

PSYCHOLOGY

MAJOR'S

HANDBOOK

VASSAR COLLEGE

Revised March 2015

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I. PSYCHOLOGY AT VASSAR COLLEGE

The field of psychology can be defined as the scientific study of behavior, mental processes, and their physiological underpinnings. The discipline as a whole is quite broad; it includes basic and applied research with humans and other animals as well as the clinical treatment of people. As is true at most liberal arts colleges, the Psychology Department at Vassar views psychology as a science. The faculty aim to introduce students to the basic areas in which scientific research is regularly conducted and to the methods by which it is carried out. The major is structured in such a way as to require students to become familiar with a variety of subfields within the discipline while also allowing opportunities to achieve depth and to conduct research in particular subareas.

II. REQUIREMENTS FOR A PSYCHOLOGY MAJOR

A total of ten graded units, including:

- (a) either/or* 105 Introductory Psychology: A Survey
106 Introductory Psychology: Special Topics

*A student may take only one of these courses for credit.

- (b) 200 Statistics and Experimental Design

- (c) one of: 209 Research Methods in Social Psychology
229 Research Methods in Learning and Behavior
239 Research Methods in Developmental Psychology
249 Research Methods in Physiological Psychology
259 Research Methods in Personality and Individual Differences
269 Research Methods in Clinical Psychology

(d) four 200-level courses, at least 3 of which are Foundational courses

Foundational Courses		Focused Courses	
201 ^a	Principles of Social Psychology	222	Psychological Perspectives on the Holocaust
205 ^a	Topics in Social Psychology	237	Early Childhood Education
221	Learning and Behavior	255	Sports Psychology
223	Comparative Psychology	280	Approaches to Mass Media
231	Principles of Development	285	Emotional Engagement with Film
241 ^b	Principles of Physiological Psychology		
243 ^b	Neuropsychology		
253	Individual Differences		
262	Clinical Psychology		
284	Health Psychology		

^{a,b} Two courses with the same superscript may not both be counted toward requirement(d)

- (e) three 300-level courses, at least 1 of which must be a seminar. Psychology 395 and 399, as ungraded courses, cannot be used to satisfy this requirement.

NRO: Students may not elect the NRO in any psychology course after they have declared their major. Any psychology course taken under the NRO before the major was declared may not be counted toward the 10 units required for the major although it may be used to satisfy a requirement that a specific course be taken.

III. **NEUROSCIENCE AND BEHAVIOR**

Members of the Psychology Department are also intimately involved in the Neuroscience and Behavior program, which is an inter-departmental major (with the Biology Department). Those who are interested in particular in the biological foundations of behavior and neuroscience are encouraged to examine the requirements for the Neuroscience and Behavior program and to talk with a faculty member who is an adviser in that program (see the Vassar College catalogue for current listings).

A. **Neuroscience and Behavior**

The Neuroscience and Behavior major includes eight required courses (Bio 105, 106, Psyc 105 or 106, 200, 241 or 243, 229 or 249, Neur 201, 301) and 5 other electives to be chosen from a master list in consultation with your adviser. Further information can be found at the Neuroscience and Behavior web site:
<http://neuroscienceandbehavior.vassar.edu/>

IV. **PROCEDURES**

A. **Declaring a Major**

A student who decides to declare a major in Psychology should first obtain a “Declaration of Major” form from the Registrar’s office, and then make an appointment to see an adviser. The adviser will normally talk with the student in order to (a) determine the student’s reasons for majoring in Psychology and explore whether it is an appropriate field of study given the student’s interests and goals; (b) evaluate the student’s grades in both Psychology and other courses; and (c) make sure the student understands the Department’s requirements for the major.

