Handouts and Online Resources

To Accompany

Can Academic Advisors Engage in Scholarly Activities?

Presented by Drew Appleby during the 2012 Midwest Institute for Students and Teachers of Psychology Sponsored by the College of DuPage, Glen Ellyn, Illinois
How to Avoid the Kisses of Death in the Graduate School Application Process

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Numerous authors offer advice to undergraduate psychology majors about what they should do to gain admission to graduate programs. However, few authors advise students about what they should not do when applying to graduate school and, when they do, few support their advice with data. We surveyed the chairs of graduate school admissions committees in psychology about the contents of graduate school applications that decreased chances for acceptance (i.e., kisses of death or KODs). A qualitative analysis of these surveys yielded the following six categories of KODs. Although the KODs identified in this study reflect unwise choices on the part of applicants, we believe many of them resulted more from a lack of appropriate advising and mentoring than from a lack of applicants’ intelligence. Unless undergraduate psychology programs provide appropriate advising and mentoring concerning graduate school culture and the requirements of the graduate school application process, their majors are likely to commit these KODs. For example, an unmentored psychology major may interpret a personal statement at face value by perceiving it as an opportunity to share personal (i.e., private) information with the members of a graduate admissions committee. Unless applicants know that a personal statement should address issues such as research interests and perceived fit with a program, they may misinterpret its purpose and write personal statements that inadvertently doom their applications. Similarly, an unmentored student may interpret a letter of recommendation as a request for information from a person who knows her/him well and can vouch for her/his admirable traits and strong values (e.g., a family member or a member of the clergy). The purpose of our study was to remedy these unfortunate situations by providing undergraduate psychology majors with advice that will enable them to avoid the KODs in the graduate school application process.

**Damaging Personal Statements**
- Avoid excessively altruistic statements (e.g., “I just want to help people.”). Graduate faculty could interpret these statements to mean you believe a strong need to help others is more important to your success in graduate school than a desire to perform research and engage in other academic and professional activities.
- Avoid providing excessively self-revealing information. Faculty may interpret such information as a sign you are unaware of the value of interpersonal or professional boundaries in sensitive areas.
- Avoid inappropriate humor, attempts to appear cute or clever, and references to God or religious issues when these issues are unrelated to the program to which you are applying. Admissions committee members may interpret this type of information to mean you lack awareness of the formal nature of the application process or the culture of graduate school.

**Flawed Letters of Recommendation**
- Avoid letters of recommendation from people who do not know you well, whose portrayals of your characteristics may not be objective (e.g., a relative), or who are unable to base their descriptions in an academic context (e.g., your minister). Letters from these authors can give the impression you are unable or unwilling to solicit letters from individuals whose depictions are accurate, objective, or professionally relevant.
- Avoid letter of recommendation authors who will provide unflattering descriptions of your personal or academic characteristics. These descriptions provide a clear warning that you are not suited for graduate study.
- Choose your letter of recommendation authors carefully. Do not simply ask potential authors if they are willing to write you a letter of recommendation; ask them if they are able to write you a strong letter of recommendation. This question will allow them to decline your request diplomatically if they believe their letter may be more harmful than helpful.

**Lack of Information About the Program to Which You Are Applying**
- Avoid statements that reflect a generic approach to the application process or an unfamiliarity with the program to which you are applying. These statements signal you have not made an honest effort to learn about the program from which you are saying you want to earn your graduate degree.
- Avoid statements that indicate you and the target program are a perfect fit if these statements are not corroborated with specific evidence that supports your assertion (e.g., your research interests are similar to those of the program’s faculty). Graduate faculty can interpret a lack of this evidence as a sign that you and the program to which you are applying are not a good match.

**Poor Writing Skills**
- Avoid spelling or grammatical errors in your application. These errors are an unmistakable warning of substandard writing skills, a refusal to proofread your work, or your willingness to submit careless written work.
- Avoid writing in an unclear, disorganized, or unconvincing manner that does not provide your readers with a coherent picture of your research, educational, and professional goals. A crucial part of your graduate training will be writing; do not communicate your inability to write to those you hope will be evaluating your writing in the future.

**Misfired Attempts to Impress**
- Avoid attempts to impress the members of a graduate admissions committee with information they may interpret as insincere flattery (e.g., referring to the target program in an excessively complimentary manner) or inappropriate (e.g., namedropping or blaming others for poor academic performance). Graduate admissions committees are composed of intelligent people; do not use your application as an opportunity to insult their intelligence.

A full-text copy of the article whose results are summarized in this document (see its reference below) can be accessed at:

http://www.unl.edu/psypage/psichi/Graduate_School_Application_Kisses_of_Death.pdf

How Do College Freshman View the Academic Differences Between High School and College?

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Rationale for this Report

I have been using a three-part strategy to help my students adapt to their freshman year in college for over a third of a century. The first stage in this strategy is to bring their attention to the ways in which their college classes and professors are going to be different from their high school classes and teachers. For example, the work in college is harder, there is more of it, it must be completed in a shorter period of time, and most of it must be done outside of the classroom. The second stage is to help them identify and value the knowledge, skills, and attitudes (KSAs) they will need to adapt to their new academic environment. For example, they must have knowledge of the resources their college provides (e.g., the library, the Writing Center, and academic advising), the skills their classes will require (e.g., the abilities to follow instructions, think critically, and manage time), and the attitudes they must exhibit to be academically successful (e.g., the willingness to take responsibility for their own learning and to assume an active—rather than a passive—attitude toward their education). The third stage is to engage them in assignments and activities designed to develop or strengthen these KSAs.

I have identified these academic differences and the KSAs needed to adjust to them by combining the wisdom of experts in the field of the first year experience with the experiences I have had with the thousands of freshmen I have taught during my 37-year teaching career. My strategy has been reasonably successful, but it suffers from reliance on the faulty assumption that younger people (i.e., college freshmen) will eagerly attend to, value, believe, and act upon the advice given to them by older people (i.e., college faculty). I am sure my students perceive me as a friendly, well-meaning person who sincerely desires to help them, but as I have aged, my ability to serve as a credible source of advice for college freshmen has diminished. This paper represents an attempt to create a source of advice for college freshmen that comes from a far more credible source than a person who is three times older than they are. The source of this advice is students who, only one short year ago, were freshmen too.

My method to create this advice was simple. During the fifth week of the fall semester of 2004, I asked the 24 students enrolled in my freshman learning community to tell me the differences they had experienced between (a) their high school classes and their college classes and (b) their high school teachers and their college professors. I then analyzed their responses into categories that reflected basic differences between their academic experiences in high school and college. The remainder of this paper is a summary of the differences in these two crucial aspects of the academic environment (i.e., classes and teachers) supported by the actual “voices” of my students printed in italics. The paper ends with a paragraph of advice drawn from this summary, which is the same advice I have been sharing with my freshman for the past 38 years. It is my fondest desire that the freshmen I teach during my next 38 years will be more receptive to this advice because they believe it comes from a more credible source.

Perceived Differences Between High School Classes and College Classes

My students identified several differences between high school classes and college classes, most of which dealt with the work assigned in classes. Students said that both the amount and difficulty of the work they are required to do in college classes had increased significantly from high school. One said, “You have to read everything in college, whereas in high school you barely had to read anything at all.” A second noted, “High school classes were really easy to pass, but college classes take a lot of work for you to succeed.” A third said, “College classes are really hard and much more in-depth compared to high school classes.” Time was also a factor mentioned by many students, both in terms of the amount of time it takes to complete assignments and the speed with which material must be learned. One student said, “We just don’t have as much time to do assignments as we did in high school because a lot more material is covered in a much shorter amount of time.” A second stated, “Even though you may not be in class as long as in high school, the amount of time you have to put in to complete the assigned work is doubled, even tripled.” Another aspect of the differences between the work done in high school and college is where the work is done. One student provided insight into this difference by saying, “In high school, you learn the material in class. In college, most learning takes place outside the classroom.”

The most commonly cited difference between how learning takes place in high school and college was that more responsibility is placed on students to learn on their own in college. This difference was clearly communicated by one student who said, “You did not have to do reading assignments in high school because your teacher taught you everything you had to know for tests. In college, if you do not do your homework, you have no crutch to lean on. You are on your own in college classes.” Another supported this opinion succinctly by saying, “In college, you need to learn how to learn on your own.”

