.edu
Treasurer	Lacy Currie	lcurrie1@aug.edu
Public Relations	Heather Anderson	handers1@aug.edu
Historian	Sarah Armstrong	sarmstro@aug.edu
Undergraduate Liaison	Montana Foss	mfoss@aug.edu

Faculty Advisors

Dr. J. Quentin Davis (jqdavis@aug.edu); 1017E Science Hall; 706-667-4620

Dr. Nicole Rossi (nrossi@aug.edu); 1009E Science Hall; 706-667-4617

C. The Stewart Wiggins Loan Fund

The Stewart Wiggins Loan Fund was established by Dr. Wiggins' family some years ago as a way to honor his memory. The fund is administered through the Psychology Department and the Business Office and the loan has a very favorable interest rate. The Wiggins Loan assists psychology majors who may need funds relatively quickly to deal with a short-term financial crisis. Examples of such short-term crises would be the need to pay tuition, buy books, or pay for rent or utilities until a financial aid check arrives or until a first paycheck comes. The maximum amount loaned is usually what would be paid for in-state tuition for a semester, although many students borrow far less and individual circumstances are taken into consideration as much as possible. To apply for the Wiggins Loan, see Dr. Robert Reeves; additional members of the Wiggins Loan Committee are Dr. Stephen Hobbs and Dr. Ric Topolski.

D. Student Complaints and Sexual Harassment Issues

1. Student Complaints

On occasion there will be disagreements between students and faculty and these disagreements are often over particular grades or other outcomes assigned to students. When disagreements with instructors occur, ASU has specific policies that can be used to settle the disagreements. These policies are designed to protect the rights of both students and faculty members. The complete policies are contained in both the Augusta State University Catalog and the Jaguar Student Handbook under "Student Academic Grievances." It is important to note here that the first step in the policy calls for a sincere attempt to resolve the disagreement in an informal way with the instructor. If that attempt is not successful, additional steps may be taken in line with the policy.

2. Sexual Harassment Issues

Sexual harassment is prohibited by law. Students who believe that they have been harassed should see the Sexual Harassment Policy which is contained in the Jaguar Student Handbook (in hard copy or online; look under "Student Handbook) and also linked to the ASU Home Page (www.aug.edu/) under "Sexual Harassment."

III. Other Offices on Campus Relevant to Psychology Majors

A. Career Planning and Placement

Julie Goley, Director
737-1604; jgoley@aug.edu
Boykin Wright Hall

The Career Center assists students with career development and job placement. Resume preparation, practice interviews, assistance with job applications and job search, career fairs, and many other services are provided. The Career Center helps students find employment both upon graduation and during the time they are enrolled at ASU. Students should begin using the services of the Career Center during their junior year to obtain maximum benefit from the range of services offered.

B. Testing and Disability Services

Angie Kitchens, Coordinator of Testing and Disability Services
737-1469; akitchens@aug.edu
Located in the Quadrangle, adjacent to Fanning Hall

This office administers a wide variety of standardized tests relevant to students of all majors, including the Regents' Exam and Departmental Exit Exams. Students with disabilities or special needs that are covered under the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973, as amended, should contact this office to document their specific need. The Disability Services staff works with students and instructors to help meet the educational needs of students covered by the above legislation.

C. Counseling Center

Dr. Robert Mays, Director
737-1471; rmays@aug.edu
Located in Boykin Wright Hall

The Counseling Center is available to help students with both personal and career issues and crises. Individual sessions with a counselor are available by appointment. A variety of seminars on topics like alcohol and drug abuse, stress and time management, and study skills and test taking are offered throughout the year.

D. Academic Advisement Center

Kathryn T. Thompson, Director
731-7979; kthompson@aug.edu
Washington Hall, 2ND Floor

The Academic Advisement Center coordinates orientation for new and transfer students and registration for all students. The center also advises students who have not yet chosen a major. The center is a key online resource for information on core curriculum and other degree requirements, calendars of events, and registration information.

