

Psychology Department

Student Handbook

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Department Website:

<http://www2.cortland.edu/departments/psychology/>

Note: This handbook is meant to be a general guide to the program and reflects the program's curriculum as of Fall 2023. It is the student's responsibility to stay apprised of any changes to degree requirements by reviewing their specific catalog year indicated in their Degree Words. Students are encouraged to contact their academic adviser regarding current program curriculum and requirements. *This document was updated October 2023.*

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INTRODUCTION

Deciding to major in psychology is the first of many important choices you will be making as you pursue your undergraduate degree. This guide is designed to provide you with an overview of the field of psychology, basic information about the Psychology program at SUNY Cortland as well as familiarize you with other resources that can assist you as you complete the program requirements and make plans for your career. Although this guide should be a resource for you throughout your time at SUNY Cortland, this is not meant to replace meeting with your advisor and taking the initiative to familiarize yourself with available resources so you can make the best decisions for your education and beyond. Ultimately, you are responsible for the decisions that you make regarding your education and career and this packet, and the faculty members are meant to be resources to help you make those important decisions.

Please keep in mind that psychology is continually evolving and that these changes will sometimes result in the psychology department making changes to curriculum to ensure that our students receive an education that will best benefit them upon graduation. The curriculum and information provided in this handbook reflects the current curriculum and policies. Although steps will be taken to inform students regarding any changes to curriculum or policies that could impact their progression through the degree requirements, it is ultimately up to the student to ensure that he or she completes the degree requirements and requisite paperwork to fulfill the program requirements of your catalog year (this is indicated on your Degree Works). College Catalogs can be found at: <http://www2.cortland.edu/academics/catalogs.dot> Note: any catalog year prior to the current year is located by clicking on the archived catalogs link at on this page.

OVERVIEW OF THE FIELD OF PSYCHOLOGY

The American Psychology Association (APA) defines psychology as “the study of the mind and behavior” (APA, n. d.). Psychology studies individuals of all ages and focuses on how multiple factors, such as biology and relationships, influence behavior. Although the field of psychology is extremely broad, there are numerous subfields that specialize in applying psychological knowledge to specific settings or certain populations. The psychology undergraduate degree at SUNY Cortland is designed to provide students with a broad overview of the field, while also providing students an opportunity to take classes in many of the subfields of psychology. Below is a description of several subfields of psychology. **Please note that specializing in most of the subfields described below requires at least a master’s, and sometimes a doctoral degree.**

Students who are interested in more detailed information, or have interests beyond what is described below can find additional information at: <http://www.apa.org/action/science/index.aspx>

Popular Subfields of Psychology

(Adapted from <http://www.apa.org/action/science/index.aspx>)

Clinical Psychology. Clinical psychologists assess, diagnose, and treat mental health and behavioral disorders. Clinical psychologists provide mental health treatment, conduct research, or work as faculty members at a university. Clinical psychologists also work in a variety of settings, such as psychiatric hospitals, outpatient clinics, private practice, or with the military.

Cognitive Psychology. Cognitive psychology focuses on understanding how people think, learn, and process information. Cognitive psychologists can work as faculty members at a university or with organizations to assist in developing strategies to assist those with cognitive deficits, such as those with dementia.

Counseling Psychology. Like clinical psychologists, counseling psychologists are interested in using psychological knowledge in helping individuals improve their well-being. However, counseling psychologists tend to focus on a client's overall well-being whereas clinical psychologists tend to work with individuals who are displaying more severe signs of mental illness. Counseling psychologists can also work in a wide variety of settings, such as outpatient clinics or school settings, and with a wide variety of populations.

Developmental Psychology. Developmental psychologists focus on human development across the lifespan which includes an individual's physical, emotional, personality, and intellectual changes across time. Developmental psychologists often work at universities to conduct research and teach courses related to the field.

Experimental Psychology. Experimental psychologists conduct research to assist in better understanding human behavior. Although experimental psychologists' training focuses on how to conduct research, the areas that they study can include any of the subfields of psychology. Experimental psychologists can work for businesses or organizations to conduct research as well as work as faculty members at a university.

Forensic Psychology. Forensic psychology focuses on the intersection of psychology and law. Forensic psychologists can conduct evaluations to assist the court in making legal decisions, such as how to effectively manage an offender's risk for violence, assist in the selection of law enforcement personnel, or assist attorneys in effectively presenting their case during legal proceedings. Forensic psychologists can work in a variety of settings including academia, private practice, prisons, psychiatric hospitals, or for various law enforcement agencies.

Health Psychology. Health psychologists examine the influence of personality, environment, and other factors on one's health. In addition to conducting research, health psychologists may work with individuals to promote healthy lifestyles or with health care providers to determine effective ways to promote healthy choices in those coping with various medical issues.

Industrial/Organizational Psychology. Industrial/Organizational (I/O) psychologists study behavior within the workplace. In addition to conducting research, I/O psychologists can consult with businesses or other organizations to assist in identifying ways to improve work environments and may also choose to work in human resources.

Neuropsychology/Behavioral Neuropsychology. Neuropsychology focuses on the relationship between the brain and behavior. In addition to exploring how the brain's functioning relates to behavior, neuropsychologists seek to better understand how disruptions to normal brain function can explain illnesses. Neuropsychologists can conduct evaluations to determine whether someone may have neurological deficits as well as research to better understand the relationship between the brain and behavior.