A final difference that a few students noted between high school and college classes was classroom atmosphere. The following two quotations make it clear that high school students should expect a difference in the way their classes will be run in college. “College classes are more laid back, longer, and don’t have as many rules.” “The biggest difference is that they don’t make you stand if you’re late, there are no assigned seats, and you don’t need passes to leave.” (Please note that these comments refer to rules for classroom behaviors, not academic rules such as deadlines for papers and tests, which tend to be more strict in college as we will learn later.)

Perceived Differences Between High School Teachers and College Professors

My students also identified several differences between high school teachers and college professors, the most important of which centered on the fact that college professors expect their students to be more responsible partners in the teaching-learning process. Several students’ responses focused on the syllabus that college professors use to communicate the structure, procedures, and requirements of their classes to students. One student commented about this by saying, “High school teachers tell students what’s due the next day, whereas college professors expect students to read for themselves what’s due in
the syllabus.” This idea was reinforced by another student who said, “College teachers don’t tell you what you’re supposed to do. They just expect you to do it. High school teachers tell you about five times what you are supposed to do.” The following poignant comment from another student communicates the feeling of frustration and helplessness that can be experienced by a freshman who has not yet fully adapted to this greater level of responsibility.

“College teachers expect their students to read the syllabus and the classroom is set up to where it is sink or swim. Do the work or fail. High school teachers reminded us about the deadlines for our projects everyday and tried to help us if we were struggling.”

A second aspect of increased student responsibility for learning in college emerged in comments about the difference between what is taught by high school teachers and college professors. One student explained this difference by saying, “High school teachers teach you what’s in your textbooks. College teachers expect you to actually read your textbooks.” A second student highlighted this from a more personal perspective with the following comment. “High school teachers assist you more. They kind of hold your hand through things.” A third student’s comment summarized the concept of increased student responsibility quite succinctly by saying, “College knowledge is self-taught.” A final comment lends a cultural perspective to the different atmosphere of academic responsibility in high school and college and the differential way this responsibility is valued by students. “In high school, you were a dork if you got good grades and cared about what was going on in your classes. In college, you’re a dork if you don’t.”

Another responsibility-related difference that students reported between high school teachers and college professors was adherence to rules. One student noted that, “College teachers expect much more from you. There are no late assignments or make-up tests. They do not hold your hand anymore.” The following comment helped to explain the potentially negative results of this difference for college students who are accustomed to their old high school ways. “The biggest difference between the two was that in high school, I could usually get an assignment done whenever I could and there wouldn’t be much of a consequence if it was late.”

A final difference that my students perceived between high school teachers and college professors dealt with student-teacher relationships. One student said, “College professors aren’t as personable as high school teachers. I could stop into my high school teachers’ offices and sit there for 30 minutes to just hang out.” A second student commented that, “College teachers don’t try to get to know you as well as high school teachers did.”

Advice That Can Help High School Students Become Aware of the Differences Between High School and College and Successfully Adapt to These Differences

The advice in the following paragraph should help incoming college students who would like to know how their academic experience in college will differ from their academic experience in high school. If they take this advice seriously, and use it to modify their academic behaviors and attitudes, it can prevent them from blundering into their freshman year in college and expecting it to be their 13th grade in high school. I truly believe that the transition from high school to college can be as serious as the culture shock experienced by travelers who are not properly instructed about the customs of the countries they visit. Imagine arriving in England and renting a car if no one has told you that the English drive on the left side of the road. You might survive your first encounter with an English driver but, then again, you might not.

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**Before you begin your freshman year in college, prepare yourself to be challenged by harder work, more work, and work that must be completed in a shorter period of time. You should begin to change your educational work ethic because you will be doing most of your work outside of the classroom, and you will be expected to learn the majority of your assigned material on your own, rather than relying on your teachers to teach it to you. You should also begin preparing yourself to learn in a less-structured classroom atmosphere in which your teachers will no longer remind you about what you are supposed to do, will hold you responsible for completing your assignments in the correct and timely manner described in the course syllabus they give you on the first day of class, and will be less likely to bend the rules or allow you to earn extra credit if your work is late or if you perform poorly. You may also discover that college professors are less available than high school teachers and that some prefer to maintain a somewhat more formal relationship with their students than high school teachers. Time management is a tremendous problem for many freshmen. For most high school students—especially bright ones—the educational day ends when the school day ends because they have been able to learn all they need to know while they were in school. Learning does not end when the class day ends in college. In fact, learning often begins when classes end because so much learning takes place outside the classroom. This abrupt change of events is particularly difficult for students who are accustomed to going to high school for 7 hours and then having the remaining 17 hours of the day to eat, sleep, relax, shop, play video games, watch television, listen to music, and hang out with friends. One of the purposes of higher education is to prepare you to become a person who is capable of mastering large amounts of difficult material in a short period of time and performing this work in a responsible, competent, and independent manner without having to be reminded to do it. In other words, one of the objectives of a college education is to transform adolescents into adults.**

The following comment from A. J. Thut, one of my former learning community students, puts this objective into sharp perspective. “It’s time for me to step out of the purgatory between my teenage years and adulthood and take some responsibility for my life.”

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Academic Advising Syllabus

Indiana University-Purdue University Indianapolis
Psychology Department Advising Office
Spring 2010
Location → LD 123
Telephone → 274-6765 Email → psyadv@iupui.edu
Credo → Building your future, not just scheduling next semester’s classes.

Good advising may be the single most underestimated characteristic of a successful college experience. (Dr. Richard Light)

Academic advising is a teaching and learning process. (The National Academic Advising Association)

An excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course. (Dr. Marc Lowenstein)

Would you tell me, please, which way I ought to go from here? (Alice)
That depends a good deal on where you want to get to. (The Cheshire Cat)

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Dear IUPUI Psychology Majors and Minors,

The IUPUI Department of Psychology is dedicated to providing academic advising of the highest quality. I want to help you understand and take full advantage of our advising program by providing you with a definition of academic advising, making you aware of the advising resources offered by our program, and encouraging you to take advantage of these resources. I created this advising syllabus to help you accomplish these three tasks.

I am in complete agreement with the National Academic Advising Association’s statement that academic advising is “a teaching and learning process” (2006, p. 1). I define academic advising as **an active, teaching-learning partnership between advisors and advisees that enables advisees to (a) satisfy their graduation requirements in a timely manner; (b) identify, clarify, and investigate their educational and career options; and (c) acquire the knowledge, skills, and characteristics necessary to accomplish their post-baccalaureate goals.** There are two types of academic advising, prescriptive and developmental (Crookston, 1994). Our program combines these two types of advising in a manner that will help you accomplish all three of the tasks in the preceding definition. The specific ways in which these two types of advising will enable you to accomplish your educational and career goals are given below.

**Prescriptive Advising**
1. provides you with accurate information about the classes you must take to satisfy your degree requirements and
2. helps you know when to enroll in these classes so you can graduate in a timely manner.

**Developmental Advising**
However, there is much more to an undergraduate education than simply completing a set of required classes in the correct order. A second—and perhaps even more important—type of advising is developmental advising, which
1. encourages you to learn about yourself (i.e., your strengths, weaknesses, interests, values, and goals);
2. helps you investigate the careers and graduate programs you can enter with a bachelor’s degree in psychology; and
3. provides you with information about the curricular and extracurricular activities that can help you develop the knowledge, skills, and characteristics you will need for success on-the-job or in graduate school.

The combination of these two types of academic advising will enable you not only to earn a college degree, but also to become a savvy psychology major, an educated person, a successful member of the workforce, and a lifelong learner. The goal of our advising program is to provide a collaborative atmosphere in which you and your advisor can work together to create a plan for your undergraduate education that will prepare you to accomplish your educational, career, and life goals. Please accept my invitation to become an active partner in this teaching-learning process.

Very sincerely yours,

Drew C. Appleby, PhD
Professor of Psychology
Director of Undergraduate Studies
Mission, Student Learning Outcomes, and Assumptions of the IUPUI Psychology Advising Office

The mission of the IUPUI Psychology Advising Office (PAO) is to enable psychology majors to develop the purpose, competence, and autonomy they will need to set coherent directions for their lives both during and after their undergraduate education. The PAO is committed to offering a broad array of resources and services created to enable IUPUI’s diverse population of psychology majors to accomplish their educational goals, actualize their post-baccalaureate aspirations, and develop an appreciation for the academic community to which they belong.

The PAO accomplishes this mission when IUPUI psychology majors report they have successfully achieved the following student learning outcomes of the advising process.