B. **Obtaining an Advisor**

Students who have a preference for a particular faculty adviser may ask that individual whether s/he would be willing to serve as adviser. Students who have no preference should make an appointment to see the Chair of the Department to be assigned an adviser. It would be to the student’s advantage to become acquainted with the Department’s faculty members and their areas of interest prior to this time in order to

make an intelligent choice of adviser. The Department has a special brochure, available in the Department Office, that may be of assistance to students in this matter. Research and teaching interests are also described on the Psychology Department web site: <http://psychology.vassar.edu/>

C. **Filling in the Forms for the Major**

The student should make an appointment with the adviser to discuss an overall program of study at Vassar. In preparation for the meeting, the student should obtain three (or more) yellow “Field of Concentration” cards from the Registrar’s office, and fill in one in pencil with a tentative program of study.

The yellow cards have four columns; the first two are used to record courses in the major separately for fall and spring semesters. The third column is used to record courses taken outside of Psychology but within the division of the natural sciences (the college requires that no more than 75% of your work be in this division). While it is not necessary that you take any other courses in the natural sciences, it is highly desirable in most cases, as your adviser will tell you. The final column is where you record all the courses outside of the natural sciences; the total number of courses in this column must equal at least one fourth of the total units taken at the time of graduation (8.5, assuming 34 units). To identify the departments in each curricular division, consult the catalogue under “Concentration in a Department”.

In the left hand columns the student should enter all previous and all future Psychology courses. The adviser will review these Field of Concentration cards to see that the program is an appropriate one for the student (given career or post graduate aspirations) and that, upon completion, there will be at least 10 units, that all Department requirements will have been met, and that necessary prerequisites are included.

It should be pointed out that the future courses listed on the Field of Concentration cards are not binding on the student; rather they are a means to assure the adviser that the student is knowledgeable about, and therefore responsible for, the satisfaction of all requirements for graduation from Vassar College with a major in Psychology.

After the adviser signs all three Field of Concentration cards, the student turns in one card to the secretary in New England 104, one to the Registrar’s office, and retains one copy. The student should also obtain the signature of the Chair of the Department on the declaration-of-major form, which must be returned to the Office of the Registrar.

Students wishing to change advisers or to obtain a new adviser if his or her adviser leaves--or goes on leave--prior to the student’s graduation must submit a new Declaration-of-Major form for the registrar, indicating that it involves a change in adviser only. The student must obtain the consent of the new adviser before submitting the form. A student who needs help finding a new adviser should consult with the Chair of the Department.

D. Pre-registration and the Drop-Add Period

Preregistration for each semester normally occurs three to four weeks before the end of classes in the preceding semester. Approximately two weeks prior to pre-registration, the advisers will post special advising hours when faculty will be available to meet with their advisees. Prior to this meeting, the students should work out their tentative schedules. The adviser will review this program with the student, suggest changes and offer advice as necessary, review the student's progress through the major, and make sure all prerequisites and appropriate sequences are considered. The adviser will then issue the student's PIN, which allows the student to register on line. Students should check their progress through the major before this meeting with the "Departmental Requirements Checklist" (see Appendix). It is to the student's advantage to see the adviser as early during this period as possible and to allow sufficient time for this meeting. If students wait until the last minute, and ask for an adviser's signature in a hurry, they are preventing advisers from fulfilling their intended function. Students thereby deprive themselves of valuable and necessary guidance. During the drop-add period, the student must obtain the adviser's signature for any course change. The Field-of-Concentration cards should be modified accordingly.

E. Special Permission and Limited Enrollment

The student should obtain instructor's signatures for all departmental 200-level special permission courses. Such signatures guarantee the student a place in that course. The only current special permission course is: 237 Early Childhood Education: Theory and Practice. The student will not be enrolled for a special permission course at pre-registration unless both the instructor's signature and the adviser's signature appear on a form available from the registrar. In courses marked "limited enrollment", instructors' signatures are unnecessary, and registration will be on a first-come, first-served basis. An instructor's signature cannot be used to hold a place in a limited enrollment course.

The department's 300-level seminars are partially enrolled using a lottery system for which majors will receive information approximately two weeks prior to pre-registration. At this time they will also receive descriptions of the seminar offerings, a request for seminar preferences and a draw number. Approximately one week prior to pre-registration, eligible juniors and seniors will be asked to provide the department with a rank-ordered list of four preferences for seminars. Students will be placed in a seminar in an order based on their draw number. Because the department needs to ensure that every senior has met the major requirements, in rare instances placement into seminars may deviate from draw order and/or rank preferences. All students are expected to select their seminar preferences in consultation with their advisors.