School Psychology. School psychologists focus on children, adolescents, and families throughout the schooling process. School psychologists can work in the school system to assist students who may be struggling academically or with personal issues. These professionals may also conduct research to identify ways to best meet the needs of students with disabilities in the school system or ways to meet the educational needs of students.

Social Psychology. Social psychologists focus on how interpersonal relationships influence one's behavior. Social psychologists often work at universities, but their expertise in how social interactions influence one's behavior or emotions also make them ideal candidates to work for businesses, the government, or other professional organizations.

For additional information regarding what classes in the SUNY Cortland psychology department's curriculum contain content regarding the subfields, please review the section titled **Recommended Courses**. Additional information regarding how to pursue a career or a graduate education in the subfields can be found in the section of the Handbook titled **Career Planning**.

THE PSYCHOLOGY DEPARTMENT

DECIDING BETWEEN THE B. A. AND THE B.S.

Students majoring in psychology have the option of obtaining a Bachelor of Arts (B. A.) or Bachelor of Science (B. S.). Both the B. A. and B. S. curriculum provides students with a strong foundation in psychology, but the B. S. degree requires that students take additional coursework in mathematics, biology, chemistry, physics, or psychology whereas those pursuing a B. A. are required to complete a foreign language to the 202 level. When students are deciding which degree to pursue, they should think about their long-term goals and which courses are most relevant to their goals. For example, a B. A. will provide students with a strong foundation in psychology which is beneficial when pursuing graduate school, counseling, social work, or law. In addition to preparing, you for the aforementioned fields, a B.S. is preferred for those who wish to pursue medical fields, clinical psychology, behavioral neuroscience, or other areas of psychology that emphasize the biological basis of behavior.

STUDENT LEARNING OUTCOMES

The department of psychology has established four student learning outcomes, or knowledge and skills that our graduates should acquire as they pursue their undergraduate degree. These learning outcomes are reflected in courses offered within the program as well as in the various practical experiences available to students. By the attainment of an undergraduate degree in psychology, students will have achieved the program student learning outcomes. These learning outcomes can be reviewed at:

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7374&returnto=5228

In addition to ensuring that our graduates have a strong knowledge base regarding the field of psychology, the department also emphasizes the need to develop strong written skills within the field as well as an understanding of research methods and scientific inquiry as it relates to psychology. Because research informs every subfield of psychology, having a basic understanding of how research is conducted and how to apply findings to practice is an integral skill within our field. Additionally, having the ability to write in a professional style is essential skill for those who wish to pursue graduate school or a career in psychology with the development of that skill starting during one's undergraduate training.

THE CURRICULUM

The major in Psychology provides a broad base of understanding of psychology as a science. Students study the methods of the discipline, the principles and concepts in major areas, and selected areas of application. Our program is aligned with the *American Psychological Association* (APA) guidelines for the undergraduate psychology major (2006). Major areas include foundation and methods courses, developmental changes in behavior and mental processes, learning and cognition, biological bases of behavior and mental processes, individual differences, and social processes, as well as major applications in psychology. Consistent with *APA* guidelines our program provides strong knowledge,

skills, and values consistent with a Liberal Arts focus for majors not going beyond the bachelor's degree as well as a strong foundation for graduate school training in psychology. Both the Bachelor of Arts and the Bachelor of Science degrees are available. (It is important to note that having a career in psychology requires students to complete a graduate education.)

In addition to a psychology major, the psychology department currently offers three minors: a minor in *psychology* (PSY), *Psychology of Individuals with Disabilities* minor (PSYD), and a *Forensic Psychology* minor (FPSY). Although students majoring in psychology cannot also receive a minor in psychology per university policy, students can pursue the *Psychology of Individuals with Disabilities* and the *Forensic Psychology* minor while also completing their B. A. or B. S. in psychology. You can find out more information about these minors, as well as other minors at SUNY Cortland at this link: <https://www2.cortland.edu/academics/undergraduate/minors.dot>

CORE CURRICULUM REQUIREMENTS

Students majoring in psychology are required to complete a sequence of four classes over the course of their four year curriculum (PSY 101, PSY 201, PSY 301 and PSY 404). The content of these course build upon one another and require that the student have a basic understanding of each core course before proceeding to the next requirement in the sequence. Because of this, students are required to obtain at least a C- in a course (starting with PSY 201) before moving to the next course in the sequence (PSY 301). Students who must retake a course in the sequence to fulfill the grade requirement cannot take another course in the sequence simultaneously. For example, if a student earns a D in PSY 201 they cannot enroll in PSY 301 while retaking PSY 201. For additional information regarding the course retake policy, please see the Psychology Department Course Retake Policy in this document or visit the PSY major in the College Catalog:

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7374&returnto=5228

PROGRAM STANDARD GRADE POINT AVERAGE

The major GPA is calculated by all courses identified in the college catalog as required for the major. In addition, this program has an established program standard GPA which may be used to determine progress in the program. **The Program Standard GPA minimum requirement for all psychology majors is a GPA of 2.0 in PSY courses.**

The curriculum requirements for the B.A. and the B.S. in psychology are on the following pages.