• Become aware of university, school, and department requirements, policies, and procedures.
• Select an advisor who can help them identify, clarify, investigate, and prepare for their educational and career goals.
• Schedule appointments with their advisor when they need advice.
• Identify and use campus resources to facilitate academic and career-planning success.
• Learn to use the university’s electronic advising and registration systems.

The PAO makes the assumptions that students are

• mature enough to ask for advice when they need it and
• responsible enough to act on the advice they receive.
What Is a **Savvy** Psychology Major?

The English word “savvy” is related to the French word *savoir*, which means “to be aware of, to understand, or to know how” (Dubois, 1971, p. 243). When the French add the word *faire* (“to do”) to *savior*, the result is *savoir-faire*, a phrase used to describe people who are both (a) knowledgeable and (b) willing and able to use their knowledge to accomplish their goals. Savvy psychology majors possess *savoir-faire*. This means they are aware of the crucial importance of the four following questions, they are eager to discover and understand the answers to these questions, and they are willing and able to translate their newly acquired understanding of these answers into success-producing actions.

1. What career would I like to enter?
2. What types of knowledge and skills are required to enter and thrive in this career?
3. How can I use my undergraduate education to acquire this knowledge and these skills?
4. How can I convince the gatekeepers of my career (e.g., potential employers or graduate school admissions committees) that I possess this knowledge and these skills?

Unfortunately, not all psychology majors are savvy. The media often portrays today’s college-bound generation as clueless slackers who lack the knowledge (i.e., are clueless) and the motivation and/or ambition (i.e., are slackers) to achieve their goals. Research reported by Schneider and Stevenson (1999) in their book *The Ambitious Generation* refutes the slacker component of this portrayal with data collected from current college-age students and their peers from the 1950s. When these two groups are compared, the results are clear. Today’s students are far more ambitious, motivated, and knowledgeable than their peers in the 1950s because many more want to earn a college degree (90% vs. 55%) and many more strive to obtain professional careers as physicians, lawyers, and business managers rather than machinists, secretaries, or plumbers. However, the data related to the clueless component of this portrayal were less clear-cut. What Schneider and Stevenson found was that current college-bound students fall into two groups, those possessing aligned ambitions and those whose ambitions are misaligned. Those who possess aligned ambitions have complementary educational and occupational goals and are likely to construct educational plans that enhance their chances of successfully attaining their desired occupations. Students with aligned ambitions understand how they must change to reach their occupational goals (i.e., the knowledge and skills they must acquire) and are more thoughtful when they make decisions about which courses to take, which organizations to join, and how to spend their time. Those with misaligned ambitions are equally ambitious, but often find it difficult to fulfill their dreams because they are unaware of the steps that will enable them to achieve their ambitions. Their ambitions are “dreamlike and not realistically connected to specific educational and career paths.”

Regardless of how hard they try, they find themselves running in place and unsure of where to go” (p. 4). They are, according to Schneider and Stevenson, the drifting dreamers who have limited knowledge about four crucial aspects of their futures:

1. their proposed occupations
2. the educational requirements of their schools
3. the educational opportunities that can help prepare them for their occupations
4. the future demand for their proposed occupations

The word clueless comes to my mind when I think of these students who Schneider and Stevenson classify as possessing misaligned ambitions. My wish for you is that you will become just the opposite. That is, I urge you to use your undergraduate education to become a “clueful” (i.e., savvy) psychology major who knows what you want to do with your life and how to use your undergraduate education to get what you want. I have three favorite quotations that can help illuminate your path toward cluefulness.

1. The first part of your journey to the land of cluefulness requires you to do what Socrates suggested more than two thousand years ago when he said, “Know thyself.” Begin the process of serious self-examination to determine your skills, characteristics, goals, and values. That is one of the primary purposes of an undergraduate education.

2. The second stage of your journey involves the well-known advice Polonius gave Laertes in the second act of Shakespeare’s Hamlet, “To thine own self be true.” Once you begin to know yourself, the next steps are to (a) discover who you would like to become and (b) create a plan of action to reach your aspirations that fits your unique set of skills, characteristics, goals, values, and resources.

3. The third leg of your journey involves putting your plan into action. I can think of no better way to state the urgency of this crucial component than by quoting Nike, the Greek goddess of victory, (speaking through her 21st Century commercial namesake) who says, “Just do it.” This final step will put the *faire* into your *savior-faire* and transform you into a savvy psychology major.

9
The Dangers of Self- Advising

IUPUI students are required to see an advisor only once. This required appointment must occur during the semester when they are admitted to a degree-granting school (e.g., the School of Science). After this initial appointment, they can register online for classes without consulting with an advisor. Some students are able to use this system quite well. These students are well aware of (a) their degree requirements, (b) the order in which these classes must be taken, and (c) the particular classes that will prepare them for the career or graduate program of their choice. However, many students prefer this system for the following two inappropriate reasons. First, it allows them to avoid having to schedule periodic appointments with their advisor to check on their academic progress. Second, it provides them with the freedom to choose classes based on their own personal preferences (rather than on sound academic or career-planning reasons), such as enrolling in only those classes that conveniently fit their schedules or that allow them to postpone and/or avoid academically challenging subjects. As you might guess, students often make mistakes when they advise themselves. The purpose of this document is to offer you a strong recommendation to check with your advisor periodically to avoid the following advising errors—and their unfortunate consequences—that my students have given me when I ask them the following questions: “Have you ever committed a self-advising error and, if you have, what were its consequences?” Please learn from their mistakes and heed their wise advice.

- I didn’t know what classes I needed to graduate when I entered college. I simply signed-up for classes that sounded interesting or that fit conveniently into my work schedule. I never checked with an advisor to see what classes would apply toward my degree. As a result, I now have many credits that don’t count toward my degree, and I have spent a great deal of time and effort in classes I don’t even remember. My parents are particularly displeased with this situation because they are paying for my education, which they thought would last four years. I feel very guilty about this because the extra $5,000 they’ll have to pay for my 5th year at IUPUI is what they had planned to spend on their dream trip to Italy to celebrate their 30th wedding anniversary. Now they’ll have to celebrate their anniversary in Mooresville.

- I advised myself throughout my whole college career because it was easy to check off the classes on the psychology major checklist as I completed them. However, this form of advising did not provide me with pertinent information about what I would need to do in addition to completing courses to get into graduate school, such as research experience and getting to know faculty who can write me strong letters of recommendation. It’s now going to take me an extra year to do this.

- I once dropped a class without talking to my advisor and ended up having to pay back part of my financial aid for that semester because I had fallen below the full-time student course load of 12 credit hours.

- When I first started college, I thought I could do my schedule on my own. My advisor would give me advice, and I would ignore it. Therefore, it took me 5½ years to complete my bachelors in general studies. Because of this mistake, I talk to my psychology advisor at least twice every semester now.

- I never created a plan to graduate. I just kept signing up for classes and telling myself that everything would work out fine and that I could just take it as it came. I didn’t realize all of the forethought and planning necessary to prepare myself for a career. I found out too late that smart career planning is much more than just taking the right number of classes to graduate.

- I took two semesters of Spanish before I realized my BS degree didn’t require any foreign language.

- I thought that all my electives could be dance, athletic, and art classes that wouldn’t be hard and would earn me easy A’s. When I discovered that only 6 hours of these types of class count toward graduation, I realized that I had paid for and completed 7 hours of classes that didn’t count for anything!

- I simply didn’t carefully research the classes that were available to me and ended up registering for classes that satisfied requirements, but which were not the most interesting or valuable for me.

- I waited until my junior year to complete my 100-level course requirements. These classes would have really helped me as a freshman when I was struggling with the 300-level classes I unfortunately signed up for. My current advisor would never have let me do this.

- I registered for BIOL K 324 Cell Biology. I had no idea that the K meant it was for Biology majors. I studied really hard for the first test and got a C, so I dropped the class.
I remained dedicated to a Tuesday/Thursday class schedule in order to leave MWF open so I could work. Forcing 15 credit hours into two days was not a smart decision. I found that attending every class was very difficult, particularly my night classes. I was quickly burned out and my academic performance suffered because I was so exhausted from my work and my classes. My current advisor would never have allowed me to do this to myself.

I was unsure of my major, but knew I wanted to be involved in psychology. Instead of applying to the School of Science, I continued my PE and Social Studies degree and delayed my acceptance into the School of Science for two years just because I was afraid to ask an advisor what I needed to do.