The Senior Thesis course (PSYC 397/398) is a year-long intensive project conducted in conjunction with a faculty mentor. Enrollment in this course is limited, and is determined in the spring prior to the senior year. All faculty participating in the following year's thesis projects will present proposals for potential research projects. Students who wish to participate will provide a rank-ordered list of preferred research projects. Participating

faculty will determine the makeup of the research groups based on these lists, making every effort to sort students into their more-preferred research groups. Students will be informed of their assigned thesis groups, and are expected to pre-register for the corresponding section of PSYC 397 for the fall semester.

F. **Waiting Lists**

Should students not get into a course during pre-registration they will be placed on the waiting list for that course. However, it will be the student's responsibility to get in touch with the instructor for such courses at the start of the new semester. If a new section for a course becomes established, the student will be notified by e-mail prior to the start of the new semester, so that s/he can register for that section during the drop-add period.

As openings become available, students will be admitted from waiting lists in order of class standing, and position on the list. Because instructors cannot contact each student individually, it is up to the student to contact the instructor; where schedules permit, the student should attend the first several classes as well.

V. **SPECIAL CASES**

A. **General Guidelines Regarding Academic Work in Other Settings.** (For rules on specific settings, see below.)

1. **Approval and Accreditation of Work Taken at Other Institutions.**

If a student wishes to transfer work from other institutions for Vassar credit, the following procedures should be followed: Approval of the adviser should be sought prior to taking the courses. The student should bring catalogue descriptions to the adviser when seeking approval. If retroactive credit is sought, the student must bring to the adviser the course syllabus. Any work not taken at Vassar for credit is counted as ungraded work and will not count toward the minimum 10 courses required for the Psychology major. (Units of the Vassar-Wesleyan program in Madrid are counted as Vassar units.) Additional units taken at another institution may be counted toward the degree without being applied to satisfy the requirements of the major, following the same procedures outlined above. If a student wishes to use work taken at another institution as a prerequisite for Vassar courses without transferring the work for course credit, the Chair of the Department should be consulted.

Note: Students may elect a maximum of five units of Ungraded Work. For transfer students, this limit is reduced by one unit for each year of advanced standing awarded to the student. This ungraded limit does not apply to any units taken in excess of the 34 unit minimum required for graduation.

Reminder: All units completed under the NRO option are considered ungraded, whether or not grades are awarded at the end of the semester. See the College catalogue for details.

2. Transfer Students

Junior transfers are expected to take at least five graded units of Psychology at Vassar, with the approval of the Chair of the Department. That is, no more than five units of Psychology taken away from Vassar are accepted within the minimum ten units required of Psychology majors. Credit for specific courses to be counted toward the major is granted by the Chair of the Department. If additional Psychology courses are credited by the college toward the thirty-four units required for graduation, they must fall within the limit for courses in the major field. (Transfer students who enter with seventeen units may not receive additional credit for summer work at another institution.)

3. Summer Work

Other institutions. The student should bring the summer-school catalogue to the adviser to obtain prior approval for any academic work the student intends to do over the summer. The student should also obtain prior approval for alternative courses. If retroactive credit is sought, the student must bring the course syllabus to the adviser. Note: Advanced placement in 200-level courses is available only to students who have completed a college-level introductory course in Psychology. Such students should submit to the Department chair the syllabus and description of the text used in the course, as well as an official transcript. A high school course in psychology does not qualify a student for advanced placement. A CEEB Advanced placement examination in psychology similarly does not qualify one for advanced placement in 200-level courses.

Vassar Summer Work. College regulations governing Vassar summer work can be found in the Vassar College Catalogue. Prior approval by the instructor is required for any Vassar summer work, such as Independent Work or Field Work. Students must confer with the faculty supervisor of the summer independent or field work by June 1. The due date for all summer work is October 1.