THE PSYCHOLOGY MAJOR REQUIREMENTS

1. Required Courses

A. **Foundation & Methods Courses:** 12 credit hours

Note: A minimum grade of C- in the methods courses (PSY 201 or equivalent, PSY 301 and PSY 404) are required for all psychology majors before taking upper-level courses that require any of these foundational classes as prerequisites.

PSY 101: Introductory Psychology

PSY 201: Statistical Methods

PSY 301: Research Methods for Psychology (requires C- in MAT 201/PSY 201)

PSY 404: Applying Research Methods in Psychology (requires C- in PSY 301; fulfills Writing Intensive)

B. **Content Groups:** 12 credit hours; one course must be taken from each content group:

Developmental Changes in Behavior and Mental Processes: 3 credit hours; select one course from the following:

PSY 231: Child Psychology

PSY 232: Adolescent Psychology

PSY 333: Developmental Psychology

Learning and Cognition Processes: 3 credit hours; select one course from the following:

PSY 312: Learning

PSY 313: Cognitive Psychology

Biological Bases of Behavior and Mental Processes: 3 credit hours; select one course from the following:

PSY 311: Motivation

PSY 345: Introduction to Brain and Behavior

PSY 410: Psychology of Human Emotion

PSY 411: Behavioral Neuroscience

Individual Differences, Personality and Social Processes: 3 credit hours; select one course from the following:

PSY 322: Theories of Personality

PSY 422: Social Psychology

C. **Application of Psychology:** 9 credit hours; select three courses from the following:

PSY 280: Orientation to Clinical Professions in Psychology

PSY 332: Educational Psychology

PSY341: Psychological Tests and Measurements

PSY 342: Psychology in Organizations

PSY 360: Applied Behavior Analysis I

PSY 370: Forensic Psychology

PSY 375: Positive Psychology

PSY 420: Psychopharmacology

PSY 421: Abnormal Psychology

PSY 425: Clinical Health Psychology

PSY 435: Health Psychology

PSY 440: Psychology of Violence and Victimization

PSY 486: Counseling Psychology

D. **PSY Electives:** 3 credit hours of any PSY 300 or 400 level course not taken to meet any requirement above.

2. Related Area Requirements

Note: some of these requirements may meet some of the *General Education* requirements; please refer to the college catalog for them most accurate information:

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7301&hl=%22General+Education%22&returnto=search

Biology (6 credit hours):	110, 111, 201, 202, 210, 301, 302, 303, 304, 306, 312, 402, 409, 412
Mathematics (3 credit hours):	105, 111, 115, 121, 122, 135
Philosophy (3 credit hours):	100
Sociology/Anthropology (6 credit hours):	SOC 150 ; <u>and</u> ANT 102

3. Additional Degree Requirements to earn a B.A or B.S

A. Bachelor of Arts Degree (B.A.)

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7374

B. A. candidates are required to successfully complete a foreign language through the 202 level.

B. Bachelor of Science Degree (B.S.)

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7375

B.S. candidates: must take an additional 9 credits of Biology, Chemistry, Physics, Mathematics, and/or Psychology; these additional 9 credit hours may not include courses used to fulfill the **“Related Area Requirements”** above.

Select any three courses:

Biology:	110, 111, 201, 202, 210, 301, 302, 303, 304, 306, 312, 402, 409, 412
Chemistry:	121, 122, 125, 227 & 277, 228 & 278
Mathematics:	105, 111, 115, 121, 122, 135, or MCS 186
Physics:	105, 106, 150, 155, 201, 202, 203
Psychology:	411*

*Behavioral Neuroscience may be taken to fulfill 3 hours of the B.S. science degree requirements; however, students choosing this option must take a second course from the Biological Bases of Behavior and Mental Processes group content group to fulfil that content requirement.

PSYCHOLOGY MINOR REQUIREMENTS [PSY]

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7376

Not open to students who are majoring in psychology

A. Required Core Courses: 9 credit hours

PSY 101: Introductory Psychology

PSY 201: Statistical Methods

PSY 301: Research Methods for Psychology (requires C- in MAT 201/PSY 201)

B. Content Groups: 12 credit hours

One course must be taken from 4 of the 5 content groups

Developmental Changes in Behavior and Mental Processes

PSY 231: Child Psychology

PSY 232: Adolescent Psychology

PSY 333: Developmental Psychology

Learning and Cognition Processes

PSY 312: Learning

PSY 313: Cognitive Psychology

Biological Bases of Behavior and Mental Processes

PSY 311: Motivation

PSY 345: Introduction to Brain and Behavior

PSY 410: Psychology of Human Emotion

PSY 411: Behavioral Neuroscience

Individual Differences, Personality and Social Processes

PSY 322: Theories of Personality

PSY 422: Social Psychology

Application of Psychology

PSY 280: Orientation to Clinical Professions in Psychology

PSY 332: Educational Psychology

PSY 341: Psychological Tests and Measurements

PSY 342: Psychology in Organizations

PSY 360: Applied Behavior Analysis I

PSY 370: Forensic Psychology

PSY 375: Positive Psychology

PSY 420: Psychopharmacology

PSY 421: Abnormal Psychology

PSY 425: Clinical Health Psychology

PSY 435: Health Psychology

PSY 440: Psychology of Violence and Victimization

PSY 486: Counseling Psychology

Total Credit Hours Required for the Minor: 21

PSYCHOLOGY OF INDIVIDUALS WITH DISABILITIES MINOR [PSYD]

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7377

The Psychology of Individuals with Disabilities (PSYD) minor provides students with a foundation of knowledge related to the assessment, identification, and treatment of individuals with disabilities, with a special focus on children and adolescents who have learning, cognitive, and behavioral difficulties. Courses in the minor review the results of scientific research on disability conditions, and theoretical perspectives from psychology are used to organize the results of that research.