I chose the wrong major. My goal has always been to be accepted to the Physical Therapy program here at IUPUI. As a freshman, I decided to select chemistry as my major because I thought a chemistry degree would make me look smart. However, no one ever told me that I had to have a GPA of 3.2 in math and science courses to be even considered for the Physical Therapy program. As it turned out, being a chemistry major for two years actually hurt my chances of being accepted to the PT program because my GPA was too low. I wish I had met with an advisor before I declared my major.

I was a nursing major. I was preparing to apply to the program and checked to make sure all my general education courses were complete. I thought they were. I applied and a few weeks later I got a letter back saying I was rejected because I was missing one science course. Had I met with an advisor and thoroughly gone over my plan, this would not have happened.

I damaged my GPA after enrolling in a chemistry class designed for chemistry majors.

I delayed my graduation by one whole year when I decided on my own (without talking to an advisor) to double major in psychology and social work. I eventually realized that earning a single degree in psychology, and using that for entrance into a social work graduate program, would have been a much wiser and more efficient strategy.

When looking at what classes to take, I have always self-advised myself. That really became a problem when I took Ecology, Genetics, and Microbiology in one semester along with two forensics science courses and a psychology course. This was very poor planning because my three biology courses all required a lot of outside of class work/study time. Had I consulted my advisor, I would never have taken such a big class load.

I was a biology major for a long time (three years). I was doing a satisfactory job, but I kept thinking it would get better as time went on. It didn’t. I was not passionate about biology and, therefore, I was not motivated to perform well. For a long time, I just kept taking classes without advising.

I thought just getting good grades would get me into graduate school. I was wrong.

When I didn’t 100% know what I wanted my major to be, I wasted a valuable semester taking electives that did not prepare me for any specific major or even any future careers. I now have to take summer classes and an extra semester after my senior year to complete my major.

I took a science class that I thought counted as one of my four science courses. It turns out the class overlapped a class I had already taken, and I earned zero credits for it even though I paid for and completed the course with an A.

I took History H106 because I thought it was required. I didn’t realize I had to take H114 instead.

One self-advising error I committed was enrolling in two electives at IUPUI when I no longer needed any more electives. I didn’t find this out until the middle of the semester and, as a result, I must now take an extra semester to graduate.

Before applying to the School of Science, I was taking classes that I thought would fulfill the requirements. Unfortunately, I took a biology class that ended up not counting for the science requirement.

I took Greek Mythology without realizing I had already completed my Humanities requirement.

I was the student who thought that graduate school was going to be easy to get into. I know now that getting into graduate school is a very rigorous process that requires strong letters of recommendation, research experience, and high GRE scores. I wish I had asked my advisor about graduate school when I was a freshman so I could have been working steadily on these important things during my whole undergraduate career rather than panicking about them as a senior.

I chose to self-advising because I had a bad experience with an advisor. I should have simply chosen another advisor.

My self-advising mistakes cost me a lot of time and money. My best advice for other psychology majors is this. Choose your advisor wisely, seek her advice often, let her help you create a realistic plan to graduate, and then stick to that plan.
Ten Reasons Why Psychology Majors Graduate Later Than They Plan

1. They do not meet with their advisor at least once a year to confirm that they are on track for graduation.

2. They do not request a senior audit one year before their graduation date or they do not review their advanced admissions audit.

3. They do not understand the required grade they need for a class. For example, a student takes PSY B311 and receives a D, but does not realize until her last semester that she needs a grade of C- or better for the course to count for her major.

4. They do not understand that some courses do not count towards their degree (courses that overlap, remedial courses, courses not intended for science majors, repeated courses, etc.).

5. They do not apply for graduation by the appropriate deadline (May 1 for December graduation, October 1 for May graduation, and February 1 for August graduation).

6. They do not read the bulletin and understand their department's policies. For example, a student takes a capstone practicum when a capstone lab is required for her BS in psychology.

7. They do not understand that part of their graduation requirement is to complete at least 124 credit hours (see item 4).

8. They do not check their IUPUI e-mail during the semester when they plan to graduate to see if they have been recommended for graduation or if they have any remaining requirements to complete.

9. They do not have transfer credit transferred to IUPUI in a timely fashion. For example, a student takes his final required psychology core class at another university during his last semester. He does not realize that the course will take several weeks to be transferred to IUPUI and, by the time IUPUI posts the transfer credit to his transcript, it is past the deadline for awarding degrees for that graduating class.

10. They wait until their last semester to make special arrangements for credit or completion of requirements. For example, a student assumes that she has completed a LIST H course because she took a history class at another university and transferred it to IUPUI. The transferred history course is listed on her transcript as HIST UND#100. However, she never verified with the Dean’s Office that the course would fulfill the List H requirement. In her last semester, she receives an e-mail from the Dean’s Office stating that she needs a List H course. She meets with the Associate Dean, but he concludes that the class will not count for List H, and it is now too late for her to add a course to her schedule.

Please pay very close attention to this information as you draw nearer and nearer to your graduation date. This list was created by Ms. Melissa Pohlman, whose office is located in the School of Science Dean’s Office (LD 222). If you have questions about any of these reasons, please contact your academic advisor for further information.
Academic Advising Resources

Our department provides its majors with a large variety of resources from which they can obtain academic advising because we know that no two psychology majors have the same schedules, strengths, preferences, aspirations, and learning styles. The following list describes these resources.

Orientation

• The Psychology Department provides its entering students with an official orientation program prior to their first registration. This program takes the form of a presentation on the department’s undergraduate program by the Director of Undergraduate Studies.
• Psychology majors who participate in orientation are introduced to the undergraduate section of the department’s website, whose contents have been organized in a developmental sequence to help psychology majors become aware of the resources that can help them to be successful at each stage of their undergraduate education.

The Psychology Advising Office

• The Psychology Advising Office is the heart of our department’s academic advising system. It is located in LD 123, which is across the hall from the main Psychology Office (LD 124) in the Science Building.
• This office is staffed by a team of junior or senior psychology majors (known as peer advisors) who have been carefully selected and thoroughly trained to provide accurate advice and helpful referrals to their fellow psychology majors. This office is the location for all psychology majors’ files; a lending library of books about areas of specialization in psychology, graduate school in psychology, and careers in psychology; and an extensive collection of helpful brochures and handouts.
• You can schedule an appointment with your faculty advisor by contacting the Advising Office (274-6765 or psyadv@iupui.edu) or you may simply drop in for advice from the peer advisor on duty. The office is open for approximately 35 hours per week, and its hours of operation are posted on its door.
• More than 2,500 students use the services of the Advising Office each year.

Academic Advisors

• There are both faculty and staff advisors in the department. All psychology students are requested to go to the Advising Office when they are admitted to the School of Science so they can select an advisor who is most appropriate for their academic and career interests.
• The peer advisors serve as valuable sources of information because they have actually taken many of the classes you are considering. It is important to note that the program used to train these peer advisors was recognized as a “Best Practice in Advisor Training” by the National Academic Advising Association.
• Our department is the only academic unit at IUPUI to have a Director of Student Development (Ms. Cindy Williams), an Academic and Career Advisor (Ms. Mikki Jeschke), and a Director of Undergraduate Students (Dr. Drew Appleby) who serve as special advocates for undergraduate psychology majors. In addition to overseeing the academic and extracurricular lives of psychology majors, an important part of their jobs is to insure the availability of high quality academic advising in the department.

Events

• The department sponsors two Advising Open Houses each semester for students whose schedules prevent them from using the services of the Advising Office during the day. A team of peer and faculty advisors are available in an informal setting (including a dinner buffet) to meet the advising needs of psychology majors who drop in for advice. No appointment or reservation is necessary for these events.
• The Psychology Club and Psi Chi (the national honor society for psychology) host several Open Discussions and Meet the Faculty presentations each semester that provide attendees with valuable information about careers, research opportunities, and areas of specialization in psychology.
Electronic Resources

- The Psychology Department’s website (www.psych.iupui.edu) is the source of an abundance of advising-related information. It contains information about the department’s undergraduate and graduate programs such as course descriptions and syllabi, degree requirements, faculty research areas, down-loadable applications, and research opportunities. It also contains PowerPoint presentations on advising resources in the department, the graduate school application process, and how to prepare for the recently revised Graduate Record Exam (GRE). It includes links to other websites that contain information about volunteer activities, learning resources, psychology organizations, honors opportunities, and other psychology resources on the web. The undergraduate section of the website (www.psych.iupui.edu/Undergraduate/) is organized developmentally so psychology majors can obtain information that is relevant and appropriate to the particular stage of their undergraduate career. Earning a bachelor’s degree from the IUPUI Psychology Department is a multi-stage journey that begins when you are admitted to the Purdue School of Science and ends when you graduate and enter graduate school or the job market. Like any other important trip, this voyage is composed of a series of stages that require careful planning and thoughtful preparation. The undergraduate section of the department’s website will help you understand the step-by-step nature of this process and introduce you to the resources that can make your journey to a degree in psychology a successful and self-actualizing experience.