4. Leave of Absence and Exchange Program

Students should obtain the adviser's prior approval for all courses they plan to take, and also prior approval for alternative courses. The student should bring to the adviser a course catalogue when seeking approval for courses.

If the student plans to take a course away from Vassar that will satisfy the Department laboratory requirement, the student must provide a syllabus and description of the laboratory segment of the course to the relevant instructor at Vassar for approval.

See also "Leave Note," below.

5. Junior Year Abroad

For students contemplating Junior Year Abroad, it is imperative that the Statistics (Psych.200) requirement, and if at all possible, the Research Methods requirement, be

satisfied before leaving Vassar. Also, as early as possible the student should consult with the appropriate person in the office of the Dean of Studies to obtain information on possible programs and procedures. The next step is for the student to consult with his/her adviser. Psychology courses taken while abroad can serve to enrich the student's overall understanding and appreciation of psychology, and students are certainly encouraged to continue their psychology study while abroad. However, psychology courses taken abroad do not count toward fulfilling the 10 graded units for the major. At the discretion of instructors, courses taken abroad may serve to fulfill prerequisites for other courses.

LEAVE NOTE: PRE-REGISTRATION for the following year or semester for those who will be away from campus. Follow these guidelines.

1. Take a Vassar catalogue with you or plan to consult the on-line version.
2. In April (November if away only first semester) e-mail, call, or write your adviser (or Department Chair) indicating which Psychology courses you plan to take in the semester you return. Your adviser will make every effort to hold places in the courses for you.

B. Double Majors

Students must apply to the College Committee on Leaves and Privileges to become double majors, and must file two complete sets of yellow cards. Signatures (adviser and Department chair) on a special form are required.

Students should think carefully about their reasons for choosing two majors, because it is not always possible to take as many courses as they wish in a given department. All majors are urged to pursue work to the 300-level in at least one other department, whether or not they are double majors.

Students who can present a strong case to support a double major should be alert to the following hazards:

1. There is limited flexibility in planning programs, and the student may be locked into course sequences.
2. Fulfilling senior-year requirements for two majors may produce scheduling conflicts.
3. If the second major is also a natural science, there may be difficulty in taking the required 25% of work outside the major (Natural Science) division.
4. There is increased paperwork, such as the necessity of filing two sets of yellow cards, and obtaining advisers in both departments.
5. It sometimes becomes extremely difficult to arrange a program that allows double majors to spend a year away from Vassar, e.g., on an exchange program or on Junior Year Abroad.

C. **Education Certification**

Psychology majors can become certified for elementary school teaching by taking a prescribed series of courses (including Psychology 105/106 and 231) and by fulfilling specific requirements of the Education Department.

Students who wish to become certified to teach in secondary school must major in the discipline in which they plan to teach. Therefore, Psychology majors cannot ordinarily receive secondary school certification unless they have a second major.

Students who wish to obtain education certification should consult with the appropriate person in the Education Department as soon as possible. Students should be alerted to the fact that there are often scheduling conflicts in the senior year, when practice teaching is required for certification and senior seminars are required for completion of the major.

D. **Vassar Courses**

1. **Field Work (Psychology 290)**

- a. Prerequisite: Psychology 105 or 106.
- b. For one-half unit of credit, field work must entail at least four hours per week. For one unit of credit, field work must entail at least eight hours per week.
- c. Students should see the faculty adviser regularly during the first month of placement, especially if there are any placement problems.
- d. Requirements: The purpose of field work is to provide an opportunity for the student to integrate experiential learning with what has been learned in classes. Thus, the Department requires an academic paper, which must be submitted to the faculty adviser, along with the field work journal, before the study period begins. A copy of the paper must also be submitted to the Field Work Office.

2. **Retaking a Failed Course**

A student may retake a course which they have failed, but may not retake a course in which the grade was D or above. The original F remains on the student's record, and the student must fulfill all the requirements of the course when retaking it.