E. Financial Aid Office

Willene C. Holmes, Director
731-1431; wholmes@aug.edu

The Financial Aid Office assists students in applying for different types of financial aid, such as loans, grants, and scholarships to meet educational expenses.

IV. Interesting Web Sites for ASU Psychology Majors

A. The Psychology Department Home Page at ASU
www.aug.edu/psychology/

This site contains lots of information on advising, course schedules, Psi Chi, the Psychology Dept. faculty and staff, and links to other ASU sites for psychology majors.

B. The American Psychological Association (APA)
www.apa.org/

The American Psychological Association is the oldest and largest national professional organization for psychology. Information on just about any topic in psychology can be found here, including careers in psychology. Take a look at the “Monitor on Psychology,” the monthly news magazine of the APA.

C. The American Psychological Society (APS)
www.psychologicalscience.org/

The American Psychological Society is the other major professional organization for psychology. The APS is similar to APA in many ways, but the APS is concerned more exclusively with psychological science than with the practice of psychology.

D. Psi Chi, the National Honor Society in Psychology
www.psichi.org/

This site connects the viewer to the national organization of Psi Chi, Psi Chi’s “home office.” Policies governing Psi Chi chapters, general information on psychology, research grants, publications, and more are listed here. Be sure to check out the monthly magazine “Eye on Psi Chi.”

E. Career Decision Tree for Psychology Students
<http://www.wku.edu/~sally.kuhlenschmidt/psycareer/index.htm>

This site will take the viewer step by step through a series of questions to help explore career options in psychology.

V. Appendices

- A. Advisee Information Sheet**
- B. Psychology Major Advisor Form**
- C. Undergraduate Graduation Application**
- D. Undergraduate Exit Interview Form**
- E. Declaration of Academic Honesty for Psychology Majors**
- F. Psychology Faculty Nomination Form**
- G. Graduation Checklist – Undergraduate**

A. ADVISEE INFORMATION SHEET

Date _____

Advisor: Please ask if there have been any changes each time you advise student.

_____/_____/_____/_____
Initials/date if no changes Initials/date if no changes Initials/date if no changes Initials/date if no changes

Name _____ ID# 927 _____ / / _____
Date of Birth

Name Preferred _____ Advisor _____

Mailing Address _____

City State Zip

Phone (s) _____
Primary Alternate

Minor (if chosen) _____

Previous Major(s) if applicable _____

High School (local) _____

Previous College(s) _____

Why are you interested in Psychology? _____

Special interests, extra curricular activities, etc. _____

Goals upon graduation _____

_____/_____
Employed at Position Hours per week

Preferred class hours: [] Daytime [] After 5 PM Would you attend weekends? Y / N

Marital Status _____ # of Children _____ Ages _____

Timeline of Important Steps to Graduation

Freshman year: Complete PSYC 1101 or (1103 or 1105)	_____
Freshman or Sophomore year: Complete PSYC 2101 & 2150	_____
Sophomore year: Complete 3190	_____
Complete core curriculum – Areas A-F	_____
Sophomore/Junior year: Complete PSYC 3121 & 3122	_____
Begin other coursework in major & minor	_____
Register with Career Planning & Placement	_____
Senior year: Complete at least two of the following advanced courses: PSYC 4115, 4125, 4165, 4173, 4180	
Apply for graduation by midterm of next to last semester*	_____
Complete exit interview	_____
Take senior exit exam	_____
Check with your advisor at least yearly	_____

*i.e May graduates must apply for graduation by **mid term** of the previous fall semester

*All courses carry 3 semester hours of credit unless otherwise indicated in parentheses ().