- The OnCourse tab "Psych Career & Academic Advising" is your primary source for information on everything psychology. Organize your tabs so you are reminded to check this out weekly (if not daily). On this site, you will find notices about special speakers, Psychology Club and Psi Chi activities, and advising and career events. In Resources you'll find forms and policies related to your academic advising needs and you'll find numerous resources on career development related issues. You can use the Chat function to ask questions of your peers, faculty, and staff in psychology. Check Announcements regularly to keep up to date on the latest events, job postings, and internship opportunities. All enrolled Psychology Majors are automatically added to the site at the beginning of the semester. If you do not have access and would like it, please contact Mikki Jeschke at mjeschke@iupui.edu and request access.

- The Psychology Department’s monthly Newsletter is available to all current and former students on the department’s website. This publication describes the current events in the department and highlights the activities of the department’s faculty, students, and alumni.

Classes

- The purpose of B103 Orientation to a Major in Psychology is to provide psychology majors with an opportunity to investigate their strengths, weaknesses, values, and interests and to identify, clarify, and create a plan to accomplish their post-baccalaureate goals. Many students choose psychology as their major before they fully comprehend its nature as a research-based science. B103 was designed to insure that IUPUI psychology majors are fully aware of the nature of their major and what they can do with it after they graduate. In B103, you will also begin to strengthen the writing, speaking, and collaboration skills you will need in all your remaining psychology classes.

- The Psychology Department offers three types of capstone classes. The first is a laboratory class in which students perform a supervised research project. The second is a practicum in which students apply the knowledge and skills they have acquired in an on-the-job setting in the community. The third is a seminar that provides its enrollees with the opportunities to perform an in-depth examination of a sub-discipline of psychology in which they have an occupational interest and to create a professional planning portfolio designed to facilitate their transition to life after college. This portfolio contains documentation of all the activities needed to apply for a job or graduate school (i.e., a statement of immediate and long-term goals, a computerized job or graduate school search, a resume or curriculum vitae, proof of preparation for the GRE or job interviews, a cover letter, signed consent forms from three people who have agreed to write strong letters of recommendation, and a set of completed job or graduate school applications).
## Psychology Faculty and Staff Advisors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Description</th>
<th>Contact Information</th>
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</thead>
</table>
| **Drew Appleby**   |                | I am a cognitive psychologist who specializes in the investigation of teaching, learning, advising, and mentoring processes. I use the results of my research to create strategies that enable (a) faculty to teach their students more effectively and (b) students to adapt to their educational environment, acquire academic competence, identify and set goals, and achieve their career aspirations. | To schedule an appointment with me:  
In person: Room LD 123  
By phone: (317) 274-6765  
By email: psyadv@iupui.edu |
| **Cynthia Williams** |                | I am the Psychology Department’s Lead Advisor. My degree is in counseling and college student development. I teach B103 and B422, and my interests are in students’ sense of mattering, community development, and counseling. I am the advisor for the Psychology Club and Psi Chi. | To schedule an appointment with me:  
In person: Room LD 123  
By phone: (317) 274-6765  
By email: psyadv@iupui.edu |
| **John Guare**     |                | I am a clinical psychologist with a specialization in health behavior. My main focus is teaching, and my courses are clinically-oriented (e.g., B380 Abnormal Psychology, B386 Introduction to Counseling, and B482 Capstone Practicum in Clinical Rehabilitation Psychology). | To schedule an appointment with me:  
In person: Room LD 123  
By phone: (317) 274-6765  
By email: psyadv@iupui.edu |
| **Kathy Johnson**  | (Honors Advisor) | I am a cognitive psychologist. I am interested in language and cognitive development in infants and young children, and my current research projects fall into three general areas. In one line of research, we have been prospectively evaluating why some children develop very narrow interests that may eventually culminate in expertise.  
For Honors students to schedule an appointment with me, please email me at kjohnso@iupui.edu |                                                                                                           |
| **Debbie Herold**  |                | I am a cognitive developmental psychologist. My past research focused on language development and word learning in children. My current focus is in the teaching and mentoring of undergraduates, particularly those in introductory courses and those preparing for graduate school and future careers. | To schedule an appointment with me:  
In person: Room LD 123  
By phone: (317) 274-6765  
By email: psyadv@iupui.edu |
### Bethany Neal-Beliveau (Pre-Med Advisor)

I am a **psychopharmacologist** who specializes in developmental psychobiology. My basic areas of research are developmental psychobiology and psychopharmacology. I am currently examining the effects of early insults (e.g., drugs of abuse, lesions, and stress) on the development of the brain dopamine system, using both behavioral and neuro-chemical methods.

For Pre-Med students to schedule an appointment with me, please email me at bnealebe@iupui.edu

### Mikki Jeschke (Career and Academic Advisor)

I am a Career & Academic Advisor in Psychology. I am available to guide students in psychology with career and academic decision-making, planning and preparation. I provide guidance to students who are working toward starting their careers once they achieve their bachelor’s degree and with students who plan to continuing their education in graduate or professional school. My primary interests are in helping students find the work they will love.

The simplest way to schedule an appointment with me is to send me an email with several days and times that work for you and I will schedule a meeting time.

My contact information:
- Email: mjeschke@iupui.edu
- Office: Science Building, LD 135
- Phone: 317-278-7719

Chat with me on OnCourse "Psych Career & Academic Advising"

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## Psychology **Peer** Advisors

### LeAnne Eddington

I am a full time psychology student pursuing Track Concentrations in both Clinical Psychology and Psychology of Addictions. I plan on graduating with a B.S. in December of 2010 and continue on to Graduate School to obtain my MSW with Concentrations in Mental Health and Substance Abuse. After completing the masters program I plan to obtain a Ph.D. in Social Work. My career goal is not only to become a counselor, but also to teach and pursue professional funded research.

### Rachel Fleming

I am a full-time student in my senior year pursuing a Bachelors of Science in Psychology with a dual concentration in Clinical Psychology and Psychology of Addictions. Rather than continuing to graduate school, I have decided to work in the nonprofit sector at either a university or an organization advocating for special needs or greening the environment. I am also the current President of Alpha Phi Omega: Tau Omicron Chapter, the only National Co-Ed Service Fraternity on IUPUI’s campus.

### Bobby Wade

I am a senior and my major is psychology and my minor is religion. I want to go into counseling and work with adolescents. I would like to go to graduate school and get a Masters in counseling. I am a full time student, and I work with The Center for Service and Learning as a Service Core.
IUPUI’s *School of Science* (SOS) Academic Advising Network

The staff in the SOS Dean’s Office (LD 222) can provide the following types of valuable advising information.

Ms. Florence Rogers → frogers@iupui.edu → 274-0630
Florence is the SOS Director of Undergraduate Admissions. She is in charge of admitting students to the School of Science, can answer questions about transfer credits upon admission, and handles all re-admission petitions and reinstatements when students have been dismissed from SOS or any other school within or outside IUPUI.

Ms. Melissa Pohlman → mpohlman@iupui.edu → 274-0637
Melissa is the SOS Director of Student Records and Retention. She is in charge of certifying students for graduation and can answer questions about degree requirements, academic honors list, academic probation, and graduation requirements.

Ms. Marcy Carlson → mkcarlso@iupui.edu → 278-2061
Marcy is the SOS Pre-Professional Advisor. She can answer questions for SOS majors who are preparing for professional schools such as medicine, dentistry, law, pharmacy, veterinary, optometry, occupational therapy, and physical therapy.

Mr. Joseph Thompson → jlthomp@iupui.edu → 274-0626
Joe is the SOS Executive Director of Academic Services. He can answer questions about the Bachelor of Science in Interdisciplinary Studies, degree requirements, academic policies and procedures (e.g., grade replacement and grade change petitioning) and student organizations and clubs. He also approves degree requirement exceptions, registration credit hour overloads, class time conflicts during registration, and is usually available to answer any questions regarding undergraduate education in SOS.