E. **Exceptions in Psychology**

After consultation with the adviser, a student may petition the Department to make an exception to one of the basic requirements if there are compelling reasons or extenuating circumstances. Petitions for exceptions should be submitted in writing to the Chair of the Department, explaining the nature of the exception desired, the special circumstances, and details of any courses taken in another department or institution which are related to the petition. Approval of the adviser must accompany such a request. In special cases, the Department has in the past approved petitions in the following areas:

1. To allow sophomore transfer students (and other special categories of students) to graduate with fewer than 10 graded units in Psychology.
2. To substitute statistics courses from other departments for Psychology 200 (e.g., Economics 209 and 210).
3. To approve one unit of related course work from another department as part of the minimum ten courses in Psychology (e.g., Education 235, Sociology 252, and Biology 340).

VI. STUDENT RESEARCH

Student research provides the opportunity for intensive study and research in an area of special interest. Students who plan to do either independent work or a research thesis should make themselves aware of the ethical issues involved in using human and animal subjects by reading relevant sections of the American Psychological Association manual on professional ethics, which can be found in the department office.

Studies employing human subjects must be cleared through the faculty supervisor with respect to ethical concerns. These include data collection that might impinge upon matters of personal privacy and/or confidentiality, as well as those that might involve measurement of physiological variables. Any study that makes use of human subjects must be approved by the Institutional Review Board through the faculty supervisor. Similarly, any study employing animals, as subjects must be cleared through the faculty supervisor with respect to methodological and ethical concerns. All studies using animal subjects must be approved by the Institutional Animal Care and Use Committee.

A. Independent Work

Independent research may be an empirical investigation or one based on library research. Independent work may be elected, with permission of a supervising faculty member, as Psychology 298 (ungraded junior independent work), Psychology 399 (ungraded senior independent work) or Psychology 300 (graded senior research and colloquium). (Independent Work may be taken for one half or for a full unit of credit. A full unit's credit must involve student time and effort equivalent to a regular full-unit course at Vassar.) The final presentation of such work should conform to the guidelines in the Publication Manual of the American Psychological Association. A copy of these guidelines is available from the Department Office and through a link on the student's section of the Psychology Department home page.

B. Senior Thesis

The senior thesis (PSYC 397/398) is a year-long project in which senior Psychology majors work collaboratively with participating faculty members on empirical research projects carried out over two semesters. Senior thesis projects embody the highest ideal in scientific scholarship, as students strive to contribute original knowledge to the field. In

the first semester, students work to identify a conceptual question of interest, read and integrate background literature on that topic, and formulate a novel research plan. In the second semester, students carry out their proposed studies by collecting data, statistically analyzing the results of the study, and interpreting how the results relate to the study's original hypothesis and existing findings in the field. Both semesters involve intensive writing, with detailed feedback from the primary faculty adviser as well as a second faculty reader. Thesis projects serve as a capstone experience for participating seniors.

The formal requirements for senior thesis credit consist of a written paper at the end of each term, an oral presentation together with one's group at the end of each term, and a poster presentation at the end of the Spring term. Although research teams collaborate on the design and conduct of each study, thesis term papers are prepared independently by each student and are due on a set date at the end of each term. The Fall semester thesis paper includes a comprehensive literature review, a justification for the proposed study, and a detailed description of the study's methodology. The Spring semester thesis paper includes a revised version of the Fall semester thesis, followed by a statistical analysis of the data, a description of the results, and a discussion of the study's findings. In addition to the written thesis paper, each student research team will prepare an oral, PowerPoint presentation of their study's design and methodology at the end of the Fall term and their results/findings at the end of the Spring term. All participating seniors and faculty are expected to attend these group presentations, which take place over the course of two Friday afternoons each term.

The Senior Thesis counts as two units of graded 300-level work toward the requirements for a Psychology major. Thesis grades are based primarily on the term paper but also take into consideration other contributions to the execution of the thesis project, such as effort in shaping methodology or collecting data. Final grades for thesis work are determined by the primary adviser in consultation with the second reader and other faculty supervising thesis research. Student credit for the A term (PSYC 397) is contingent on successful completion of the second B term (PSYC 398).