A. Required Core Courses: Nine credit hours

PSY 101: Introductory Psychology

PSY 331: Psychology of Children with Disabilities

PSY 332: Educational Psychology

B. Elective Courses: Nine credit hours

Select nine credit hours from the following:

PSY 360: Applied Behavior Analysis I

PSY 431: Psychology of Intellectual Disabilities and Autism

PSY 432: Psychology of Learning Disabilities

PSY 433: Emotional and Behavioral Disorders in Children

PSY 437: Assessment of Students with Disabilities

SHH 270: Introduction to Communication Disorders

Other courses, including field studies (e.g., PSY400) may be accepted for credit in the Psychology of Individuals with Disabilities minor following the recommendation of the Psychology of Individuals with Disabilities Committee and with consent of the department.

Total Credit Hours Required for the Minor: 18

FORENSIC PSYCHOLOGY MINOR [FPSY]

https://catalog.cortland.edu/preview_program.php?catoid=41&poid=7422

The Forensic Psychology minor provides students with a foundation of knowledge related to the application of psychological theory and practice to the legal arena. Courses in the minor cover the ways that psychology is applied to criminal investigations and legal proceedings, individual and societal factors associated with criminal behavior, risk management strategies and victimology.

A. Required Courses: 9 credit hours

CRM 202	Introduction: Law and Judicial Process (POL 202)
PSY 101	Introductory Psychology
PSY 370	Forensic Psychology

B. Electives: 9 credit hours* Select nine credit hours from the following:

CRM/SOC 345	Drugs and Society
CRM/SOC 373	Deviant Behavior
CRM/SOC 375	Sociology of Law
CRM/SOC 462	Juvenile Delinquency
CRM/SOC 463	Criminology
CRM/SOC 464	Corrections
CRM/SOC 485	Capital Punishment
POL 306	Narcotics Policy and Enforcement
PSY 365	Psychology of Criminal Behavior
PSY 421	Abnormal Psychology
PSY 440	Psychology of Violence and Victimization
PSY 489	Forensic Psychology Seminar

Additional Information

Other courses, including research assistantships or internships, may be accepted for credit in the forensic psychology minor following the recommendation of the Forensic Psychology Committee and with consent of the department.

CRM majors should take the CRM courses. All other majors should take the corresponding SOC courses for the CRM courses listed above (e.g., SOC 345 is also listed as CRM 345).

Only nine credit hours can overlap between the courses used to fulfill the forensic psychology minor requirements and the student's respective major(s).

*Additional prerequisites may apply for some of the electives.

Total Credit Hours Required for the Minor: 18

SELECTING COURSES

Although the program requires that all students complete four core methods courses, students have a great deal of flexibility regarding which courses they pursue within each of the content groups or when fulfilling elective requirements. While the psychology undergraduate curriculum is designed to ensure that students obtain a broad understanding of the field, the number of electives often available to our majors provides students with an opportunity to take many courses that are related to their interests or particular subfields of psychology. *Below is a list of courses that students may wish to consider taking to strengthen their knowledge in a particular subfield of psychology and better prepare them for graduate school* or a career in a specific field. Please note that these are general recommendations and that students should also speak with their advisors regarding course selection.

Clinical or Counseling Psychology

- PSY 280: Orientation to Clinical Professions in Psychology
- PSY 333: Developmental Psychology
- PSY 341: Psychology Tests and Measurements
- PSY 421: Abnormal Psychology
- PSY 440: Psychology of Violence and Victimization
- PSY 486: Counseling Psychology

Given how broad the field of clinical or counseling psychology is, students may also want to consider taking the following classes depending on their areas of interest. For example, students who are interested in working with children and adolescents may also wish to consider taking PSY 231 (Child Psychology) or PSY 232 (Adolescent Psychology) or consider completing the PSYD Minor.

Forensic Psychology

(Minor in Forensic Psychology)

- PSY 370: Forensic Psychology
- PSY 421: Abnormal Psychology
- PSY 440: Psychology of Violence and Victimization

School Psychology

(Minor in PSYD)

- PSY 231: Child Psychology
- PSY 332: Educational Psychology
- PSY 341: Psychological Tests and Measurements
- PSY 360: Applied Behavior Analysis I
- PSY 421: Abnormal Psychology

Organizational Psychology

(Consider a minor in Management (MGT))

- PSY 341: Psychological Tests and Measurements
- PSY 342: Psychology in Organizations
- PSY 422: Social Psychology

Behavioral Neuroscience or Neuropsychology

- PSY 345: Introduction to Brain and Behavior
- PSY 342: Behavioral Neuroscience
- PSY 422: Psychopharmacology

OPPORTUNITIES BEYOND THE CLASSROOM

Gaining practical experience beyond the classroom provides students with opportunities to apply course material and gain experience that can make them more competitive when applying to graduate schools or potential jobs. In addition to student organizations, students have opportunities to complete research assistantships, teaching assistantships, and internships. These experiences provide students with first-hand experience in the field and also give students the chance to do work similar to professionals in the field to gain a better understanding of potential career options and areas of psychology in which they are interested.