**Biology (including Biotechnology), Chemistry (including Forensic and Investigative Science), Computer Science, Earth Sciences (including Geology and Environmental Science), Mathematics, Physics, and Psychology are the seven academic departments in IUPUI’s School of Science (SOS). Each of these departments and programs has a lead advisor who can answer questions about graduation requirements and career planning.**

Biology → Ms. Jane Alexander → janealex@iupui.edu → 274-0589 → SL 322

Chemistry → Ms. Marie Nguyen → nguyen@chem.iupui.edu → 274-6894 → LD 326B

Computer Science → Mr. Josh Morrison → morrison@cs.iupui.edu → 274-2724 → SL 280N

Environmental Science → Dr. Lenore Tedesco → ltedesco@iupui.edu → 274-7154 → SL 118B

Forensic Science → Ms. Kristi Shea → kashea@iupui.edu → 274-6882 → LD 326Y

Geology → Dr. Andy Barth → ibsz100@iupui.edu → 274-1243 → SL 118D

Interdisciplinary Studies → Mr. Joseph Thompson → jlthomp@iupui.edu → 274-0626, LD 222

Mathematics → Dr. Jeff Watt → jwatt@math.iupui.edu → 278-4070 → LD 270N

Physics → Dr. Brian Woodahl → bwoodahl@iupui.edu → 278-9244 → SL 156S

Psychology → Ms. Cindy Williams → cyclark@iupui.edu → 278-2237 → LD 126B
  → Ms. Mikki Jeschke → mjeschke@iupui.edu → 278-7719 → LD 135
  → Psychology also has a Peer Advising Office → psyadv@iupui.edu → 274-6765 → LD 123
The *Expectations and Responsibilities* of Advisors and Advisees

**Advisors:**

- Understand and communicate the IUPUI’s curriculum, policies, procedures, and graduation requirements for both the Department of Psychology and the School of Science.* [Items with an asterisk are paraphrased from Bryant (n.d.)]
- Encourage, support, and guide students as they create, develop, and define academic and career goals.*
- Provide students with information about strategies for utilizing the resources and services available on campus (e.g., the Psychology Advising Office, the Career Center, the Writing Center, and Onestart).
- Maintain confidentiality in all their dealings with students and fellow advisors.*
- Help students identify their strengths and weaknesses.
- Help students use Oncourse and Onestart.
- Be available for advising students during provided advising hours.*
- Encourage students to work closely with their professors (e.g., as teaching or research assistants) and to become involved in the department (e.g., as a peer advisor or Psychology Club officer).*
- Assist students in selecting courses.
- Assist students in understanding the purposes and goals of higher education and its effects on their current and future goals.*

**Advisees:**

**Materials:**

- Keep track of your advising materials and career information so your advising progress can be periodically tracked and assessed.
- Create and maintain an organized file of the official advising documents you receive from the Psychology Department and the School of Science (e.g., degree audits and letters).

**Participation:**

- Be an active learner and listener and participate fully in the advising experience.*
- Enroll in the courses that you and your advisor have determined from your educational objectives.*
- Accept responsibility for your personal, educational, and career decisions.*
- Clarify and create personal values and goals and provide your advisor with accurate information regarding your strengths, weaknesses, interests, values, and goals.
- Become aware of and knowledgeable about IUPUI, School of Science, and Psychology Department programs, policies, procedures, and requirements.

**Questions:**

- Come prepared to each appointment with specific questions or materials for discussion.
- Ask questions if you have a problems or do not understand something.*

**Resources:**

- Visit the Psychology Advising Office often and become aware of the services it offers.
- Become familiar with the features of Onestart (e.g., degree progress reports, transcripts, registration, course selection, and course descriptions).
- Join the Psychology Listserv to receive information about upcoming events, activities, resources, and opportunities.
How to Prepare for a Meeting with Your Advisor

You should prepare for a meeting with your advisor because academic advising and academic success are shared responsibilities between you and your advisor (Dalhousie University, 2007). Below are some suggestions of how you can prepare for meetings with your advisor, which are organized by reasons for these meetings.

For any meeting with an advisor, you should:
- Review the schedule of classes and course requirements for psychology.
- Prepare a list of questions you want to ask your advisor before each meeting.
- Be sure you understand program requirements, policies, and procedures. If you do not, ask your advisor.
- Review IUPUI’s academic calendar; it is important not to miss deadlines.
- Review your Onestart degree progress report for psychology (Cecil College, n.d.).

If you are planning a schedule for next semester, you should know:
- What courses you are interested in taking.
- What courses you have successfully completed. (To know this, print a degree progress report from Onestart (Pennsylvania State Eberly College of Science, 2006).
- Your degree requirements from the bulletin under which you were accepted into the School of Science.
- How the courses you want to take fit into your psychology degree requirements.
- If you are pursuing a track concentration and, if so, which one you are pursuing and its requirements.

If you have academic concerns or want to replace a grade, you should know:
- What grades you are currently earning in your courses.
- What course(s) are a concern to you.
- Why you believe you are doing poorly.
- What advice your instructor has given you to increase your performance.
- What you have done to address the problem.
- What resources could help you with this problem (e.g., tutoring, supplemental instruction, or the Bepko Learning Center)?
- How you will avoid this problem in the future.
- Have you considered replacing the grade?

If you are considering dropping or adding a course, you should know:
- Why you want to drop or add this course.
- How dropping or adding this course will affect your expected graduation date or financial aid status.
- How to use e drop.

If you want to discuss your career goals in psychology, you should know:
- Your interests, abilities, and experiences that relate to your psychology major.
- The careers or graduate programs you have considered.
- Your reasons for interest in specific careers or graduate programs.
- How aware are you of the requirements for the graduate programs that interest you (e.g., application procedures, deadlines, letters of recommendation, personal statements, and admissions requirements)?
- How prepared you are to apply to these programs.
- What you have done to prepare for the GRE or the test you must take to apply to these programs.