VII. OTHER OPPORTUNITIES FOR INVOLVEMENT IN THE MAJOR

Psychology Majors Committee The Psychology Majors Committee gives student majors the opportunity to plan both social and educational events for students, faculty, and staff. Students on the committee can also serve as a voice to raise concerns or suggest changes within the department.

Psi Chi Vassar College hosts a chapter of Psi Chi, the national honor society for psychology. Induction into Psi Chi is based on academic merit. The members of Psi Chi organize social events for the group as well as educational events for all psychology students.

VIII. CAREERS IN PSYCHOLOGY

Majors and prospective majors in psychology frequently ask whether they will be able to obtain work relevant to their undergraduate course work in Psychology upon graduation. Students are encouraged to consult the booklet “Careers in Psychology,” published by the American Psychological Association for information about employment. This booklet is available in the Office of Career Planning and from faculty advisers. In general, employment opportunities can be divided into three categories: (1) those available upon completion of an undergraduate program in Psychology or Neuroscience and Behavior, (2) those requiring a master’s degree, and (3) those requiring a doctoral degree.

A. Employment Opportunities for Individuals with a B.A. Degree

In a sense, careers for liberal arts graduates with a major in psychology include those that are available to all liberal arts graduates as individuals having been educated in a broad sense. However, inasmuch as psychology focuses on human behavior as a function of a diversity of causes and settings, those areas in which interpersonal processes are emphasized may be particularly accessible to majors in psychology. These include, for example, advertising, sales, management, personnel services, and aides in health professions. The B.A. in Psychology is not a professional degree, but does enhance one’s understanding of behavior, which, in and of itself, has general application across all settings involving human interaction. A list of kinds of employment secured by Vassar graduates in Psychology and Neuroscience and Behavior (Biopsychology) can be obtained in the Office of Career Planning.

B. Employment Opportunities for Individuals with a Masters Degree

Psychologists with Masters degrees are found in many of the settings listed above as well as in two-year colleges and research institutions. They frequently have more autonomy than employees who lack a graduate degree but they generally have a more limited range of employment opportunities than individuals who possess a Ph.D. degree.

Master of Arts in Teaching (MAT) programs are available for students who did not obtain undergraduate teaching certification. These are usually one-year programs available in graduate schools of Education at universities. Many students who did obtain teaching certification go on to Masters programs in Education or Special Education as a next step in formal training. These are typically two-year programs in graduate schools of Education. Students interested in careers in education should consult with members of the Department of Education for further details.

Masters programs in social work (MSW) are among the few programs that offer certification after completion of the degree. Individuals who are interested in social work, counseling and school psychology are urged to evaluate each program carefully before applying.

Masters degree programs in Clinical Psychology are not generally APA-approved: this is a career-limiting factor. In addition, individuals with Masters-level training are not eligible for licensing, and may find that their autonomy is severely limited in working with clients in clinical settings.

C. Doctoral Degrees, Programs and Opportunities in Psychology

1. Ph.D. Degree

The Ph.D. degree is offered in most of the major areas in Psychology - Social, Developmental, Experimental, Cognitive, Personality, Physiological, etc. These doctoral programs are research oriented, and most commonly lead to positions in academic settings. Most Ph.D. candidates aspire to academic positions that combine teaching and research. Other types of employment for holders of the Ph.D degree include research, consultation (for example, management consultation, industrial consultation, etc.), and positions in government or industry in areas related to Psychology (e.g., National Institutes of Mental Health, Educational Testing Services, or publishing firms with a psychology market).

2. Ph.D. Clinical Psychology

This is a professional degree permitting perhaps the greatest degree of autonomy for career function in professions concerned with mental health services. Licensing is required in most states for an individual to offer clinical services to the public; in many states, examinations are required in addition to the Ph.D. degree. Careers for the Clinical Psychologist range from private therapeutic practice to work in institutional settings such as colleges, hospitals, and community agencies. The diversity of career function beyond the Ph.D. often reflects specific training. Training leading to the Ph.D. often carries the expectation that individuals will continue to make theoretical and research contributions to the field. Variants from Ph.D. training are becoming increasingly available (e.g., Psy.D.); close examination is urged for those considering such programs.