Psychology Club (open to all)

The Psychology Club strives to further students' knowledge regarding psychology. The Psychology club hosts events throughout the academic year, including research nights, guest speakers, as well as career and graduate school panels. Students should check out the Psychology Club on Cortland Connect for posted meeting times and event information. Membership is open to all students.

Email: cortlandpsychclub@gmail.com

Psi Chi (by invitation only)

Psi Chi is an international honor society in psychology. Students must fulfill academic requirements to become a member of the honor society some of these requirements include which include majoring or minoring in psychology; completing a minimum number of hours at Cortland and psychology credit hours and have an overall GPA in the top 35% of their respective classmates (across the College).

Those students who meet the criteria **will be invited to join the SUNY Cortland Psi Chi** chapter at the beginning of the Spring Semester. Additional information regarding Psi Chi can be found at www.psichi.org.

Research Assistant

Many faculty have ongoing research projects and regularly recruit students to assist in various tasks related to conducting research. Students who complete research assistantships may gain experience designing a research project, collecting and analyzing data, presenting findings at local as well as national research conferences, and may assist with writing a manuscript for publication. Students have the option of receiving course credit for the completion of the assistantship. Interested students are encouraged to speak directly with faculty regarding potential opportunities and can speak with their academic advisor regarding faculty who may be conducting research in areas in which the student is interested. Students may also receive course credit for serving as a research assistant.

Teaching Assistant

Students also have opportunities to serve as teaching assistants for classes that they have completed. Students working as a teaching assistant may hold office hours to meet with students who would benefit from additional instruction regarding course material, assist in the development of course material, and instruct labs. Oftentimes, faculty will contact students who have performed well in a class to determine their interest in serving as a teaching assistant and interested students may also contact faculty directly to ask if the faculty is seeking a teaching assistant. Students may also receive course credit for serving as a teaching assistant.

Internships

Internships are not required but can be helpful for certain careers in psychology (e.g., clinical, counseling, organizational). Students can complete internships to gain experiential knowledge in the field of psychology. To receive course credit for an internship, students must be in good academic standing and have completed 16 credit hours at SUNY Cortland. Internship opportunities exist on campus, within Cortland, across New York, and previous students have also completed international internships related to psychology. Internships provide students with a chance to gain a better understanding of potential careers in psychology, populations with whom they enjoy working, and to gain experiential knowledge that can make them more competitive when applying to graduate school or for jobs. *Please note that students are responsible for securing their own internship if interested.*

Students should visit the Internship office located within the Career Services office in Van Hoesen Hall, Room B-5. You can also visit the following website to find more information regarding internship opportunities and the process for securing an internship for credit:

<https://www2.cortland.edu/offices/career-services/internships/>

Study Abroad

SUNY Cortland offers a wide variety of study abroad opportunities. Please visit the study abroad office located in the International Programs Office in Old Main, Room 219 or visit their webpages at: <https://www2.cortland.edu/offices/international-programs/study-abroad/search-cortland-study-abroad-programs/>

Psychology Department Annual Student Awards

<https://www2.cortland.edu/departments/psychology/awards>

Every year, the Psychology Department recognizes outstanding undergraduate students with the following awards. Students who think they are eligible for any of the following awards are encouraged to self-nominate for one or more (see link above). Students must have a minimum 3.0 overall GPA to be eligible for any award.

Junior Psychology Major Achievement Award

Presented to the junior psychology major who demonstrates excellence in the classroom and in extracurricular activities related to psychology.

Senior Psychology Major Achievement Award

Presented to the senior psychology major who demonstrates excellence in the classroom and in extracurricular activities related to psychology.

Non-Traditional Student Major Achievement Award

Presented to the non-traditional senior psychology major who demonstrates excellence in the classroom and in extracurricular activities related to psychology.

The Psychology Research Award

Presented to the psychology major who demonstrates excellence in research.

Psychology Academic Excellence Award (by selection not by application)

Presented to the senior psychology major who has the highest overall grade point average.

RELEVANT COLLEGE POLICIES

PSYCHOLOGY DEPARTMENT RETAKE POLICY

For the purpose of this policy, "course" refers to any course offered by the Psychology Department that is used to satisfy the requirements *of any major or minor offered by the department*.

A student may repeat a course to replace a failing grade, grade of X, indicating a withdrawal from course or to improve the student's grade point average when the first enrollment resulted in a passing grade.

A student may enroll in a course twice. A third or subsequent enrollment in that course shall be with the approval of the Psychology Department only and contingent upon available space in the course after all student registration occurs.

THE SUNY CORTLAND HANDBOOK

All students should know where to access the SUNY Cortland handbook. It can be found at: <http://www2.cortland.edu/offices/publications/handbook/index.dot>.