1101 Introduction to General Psychology	3170 Consumer Behavior
1103 Introduction to the Behavioral & Social Sciences	3180 Drugs & Behavior
1105 Honors Seminar in Psychology	3183 Health Psychology
2101 Introduction to Psychology of Adjustment	3188 Human Sexuality
2103 Introduction to Human Development	3190 Psychological Careers (1)
2150 Introduction to Human Diversity	4115 History & Systems Psychology
3121 Quantitative Methods (4)	4125 Psych. Tests & Measurement
3122 Research Methods (4)	4145 Clinical Psychology
3131 Child & Adolescent Development	4165 Learning
3133 Adult Development & Aging	4173 Social Psychology
3140 Theories of Personality	4178 Industrial & Organizational
3143 Abnormal Psychology	4180 Biological Psychology
3155 Psychology of Gender	4185 Animal Behavior
3160 Sensation & Perception	4900 Cullum Lecture Series
3165 Cognitive Psychology	4950 Selected Topics (varies)
	4960 Undergraduate Internship

Application for Graduation

Augusta State University Application for Graduation-Undergraduate Status

APPLICATIONS FOR GRADUATION ARE DUE IN THE REGISTRAR'S OFFICE BY MIDTERM OF THE SEMESTER PRECEDING THE FINAL SEMESTER OF COURSE WORK.

Print your name as you want it to appear on your diploma.

ID number

Current Mailing Address

City

State

Zip

Permanent Mailing Address

City

State

Zip

(Location After Graduation)

Home Phone

Work Phone

E-mail

Degree

Major:

Minor:

If applying for more than one degree type, complete a second form

Program Completion Term: Spring _____

Summer _____

Fall _____

Year

Year

Year

Summer candidates for graduation participate in the preceding May ceremony.

Fall candidates for graduation participate in the following May ceremony.

GRADUATION CEREMONY INFORMATION

This is an updated application (Please Highlight Current Changes)
Fees have been paid

I plan to attend the May graduation ceremony

• if you have a physical condition which requires special consideration, please contact the Coordinator of Testing and Disability Services at 706-737-1471.

• Spring graduates may pick up their diplomas on campus the week after commencement. Those remaining will be mailed to the address of record.

Not Attending the Ceremony. Please mail my diploma to:

Name _____

Address _____

City _____

State _____

Zip _____

Pay the \$25 non-refundable grad fee to the Business Office - Fanning Hall

Required Signature: Student signature _____

Date _____

Business Officer _____

Date _____

Note: 1) Please advise the Registrar's Office of changes in address or phone number.

2) You may only attend one graduation ceremony.

3) Diplomas will be mailed one week after the end of the program completion term.



Student Name: _____

PROGRAM REQUIREMENTS

Please attach your departmental check sheet listing all coursework being used to fulfill requirements and copies of any exceptions to degree or graduation requirements.

Legislative Requirements
Satisfied:

PED Requirements:

Other Requirements:

Ga History _____

Satisfied _____

Regents Exam Satisfied:

Ga Const _____

Completing _____

yes no

US History _____

Waived _____

Portfolio Requirements:

US Const _____

Comments:

(If applicable)

yes no

COURSEWORK PROJECTION

_____ Term Coursework

_____ Term Coursework

_____ Term Coursework

COMMENTS: _____

Required Signatures:

Advisor _____

Date _____

Dept Chair of Major _____

Date _____

Dept Chair of Minor _____

Date _____

RETURN THIS FORM TO THE REGISTRAR'S OFFICE - PAYNE HALL

D.**Undergraduate Exit Interview Form**

Department of Psychology

Name: _____ Date: _____ ID#: _____

Your candid responses below will help us maintain and increase the quality of our program. Individual forms will not be made public. The information from this interview will help to direct our recruitment and retention efforts for our undergraduate and graduate programs.

Thank you for your feedback.