D. Application to Graduate Programs

Because the number of applicants for graduate education greatly exceeds the number of candidates admitted, students should be aware of factors that may increase their chances for admission to a graduate program. These factors include grades, letters of recommendation, standardized test scores, and research experience.

The importance of a good grade point average cannot be overestimated. Students with good grade point averages will be more likely to be admitted for advanced study. Other factors are important, however. During their junior year, students should re-evaluate their program of study to ensure that they will have close contact with at least one faculty member who will be able to write letters of recommendation with real knowledge of the student's abilities and potential. This contact may occur by simply taking several classes with a faculty member or by performing independent study or field work under the

supervision of the faculty member. Since involvement in independent study or research may confer a selective advantage, students with these interests should begin independent work as early as their junior year. Information concerning ongoing or completed independent work can then be included in application materials and letters of recommendation. Finally, since admission committees consider applicants' scores on standardized tests such as the Graduate Record Examination and the Miller's Analogy Test, students may want to prepare for these exams by reviewing basic mathematics and vocabulary skills. Preparation for the specialty GRE in Psychology can be accomplished by a thorough review of a good introductory psychology text.

Information about specific graduate programs including degree requirements, tuition, financial assistance, and admissions requirements, is available in an APA publication, "Graduate Study in Psychology" a copy of which can be found in the department office, BH115.

It is a good idea for students to have letters of recommendation placed on file in the Office of Career Planning, especially if the student is planning to take time off between college and graduate school or the beginning of a career. The Office of Career Planning has recommendation forms available for this purpose. It is helpful to faculty members if students request a letter of recommendation in writing, with an explanation of the post-college plans the student has in mind.

IX. CRITERIA AND PROCEDURES FOR DETERMINING DEPARTMENTAL HONORS

A senior Psychology major who has a GPA in the major of 3.75 or higher at the end of eight semesters and who has no 300-level seminar or senior thesis grade of less than A- will be evaluated for honors on the following criteria:

1. Initiative and independence in the pursuit of knowledge.
2. Achievement of a high level of understanding, as indicated by the following kinds of activity:
 - a. integration of theories and concepts from various disciplines or from areas within psychology.
 - b. formulation of questions that significantly extend theory and research in an area of inquiry.
 - c. articulation of own point of view of an area, set of phenomena, and so on.
3. Originality in work within psychology.
4. Independence and sophistication in the conduct of research.

Election to honors will require support from at least three Psychology faculty members and affirmative votes by at least 75% of those voting. In rare cases, a student not achieving the minimum GPA or seminar grades may be nominated for honors consideration by a Psychology faculty member.

DEPARTMENTAL REQUIREMENTS CHECK LIST

105/106 Intro to Psychology/Special Topics Intro _____

200 Statistics and Experimental Design _____

Four or more 200-level courses from the following lists, at least three of which are Foundational courses

Foundational Courses

201 Social Psychology or 205 Topics in Social _____

221 Learning _____

223 Comparative _____

231 Developmental _____

241 Physiological or 243 Neuropsychology _____

253 Individual Differences _____

262 Clinical and Psychopathology _____

284 Health Psychology _____

Focused Courses

222 Psychological Perspectives on the Holocaust _____

237 Early Childhood Education _____

255 Psychology of Sport _____

280 Approaches to Mass Media _____

285 Emotional Engagement with Film _____

One Research Methods course from the following list _____

209 Social

229 Learning

239 Developmental

249 Physiological

259 Individual Differences

269 Clinical

Three graded 300-level units, at least one of which is a seminar _____

Special Note: Students may not elect the NRO in any psychology course after they have declared their major. Any psychology course taken under the NRO before the major was declared may not be counted toward the 10 graded units required for the major, although it may be used to satisfy a requirement that a specific course be taken.