Part Three of the SUNY Cortland Handbook specifically deals with student policies, but Chapter 415 outlines all the general academic policies and regulations including what to do if you miss class, final exam policies, leaves of absences, etc. <http://www2.cortland.edu/offices/publications/handbook/part-four/>

ACADEMIC STANDARDS POLICY

All students should be familiar with the university's academic standards policies regarding minimum GPA requirements and the consequences associated with falling below these requirements. Note that in addition to the university's policies regarding academic standards policies, the department also has academic standards policies regarding the core curriculum. Information regarding academic policies can be found at in the academic policies sections the college catalog. In order to graduate a student must have an overall GPA of 2.00 and a PSY major GPA of 2.00. You are encouraged to review the College Catalog, the most recent version can be found here:

(<https://catalog.cortland.edu/content.php?catoid=41&navoid=5537&hl=%22academic+standards%22&returnto=search>)

ACADEMIC INTEGRITY POLICY

All students should read the Academic Integrity policies found in chapter 340 of the college handbook: <http://www2.cortland.edu/offices/publications/handbook/part-three/#chapter340>

STUDENT CODE OF CONDUCT

All students are required to read the student code of conduct which can be found at the following link: <https://www2.cortland.edu/offices/judaffairs/code-of-conduct.dot>

PROFESSIONALISM

In addition to providing students with educational opportunities, another important component of earning an undergraduate degree is developing professional skills that will benefit students when seeking graduate study or careers in the field. To facilitate the development of these skills, faculty seek to create a professional environment that enhances students' learning and models an environment that is similar to that seen in graduate training and professional settings.

Students are expected to behave in a professional manner when interacting with their peers, faculty, and university personnel both inside and outside of the classroom.

Students are expected to be physically present in class and be an active participant in the learning experience. Many courses include class discussions on a variety of topics which provides students with invaluable opportunities to be exposed to opinions that may differ from their own as well as to develop skills to effectively discuss sensitive topics in a professional manner. Students are expected to respect others' opinions during classroom discussions and make statements in a way that aligns with professional language.

When communicating with faculty and staff, it is important that students use formal language and a respectful tone as this style of communicating is expected in professional settings.

Students should not refer to faculty or staff by their first names, unless given explicit permission to do so. When speaking with faculty who have obtained their doctorate, students should utilize the title "Dr." when speaking with and emailing faculty. When speaking with faculty who have obtained their master's degree as well as when speaking with staff, students should utilize the title "Mr." or "Ms." Professional communication is also expected when sending emails and such communication should be written in a formal, professional tone that contains a signature line (i.e., the student's name). Additionally, students should identify their relationship to the faculty member (i.e., student in a class; advisee) when requesting to meet with a faculty member.

Students should also include information regarding why a meeting is being requested, rather than just provide a general statement indicating a desire to meet, as having information regarding the reason for the request can help faculty ensure that enough time is allotted when scheduling a meeting to address the student's concern.

In addition to the aforementioned descriptions of professional behavior, individual faculty may have additional expectations for classroom behavior that are outlined in their syllabi. Students are expected to be aware of these expectations and abide by the university, as well as individual faculty, expectations for appropriate behavior in the classroom.

ACADEMIC ADVISING

Every psychology major is assigned to a full-time psychology faculty member who will serve as their academic advisor. Students can find contact information for their advisor on MyRedDragon. For the advising relationship to be successful, both the student and advisor have certain responsibilities to which they should adhere. Provided below is a brief summary of those expectations but be aware that individual faculty may have additional expectations (i.e., the completion of a form prior to advising meetings) to which advisees should adhere.

The *Advising and Transition* office located in the Memorial Library (Room A-111) can help answer general advising or transfer credit questions. They also have extensive advising tools for students which we encourage you to view at: <http://www2.cortland.edu/offices/advisement-and-transition/advising/>

STUDENT RESPONSIBILITIES

Advisees bear the primary responsibility for making decisions regarding their coursework and ensuring that they are selecting courses that fulfill their degree requirements. Before meeting with their advisor, students should have reviewed their degree requirements, selected classes for the upcoming semester, and identified any questions regarding their academic standing or course requirements. Please see <http://www2.cortland.edu/offices/advisement-and-transition/advising/advisor-advisee-responsibilities.dot> for additional information regarding the student and faculty expectations for advising.

FACULTY RESPONSIBILITIES

Faculty are required to meet with students during the advising period and will notify their advisees regarding how to sign up for a meeting and their expectations for what the students should complete prior to the advising meeting. Faculty will also hold office hours weekly and post that information on their doorways so that students know when faculty are available during times outside of the advising period. Faculty advisors serve as a mentor to students and provide guidance regarding courses that align with the students' strengths. Additionally, faculty are familiar with resources available to students and provide recommendations to students to address any academic concerns.