1. Race: (Check one or all that apply)

- African American Asian Caucasian, European American
 Hispanic Other _____

2. Sex: Female Male3. Age: 18-20 21-25 26-30 31-35 36 or older4. Are you married? Yes No5. Do you have children? Yes No

6. Please tell us how well the Educational Objectives below have been fulfilled.

In the first column (Department) please **rank** order the educational objectives below as to *how well the department's curriculum, courses, policies and faculty help prepare students*.
 (1=Best, 2= Second Best,...7=Least)

In the second column (Self), please **rank** order the same educational objectives as to *how well prepared you have become while in the undergraduate program (including courses you are now completing)*.
 (1=Best, 2= Second Best,...7=Least)

<u>Educational Objective</u>	<u>Department</u>	<u>Self</u>
Students will be familiar with the major theoretical perspectives and research findings of psychology.		
Students will be able to tell the difference between scientific, data – based methods of answering questions and other approaches that are not scientific, such as popular media accounts.		
Students will be able to design research projects and analyze and interpret the results of psychological research.		
Students will be able to communicate psychological information effectively in written and oral form.		
Students will be able to use knowledge of behavior and mental processes for self-improvement.		
Students will be able to apply knowledge of behavior and mental processes to health, interpersonal, and social issues.		
Students will have the education and training which allows them to begin a career related to psychology and / or to pursue more advanced education in psychology.		

7. In the space below, please list any courses (whether in our curriculum or not) you now know you would have profited from significantly, had you taken them.

8. What are the program's strengths?

9. What are your suggestions for improving the program?

10. Do you plan to pursue a career in Psychology? Yes No

11. Briefly state your current career goal: _____

12. Are you planning to attend graduate school within three years of graduating with a bachelor's degree?
(If not, please skip to question 13.)

Yes No

If Yes, which is the highest degree are you likely to seek? M.S. Ph.D.

13. If you are planning to attend graduate school, please check the type of program you are considering.
Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Psychology Graduate Program | <input type="checkbox"/> Allied Health Program |
| <input type="checkbox"/> Counselor Education Graduate Program | <input type="checkbox"/> Law School |
| <input type="checkbox"/> Social Work Graduate Program | <input type="checkbox"/> Medical School |
| <input type="checkbox"/> Business Graduate Program | <input type="checkbox"/> Other _____ |

14. If you are planning to attend graduate school, list the schools to which you are likely to apply:

15. If you are **NOT** planning to attend graduate school please indicate the reason(s) why. Check all that apply.

- My job will not require a graduate degree
 - Financial concerns: paying graduate school tuition
 - Financial concerns: paying other bills, the need to support myself
 - Do not have enough information about graduate school
 - Do not see the value of graduate school
 - Do not think I would be admitted to graduate school due to grades
 - Do not think I would be admitted to graduate school for other reasons
 - Cannot relocate and there is no appropriate graduate program in this area.
 - Other _____
- _____
- _____

16. If you are **NOT** planning to attend graduate school, please indicate which professional field you are likely to pursue. Check all that apply.

- Social Services
 - Health Care
 - Education
 - Human Resources
 - Marketing
 - Sales
 - Management
 - Military
 - Other business/ industry
 - Other _____
- _____
- _____

E. Declaration of Academic Honesty for Psychology Majors

1. I understand that my written work as a psychology student is subject to the university’s policy on academic honesty. I understand that all written work that I submit is assumed to be my own creations unless I indicate it is another author’s.
2. I understand that when I use another author’s ideas that I am required to acknowledge their ownership by citing the source in the text of my paper, e.g. “(Jones, 2001)” and providing the source of the citation in my reference list.
3. I understand that when I use another author’s exact words that I am required to enclose the passage in quotation marks or indent per APA style and provide the source of citation in my reference list. Merely citing the source of the exact works (as in #2 above) is not sufficient to indicate that the words are not my own.
4. I understand that I must acknowledge ownership of other authors’ written works regardless of the source. For example, it is not acceptable to use material obtained on the Internet without acknowledging that the passage is a paraphrase or an exact quote as in #2 and #3 above.
5. I understand that it is a violation of policy to:
 - a. Submit a paper for a current class that I have previously used for credit in another class, even if I subjected it to minor revisions.
 - b. Submit a paper for credit that was composed by another author or one that was purchased.
6. I understand that the instructor has the right to prosecute violations of academic honesty and that I stand to receive a WF if I violate that policy.