To make an appointment with my advisor, I should contact the Psychology Advising Office by:
- calling them at 317-274-6765
- emailing them at psyadv@iupui.edu
- visiting them in LD 123
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>September 2009</strong></td>
<td></td>
</tr>
<tr>
<td>Tue Sept. 22</td>
<td>Spring 2010 Course Offerings available on-line</td>
</tr>
<tr>
<td>Mon Sept. 28</td>
<td>Registration Guide Available Online</td>
</tr>
<tr>
<td><strong>October 2009</strong></td>
<td></td>
</tr>
<tr>
<td>Thu Oct. 1</td>
<td>Priority Registration Appointments available on-line via OneStart for students enrolled in Fall 2009. Students not currently enrolled will register during open registration beginning November 7.</td>
</tr>
<tr>
<td>Mon Oct. 26</td>
<td>Priority Registration (by appointment only) - on-line via OneStart Continues through November 6, 2009</td>
</tr>
<tr>
<td>Mon Oct. 26</td>
<td>Drop/Add - on-line via OneStart through the student center. Course deleted from record, no grades assigned. Continues through January 18, 2010</td>
</tr>
<tr>
<td><strong>November 2009</strong></td>
<td></td>
</tr>
<tr>
<td>Sat Nov. 7</td>
<td>Open Registration (no appointment required) - on-line via OneStart Continues through January 18, 2010</td>
</tr>
<tr>
<td><strong>December 2009</strong></td>
<td></td>
</tr>
<tr>
<td>Tue Dec. 8</td>
<td>Summer 2010 Course Offerings available on-line</td>
</tr>
<tr>
<td><strong>January 2010</strong></td>
<td></td>
</tr>
<tr>
<td>Sat Jan. 9</td>
<td>Weekend College classes officially begin</td>
</tr>
<tr>
<td>Mon Jan. 11</td>
<td>Weekday classes officially begin</td>
</tr>
<tr>
<td>Mon Jan. 11</td>
<td>Law, Med, Dent students check with your school for appropriate begin/end/refund dates</td>
</tr>
<tr>
<td>Mon Jan. 18</td>
<td>Late Registration Fee is assessed</td>
</tr>
<tr>
<td>Wed Jan. 13</td>
<td>Last day to Waitlist Classes (by 5:00pm)</td>
</tr>
<tr>
<td>Mon Jan. 18</td>
<td>Last day to Register and Drop/Add on-line via OneStart through the student center</td>
</tr>
<tr>
<td>Mon Jan. 18</td>
<td>100% refund period ends</td>
</tr>
<tr>
<td>Mon Jan. 18</td>
<td>Law, Med, Dent students check with your school for appropriate begin/end/refund dates</td>
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<tr>
<td>Mon Jan. 18</td>
<td>Martin Luther King Jr. Holiday (no classes - academic and administrative offices closed)</td>
</tr>
<tr>
<td>Tue Jan. 19</td>
<td>Enrollment Certifications - official document for verification of academic record information becomes available</td>
</tr>
<tr>
<td>Tue Jan. 19</td>
<td>A transaction fee assessed in addition to course fees for each added course</td>
</tr>
<tr>
<td>Tue Jan. 19</td>
<td>Extra fee for audit option.</td>
</tr>
<tr>
<td>Tue Jan. 19</td>
<td>Added Courses require form with the instructor and academic advisor signatures. Submitted in person at the Office of the Registrar, Campus Center 250 or via the Late drop/add classes link on the self service page. If submitting in person, pick up the form from your advisor or school. Continues through March 5, 2010</td>
</tr>
<tr>
<td>Tue Jan. 19</td>
<td>Withdrawal with automatic grade of W begins. Advisor signature is required. Submitted in person at the Office of the Registrar, Campus Center 250 or via the Late drop/add classes link on the self service page. If submitting in person, pick up the form from your advisor or school. Continues through March 5, 2010</td>
</tr>
<tr>
<td>Sun Jan. 24</td>
<td>75% refund period ends at midnight using online eDrop/eAdd. UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. on prior Friday.</td>
</tr>
<tr>
<td>Fri Jan. 29</td>
<td>Audit Option deadline ends (at 5:00pm). Late adjustment fees will be added to audit option after January 18.</td>
</tr>
<tr>
<td>Fri Jan. 29</td>
<td>Pass/Fail Option deadline ends (at 5:00pm)</td>
</tr>
<tr>
<td>Sun Jan. 31</td>
<td>50% refund period ends at midnight using online eDrop/eAdd. UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. on prior Friday.</td>
</tr>
<tr>
<td><strong>February 2010</strong></td>
<td></td>
</tr>
<tr>
<td>Sun Feb. 7</td>
<td>25% refund period ends at midnight using online eDrop/eAdd. UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. on prior Friday.</td>
</tr>
<tr>
<td>Tue Feb. 16</td>
<td>Fall 2010 Course Offerings available on-line</td>
</tr>
</tbody>
</table>
### March 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Fri Mar. 5</td>
<td>Last day to withdraw with automatic grade of <strong>W</strong>. Advisor signature is required. Submitted in person at the Office of the Registrar, Campus Center 250, or via Late drop/add classes link on the self service page. If submitting in person, pick up the form from your advisor or school.</td>
</tr>
<tr>
<td>Sat Mar. 6</td>
<td>Withdrawal with grade of <strong>W or F</strong> begins. Advisor and instructor signatures required. Submitted in person only at the Office of the Registrar, Campus Center 250. Pick up the form from your advisor or school. Continues through 5:00 pm, April 2</td>
</tr>
<tr>
<td>Wed Mar. 10</td>
<td>Middle of term</td>
</tr>
<tr>
<td>Mon Mar. 15</td>
<td>Spring Break. Continues through Sunday, March 21</td>
</tr>
<tr>
<td>Mon Mar. 22</td>
<td>Priority Registration using OneStart for Fall/Summer 2010 for students enrolled in Spring 2010. Continues through April 2nd.</td>
</tr>
</tbody>
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### April 2010

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<tr>
<th>Date</th>
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<tr>
<td>Fri Apr. 2</td>
<td>Last day to withdraw with grade of <strong>W or F</strong>. Advisor and instructor signatures required. Submitted in person only at the Office of the Registrar, Campus Center 250. Pick up the form from your advisor or school.</td>
</tr>
<tr>
<td>Sun Apr. 25</td>
<td>Weekend College classes End</td>
</tr>
<tr>
<td>Fri Apr. 30</td>
<td>Classes End EXCEPT FOR those meeting Monday only and Monday/Wednesday (see May 3)</td>
</tr>
<tr>
<td>Fri Apr. 30</td>
<td>Final Examinations - Common Departmental</td>
</tr>
</tbody>
</table>

### May 2010

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<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat May 1</td>
<td>Final Examinations - Common Departmental</td>
</tr>
<tr>
<td>Sat May 1</td>
<td>Final Examinations - Weekend College</td>
</tr>
<tr>
<td>Sun May 2</td>
<td>Final Examinations - Weekend College</td>
</tr>
<tr>
<td>Sun May 2</td>
<td>Final Examinations - Common Departmental</td>
</tr>
<tr>
<td>Mon May 3</td>
<td>Classes End (for Monday only and Monday/Wednesday classes)</td>
</tr>
<tr>
<td>Tue May 4</td>
<td>Final Examinations - Weekday Classes</td>
</tr>
<tr>
<td>Wed May 5</td>
<td>Final Examinations - Weekday Classes</td>
</tr>
<tr>
<td>Thu May 6</td>
<td>Final Examinations - Weekday Classes</td>
</tr>
<tr>
<td>Fri May 7</td>
<td>Final Examinations - Weekday Classes / Common Departmental</td>
</tr>
<tr>
<td>Sat May 8</td>
<td>Final Examinations - Common Departmental</td>
</tr>
<tr>
<td>Sun May 9</td>
<td>Commencement</td>
</tr>
<tr>
<td>Tue May 11</td>
<td>Faculty deadline for submitting Spring 2010 grades (submit by 10:00pm)</td>
</tr>
<tr>
<td>Thu May 13</td>
<td>Spring Grades available in OneStart</td>
</tr>
<tr>
<td>Thu May 13</td>
<td>Transcripts with Spring grades available</td>
</tr>
</tbody>
</table>
# 2010-2011 Psychology Department Classes

The following table is based on a 3-year master curriculum plan created by the Psychology Department in fall 2008. An “X” in the Fall, Spring, or Summer column indicates that the department plans to offer that class during that semester. The purpose of this plan is to enable the department to offer a predictable pattern of classes to its students that will help them create accurate semester-by-semester plans to graduate in a timely manner. However, this plan is not guaranteed because of unanticipated changes in enrollment patterns and teaching personnel.

**Important Note:** Students who are finishing their major and who need to complete specific classes to fulfill specific requirements (e.g., a capstone lab for a B.S. degree) should contact the instructors of these classes at least one semester prior to the semester when they plan to enroll to insure the accuracy of this table.

<table>
<thead>
<tr>
<th>Class #</th>
<th>Class Title</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>B103</td>
<td>Orientation to a Major in Psychology</td>
<td>X</td>
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<tr>
<td>B104</td>
<td>Introduction to Psychology as a Social Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>B105</td>
<td>Introduction to Psychology as a Biological Science</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B292</td>
<td>Readings and Research in Psychology *</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B305</td>
<td>Statistics</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>B307</td>
<td>Tests and Measurement</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>B310</td>
<td>Life Span Development</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B311</td>
<td>Introductory Laboratory in Psychology</td>
<td>X</td>
<td>X</td>
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<tr>
<td>B320</td>
<td>Behavioral Neuroscience</td>
<td>X</td>
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<tr>
<td>B322</td>
<td>Introduction to Clinical Psychology</td>
<td>X</td>
<td></td>
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<tr>
<td>B334</td>
<td>Perception</td>
<td>X</td>
<td></td>
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<tr>
<td>B340</td>
<td>Cognition</td>
<td>X</td>
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<tr>
<td>B344</td>
<td>Learning</td>
<td>X</td>
<td></td>
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<tr>
<td>B356</td>
<td>Motivation</td>
<td>X</td>
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<tr>
<td>B358</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>B360</td>
<td>Child and Adolescent Psychology</td>
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<td>X</td>
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<tr>
<td>B365</td>
<td>Stress and Health</td>
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<tr>
<td>B366</td>
<td>Concepts and Applications in Organizational Psychology</td>
<td>X</td>
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<tr>
<td>B368</td>
<td>Concepts and Applications in Personnel Psychology</td>
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<tr>
<td>B370</td>
<td>Social Psychology</td>
<td>X</td>
<td>X</td>
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<tr>
<td>B375</td>
<td>Psychology and Law</td>
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<tr>
<td>B376</td>
<td>Psychology of Women</td>
<td>X</td>
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<tr>
<td>B380</td>
<td>Abnormal Psychology</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>B386</td>
<td>Introduction to Counseling</td>
<td>X</td>
<td></td>
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<tr>
<td>B394</td>
<td>Drugs and Behavior</td>
<td>X</td>
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<tr>
<td>B396</td>
<td>Alcohol, Alcoholism, and Drug Abuse</td>
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<td>B398</td>
<td>Brain Mechanisms of Behavior</td>
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<tr>
<td>B420</td>
<td>Humanistic Psychology</td>
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<tr>
<td>B421</td>
<td>Internship in Psychology *</td>
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<tr>
<td>B422</td>
<td>Professional Practice in Psychology *</td>
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<tr>
<td>B433</td>
<td>Capstone Laboratory in Applied Psychology</td>
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<tr>
<td>B424</td>
<td>Theories of Personality</td>
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<tr>
<td>B454</td>
<td>Capstone Seminar in Psychology</td>
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<tr>
<td>B462</td>
<td>Capstone Practicum in Industrial/Organizational Psychology</td>
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<tr>
<td>B471</td>
<td>Capstone Laboratory in Social Psychology</td>
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<tr>
<td>B482</td>
<td>Capstone Practicum in Clinical Psychology</td>
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<tr>
<td>B492</td>
<td>Readings and Research in Psychology *</td>
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<tr>
<td>B499</td>
<td>Capstone Honors Research * (This is a two-semester class that requires an application procedure in April, prior to the first Fall semester.)</td>
<td>X</td>
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</tbody>
</table>