MEETING WITH YOUR ADVISOR

Students are required to meet with their advisor during the advising period which precedes registration. Faculty may conduct group or individual meetings with students during this time and will provide students with information regarding how to schedule an advising meeting, available times to meet, and what expectations faculty have regarding what a student should do to prepare for the meeting. In addition to discussing a student's current academic standing and course selection, the faculty member will provide students with their individualized PIN number that is required for registration. This number is different every semester and is required for class registration. Although students are only required to meet with their advisors prior to registration, students are encouraged to meet with their advisor throughout the academic year if they have any questions regarding the program requirements or concerns regarding their academic performance. In addition to meeting with one's advisor, students should also consult the university advising webpage for additional resources. (<http://www2.cortland.edu/offices/advisement-and-transition/advising/>)

DEGREE WORKS

Degree Works is a software program utilized by SUNY Cortland to track a student's academic progress. Students can access their degree plan, or a list of program and university academic requirements, via this program. Additionally, this program will track a student's progress through the degree requirements to show the completed as well as remaining degree requirements. Faculty will also consult Degree Works to facilitate the advising process but ultimately it is the student's responsibility to track their progress and ensure that they are fulfilling the necessary requirements for graduation. Click on this link to review a summary of DW: <https://www2.cortland.edu/dotAsset/27ae5930-cd54-4fb9-b714-18602641047d.pdf>

CAREER PLANNING

Career Options with an Undergraduate Degree

An undergraduate degree in psychology can provide students with the necessary academic requirements to pursue a variety of professions. For example, those with an undergraduate degree in psychology may be qualified to work in human resources, in various corrections positions (i.e., probation officer), or as a case manager. In some states, those with an undergraduate degree may also be qualified to work with individuals recovering from substance abuse. Students interested in pursuing careers that are specific to psychology will likely have to obtain a master's or doctoral degree after the completion of their undergraduate degree.

We strongly encourage all students to utilize the resources provided by Career Services. This office is dedicated to help undergraduate students with career investigation and planning: <https://www2.cortland.edu/offices/career-services/>

Applying to Graduate School

Selecting Programs

While an undergraduate degree provides students with opportunities to gain a broad understanding of the field and identify subfields in which they are interested, graduate school provides opportunities to specialize in a particular subfield. Given the need for pursuing a graduate degree in the field of psychology, acceptance into graduate programs is extremely competitive. When determining which schools to apply to, students should familiarize themselves with the credentials necessary to achieve their career goals. For example, some professions require only a master's degree whereas others require a doctoral degree. When deciding what type of program to apply to, students should research professions in which they are interested to determine the level of education required.

Application Materials

Curriculum Vitae. Your curriculum vita is a summary of your academic and professional accomplishments. A curriculum vita should contain the following information: your educational background, internships or relevant work experience, research or teaching assistantship information, a list of any professional presentations or publications, and relevant awards. Although you may have a lengthy work history, information regarding your work history that is not relevant to psychology should not be included in the vita (i.e., work in retail) as this is meant to describe your academic and professional work relevant to the field of psychology.

Letters of Recommendation. Programs often require at least two to three letters of recommendation. These letters should be written by individuals with whom you have a professional relationship and not those who knew you in a personal way or supervised your work in an area unrelated to psychology (i.e., supervisor in a retail position). Although students may select an internship supervisor to write a letter, many schools require that at least a portion of the letters come from academic professionals (i.e., faculty members). Letters of recommendation are often viewed as one of the most important components of an applications materials and may significantly impact decisions regarding whether a student is accepted into a program. Below are some recommendations for how to obtain a strong letter of recommendation.

1. Ask faculty who have supervised you as you completed a teaching or research assistantship or faculty who have instructed you in several classes to write a letter. Faculty who have had an opportunity to work with you in various settings will be able to write a better-rounded, and stronger, recommendation than a faculty member who taught only one of your courses.
2. Ask faculty who taught classes where you excelled. Faculty are often asked to complete rating forms regarding a student's level of responsibility, academic ability, and maturity in relation to their peers. If you did not receive a high grade, submitted work late, or did not attend regularly then faculty may not be able to rate you highly on these important forms.
3. When you ask faculty to write a letter of recommendation it is important that you ask in a respectful way and give faculty sufficient time to write the letters. Individual faculty may vary with regards to the timeframe needed to write letters, but it is customary that students provide faculty with the information listed below at least one month prior to their first deadline. For example, if the first application deadline is December 1, then students provide faculty with the information described below by no later than November 1.
4. If a faculty member agrees to write a letter, you should provide the faculty member with the following items: copy of your curriculum vita, a list of classes that you took with the instructor which includes the semester you took the course, the name of the course, and your final grade in each course. You should also provide faculty with a complete list of the programs to which you are applying that contains the following information: name of school, name of program, due date for the letter, and whether the letter should be mailed or submitted electronically. For letters that must be mailed, students should provide an addressed envelope to the faculty. For letters that are submitted electronically, students should provide faculty with the link while the list of schools are provided. Please note that individual faculty may ask for additional resources to assist in writing a strong letter of recommendation.

Personal/Goal Statement. Most programs require a personal/ goal statement or similarly titled document. Schools vary with regards to the information that they request for this statement, but programs typically ask for applicants to provide a narrative regarding why they have decided to pursue a degree in psychology, why they have selected this program, and their career aspirations. In addition to using this document to assist in determining whether an applicant is a good fit for a particular program, programs will also use this document as a way to gauge a student's writing ability.

GRE Scores. Most schools require that students complete the Graduate Record Examination (GRE) which is a standardized test designed to assess a student's aptitude for graduate work. In addition to requiring the Analytical Writing, Verbal, and Quantitative components of the GRE, some programs also require that students complete the GRE Subject Test. There are many resources available for students as they prepare for the GRE and it is recommended that students utilize the practice materials prior to taking the GRE as the scores are recorded for a period of five years.