[] I understand the above as explained to me.

Printed Name

Date

Signed Name

F. Psychology Faculty Nomination Form (Revised September 2008)

This is an anonymous rating form to be completed by graduating students. Please return it directly to the department office coordinator when completed.

I. **Program:** Undergraduate Student

II. **Classroom Faculty:** Indicate the number of courses you have taken with each of the faculty members listed below. Include ONLY regular “lecture” courses (that is, exclude such courses as internship, research and independent study.)

_____ Bell	_____ Davis	_____ Hammock
_____ Hobbs	_____ Janit	_____ Reeves
_____ Richardson	_____ Rogers	_____ Rossi
_____ Topolski	_____ Widner	

III. **Classroom Faculty Nominations:** For each statement below, circle the names of **NO MORE THAN THREE** faculty members who, in your experience, have been most outstanding.

- I. Encourages and respects student ideas and input.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
2. Is available and helpful in student conferences about his or her courses.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
3. Provides for interesting classroom experiences.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner

4. Encourages students to develop perspectives beyond the scope of a particular course.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
5. Encourages critical thinking, as opposed to rote memorization.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
6. Establishes a positive environment for student learning.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
7. Is effective in explaining difficult material and concepts.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
8. Stimulates students to perform at their best.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
9. Encourages student participation in course activities and discussions.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
10. Helps to develop student oral and/or written skills.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
11. Manifests a strong knowledge of the subject matter of courses taught.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
12. Brings the latest findings and developments into the classroom.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
13. Is an enthusiastic teacher.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner

14. Is well prepared for class.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
15. Provides classroom experiences which are relevant to course goals.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
16. Selects outstanding learning resources (texts, readings, software programs, etc).
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
17. Uses innovative/nontraditional methods and technologies to enhance learning.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
18. Is fair and impartial in dealings with students.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
19. Allows students to demonstrate their knowledge through tests, projects, etc.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
20. Grades fairly.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
21. Provides helpful feedback concerning student performance.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
22. Sets and maintains high academic expectations for students.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
23. Increased my interest in psychology.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
24. Overall excellence as a faculty member.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner

- IV. **Other Instructors:** If you had courses with any other psychology teachers (temporary, now-retired, or part-time instructors) who made significant contributions to your education, please list them here:
- V. **Academic Advisors:** Circle the name(s) of all faculty who provided you with academic and/or professional advisement, including course selection and registration. This would include, but not necessarily be limited to, your advisor (undergraduate students).
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
- VI. **Advisor Nominations:** For each statement below, circle the names of individuals who have been most helpful.
1. Provides ample time to schedule meetings with students.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
 2. Is knowledgeable about curricular and registration matters.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
 3. Is helpful to students in course planning.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
 4. Assists with career and professional plans.
Bell Davis Hammock Hobbs Janit Reeves
Richardson Rogers Rossi Topolski Widner
- V. **Other:** If you have additional comments about teaching and advising by faculty in this department, please provide them here.
-
-

G.

To: Undergraduate Psychology Students Applying
for Graduation

From: Connie Bradley, Office Coordinator

RE: Graduation Planning

STEPS TO COMPLETING GRADUATION PROCESS

- 1) Fill out application
- 2) Meet with regular Advisor (Advisor List on reverse side)
- 3) Exit Interview
- 4) Obtain Dr. Richardson's signature
- 5) Turn in paperwork to Kerrie Scott
- 6) Photo taken in Psychology Front Office
- 7) Originals to Business Office (Fanning Hall) – pay \$25
- 8) Registrar's Office (Payne Hall – 1st Flr submit originals
for graduation
- 9) Order Cap & Gown
- 10) Attend Graduation – Celebrate your accomplishment!

All Psychology Undergraduates are required to take the Departmental Exit Exam. Please note: this test is being scheduled for the two week period of _____.

Testing is done by appointment and at your convenience.
You must make an appointment when notified by Testing and Disability Services to complete your graduation process.