Additional Resources for Applying to Graduate School

Texts

American Psychological Association. (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology* (2nd ed.). APA.

American Psychological Association. (2018). *Graduate study in psychology* (2019 ed.). APA.*

Norcross, J. C., & Sayette, M. A. (2022). *Insider's guide to graduate programs in clinical and counseling psychology* (2022/2023 ed.). The Guilford Press.*

*Texts with an asterisk are typically updated regularly to provide current information regarding graduate programs.

Online Resources

<http://www.apa.org/education/grad/applying.aspx> - American Psychological Association webpage regarding applying to graduate school. This page contains information, and recommendations, for every stage of the application process.

<http://www.ets.org/gre/> - GRE Website

<http://www.grad.illinois.edu/sites/default/files/pdfs/cvsamples.pdf> - Provides tips for creating a curriculum vitae

<https://writersworkshop.illinois.edu/resources-2/writer-resources/job-search-application-writing/personal-statements-and-statements-of-purpose/> - Provides recommendations for writing a personal statement

THE FACULTY

Katherine Bonafide/Foster, Ph. D.

Associate Professor

Courses Taught: Abnormal Psychology, Clinical Health Psychology, Orientation to Clinical Professions in Psychology, Applying Research Methods to Psychology

Scholarly Interests: Health promotion and disease prevention; sexual risk reduction among adolescents and young adults.

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Raymond Collings, Ph.D.

Professor

Courses Taught: Cognitive Psychology (PSY 313), Child Psychology (PSY 231), Developmental Psychology (PSY 333), Special Topics in Psychology (e.g., Problem Solving; Cultural Psychology), and Special Study in Psychology (PSY 491)

Scholarly Interests: Current research involves the role of attention processes and abilities in college students' social, cognitive, and psychological well-being.

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Karen Davis, Ph. D.

Assistant Professor

Courses Taught: Forensic Psychology, the Psychology of Violence and Victimization, Psychology of Criminal Behavior, Forensic Psychology Seminar, and Applying Research Methods in Psychology

Scholarly Interests: Forensic Psychology, the Psychology of Violence and Victimization, Psychology of Criminal Behavior, Forensic Psychology Seminar, and Applying Research Methods in Psychology

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Leslie Eaton, Ph. D.

Professor

Courses Taught: Psychology of Human Emotion, Theories of Personality, Social Psychology, Race and Gender Role Stereotypes

Scholarly Interests: Affective neuroscience, neuroanatomy of implicit bias and personality judgment.

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Kaitlin M. Flannery, Ph. D.

Associate Professor

Courses Taught: Adolescent Psychology, Developmental Psychology, Advanced Developmental Psychology, Statistical Methods for Psychology, Research Methods in Psychology, Applying Research Methods in Psychology

Scholarly Interests: Adolescent friendship and friendship dissolution, social media use, communication in emerging adult friendships and romantic relationships.

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Bridget Hier, Ph. D.

Assistant Professor

Courses Taught: Research Methods for Psychology, Applied Behavior Analysis, Emotional and Behavioral Disorders in Children, School Psychology

Scholarly Interests: development of children's academic skills (particularly writing) and intervention strategies that improve children's abilities to maintain and generalize newly acquired skills.

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Kimberly Jackson, Ph. D.

Professor

Courses Taught: Applying Research Methods in Psychology, Child Psychology

Scholarly Interests: How infants learn and remember, differences in learning as a function of age, the role of sensory information in the role of infant learning and memory.

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Michie Odle, Ph. D.

Associate Professor

Courses Taught: Introductory Psychology, Motivation, Applying Research Methods in Psychology

Scholarly Interests: Developmental neuroscience, motivation, and self-regulation

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Judith Ouellette, Ph. D.

Professor

Courses Taught: Statistical Methods for Psychology, Social Psychology, Health Psychology, Research Methods for Psychology, Applied Statistics, Sexism and Heterosexism

Scholarly Interests: Habits in everyday life, health beliefs, attitudes and health behavior, and data analysis

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Joshua Peck, Ph. D.

Associate Professor

Courses Taught: Introduction to Brain and Behavior, Statistical Methods for Psychology, Behavioral Neuroscience, Learning, Psychopharmacology

Scholarly Interests: Behavioral and neural mechanisms underlying the relapse of drug-taking and drug-seeking

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Jeffery Swartwood, Ph. D.

Associate Professor

Courses Taught: Educational Psychology, Positive Psychology, Research Methods in Psychology, Applied Research Methods, Abnormal Psychology

Scholarly Interests: Executive function and attention, mindfulness-based approaches applied to education, Positive emotions and health

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Alexandra Vizgaitis, Ph. D.

Assistant Professor

Courses Taught: Abnormal Psychology, Counseling Psychology, Statistical Methods

Scholarly Interests: Personality disorders and personality pathology, How individuals with personality pathology view themselves and interact with others, How we can better our understanding of personality pathology

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Xiaoye Xu Ph. D.

Assistant Professor

Courses Taught: Child Psychology, Applying Research Methods in Psychology

Scholarly Interests: children’s self-regulation in the family system (parenting, family environment), different outcomes of self-regulation, and children’s development of anti-racism.

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Scholarly Interests: Early literacy development, Problematic uses of the Internet, Social and psychological resources in stress coping

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