* Students who wish to enroll in these classes must have a topic, project, or internship site in mind and a faculty member who is willing to sponsor them.
How to Choose Your *Electives* Wisely

You can choose your electives in one of two ways. The **first** is to select electives that are easy, that your friends are taking, or that fit conveniently into your schedule. Unfortunately the only thing you will gain from choosing electives in this manner is credit toward graduation. Unless you view your diploma as just a fancy piece of paper you are buying one credit hour at a time, this is not a wise strategy. The **second**—and much wiser—strategy is to enroll in electives that will help you develop the knowledge, skills, and characteristics you will need to enter and thrive in your chosen career and that will set you apart from the other 88,000 students who graduate with a bachelor’s degree in psychology every year. With this many psychology majors competing for jobs and graduate school, it is imperative that your credentials (i.e., your transcript and resume) reflect more than that you have fulfilled the minimum requirements for your bachelor’s degree. Take a careful look at the list of electives on the next two pages and pick out a few that will strengthen your ability to portray yourself as someone who knows what you want to do and who has made wise choices in preparation for that goal. For example, if you are **considering a career in which you will work with juvenile offenders**, you should consider the following classes listed under the departments that offer them.

**Criminal Justice**
- Juvenile Justice
- Corrections in the Community
- American Criminal Justice System
- Mentoring Juveniles as a Form of Aftercare

**Sociology**
- Juvenile Delinquency and Society
- Crime and Society
- Deviance and Social Control
- AIDS and Society
- Sexuality and Society
- Control of Crime
- Urban Sociology
- The Family
- Alienation and Anxiety in Modern Society

**Social Work**
- Introduction to Case Management
- Crisis Intervention
- Social Service Delivery Systems

**Communications Studies**
- Listening
- Nonverbal Communication
- Persuasion
- Intercultural Communication

**Physical Education**
- Drug Use in American Society
- Human Sexuality

**Anthropology**
- Urban Anthropology

**Music**
- Special Topics in Popular Music

**Public Affairs**
- Urban Problems and Solutions
- Personal Career Planning

**English**
- Literature for Adolescents

Successfully completing classes from this list can enable you to:
- understand the environmental factors that have placed your young clients at risk
- identify the personal, social, and cultural challenges they face
- comprehend the legal system in which they are involved
- communicate with them more effectively
- develop rapport with them more successfully
- identify resources that can help them overcome their current problems
- help them learn how to plan wisely for their futures

It is well worth your time and effort to read the *Bulletin* (for class titles and descriptions) and the *Schedule of Classes* (to determine the classes that will be available the following semester) to discover a unique constellation of electives that will convince a potential employer or a graduate school admissions committee that you are the most desirable candidate for the position or program for which you are applying. Do not leave these important decisions to chance. Take as much control over your future success as you can by creating yourself in the image of the person you want to become. Psychology majors at all schools across the country are required to take approximately the same set of psychology and general education classes, but the classes you choose to take (i.e., your electives) will help to set you apart from the crowd during the graduate school and job application process. Please be aware that some of the following classes may have prerequisites or be available only to those who are majoring in a particular academic area. Be sure to read the *Bulletin* and the *Schedule of Classes* to find out which classes are available to you.
Valuable Electives for IUPUI Psychology Majors

**Anthropology**
- Culture and Society
- Social and Cultural Behavior
- Human Growth and Development
- Gender in Cross-Cultural Perspective
- Anthropology of Aging
- Ethnic Identity
- Introduction to Folklore
- Introduction to American Folklore
- Urban Anthropology
- African American Culture
- Human Ecology
- Human Variation
- The Anthropology of Human Nature

**Art**
- Art Appreciation
- Photography
- Introduction to Electronic Media
- Advanced Digital Imaging
- Introduction to Computer Imagery

**Biology**
- Concepts of Biology II—Animals
- Introduction to Zoology
- The Biology of Women
- Human Biology
- Human Physiology
- Human Anatomy
- Introductory Principles of Genetics
- Introductory Immunology
- Principles of Ecology
- Behavioral Ecology
- Biological Chemistry
- Cellular Biochemistry

**Business**
- Basic Accounting Skills
- Personal Law
- Personal Finance
- Business and Society
- Small Business Entrepreneurship
- Organizational Behavior and Leadership
- Managing Behavior in Organizations
- Effective Negotiations
- Personnel—Human Resource Management
- Introduction to Marketing
- Marketing Research
- Buyer Behavior
- Advertising and Promotion Management
- Advertising Strategy
- Retail Management
- Sales Management
- Professional Selling
- Marketing Strategy
- Business Communications

**Chemistry**
- Principles of Chemistry I
- Principles of Chemistry II
- Experimental Chemistry I
- Experimental Chemistry II
- The Chemistry of Life

**Classical Studies**
- Beginning Latin I*
- Beginning Latin II*
- Medical Terms from Greek and Latin

**Communications Studies**
- Listening
- Interpersonal Communication
- Advanced Interpersonal Communication
- American Sign Language
- Business and Professional Communication
- Interview and Discussion for Business
- Parliamentary Procedure
- Argumentation and Debate*
- Discussion and Group Methods
- Advanced Topics in Small Group Discussion
- Persuasion
- Nonverbal Communication
- Organizational Communication
- Health Communication
- Health Provider-Consumer Communication
- Family Communication
- Communication and Conflict
- Intercultural Communication
- Personal Career Planning

**Computer Science**
- Programming Concepts
- Data Analysis Using Spreadsheets
- Introduction to Databases
- Introduction to Web Design
- Web Programming
- Introduction to Multimedia Programming

**Computer Technology**
- Using a Personal Computer
- Computer Information Systems
- Internet Skills
- Web Site Design
- Quantitative Analysis
- Problem Solving and Programming
- Using a Database Management System

**Criminal Justice**
- The American Criminal Justice System
- Evidence
- Murder in America
- The Juvenile Justice System
- Criminal Investigation
- The Criminal Courts
- Introduction to Criminalistics
- Introduction to American Law Enforcement
- Introduction to Corrections
- Criminal Law and Procedure
- Crime and Public Policy
- Corrections in the Community
- Police in the Community

**Economics**
- Current Economic Topics
- Current Economic Issues and Problems
- Urban Economics
- Health Economics
- Economics of the Labor Market

**Education**
- Infant Learning Environments
- Play as Development
- Classroom Learning Environments
- Examining Self as a Teacher
- Introduction to Exceptional Children
- Introduction to Mental Retardation
- Education of Children with Learning Problems

**English**
- Language Awareness
- Social Speech Patterns
- Popular Culture
- Studies in Popular Literature and Mass Media
- Children’s Literature
- Literature for Adolescents
- The English Language
- Twentieth-Century American Fiction
- Black American Writing
- American Ethnic and Minority Literature
- English Grammar Review
- Professional Writing Skills
- Writing in Context*
- Writing in the Arts and Sciences
- Business and Administrative Writing
- Business Correspondence
- Theories and Practices of Editing

**Geography**
- Introduction to Human Geography
- World Geography
- Global Environmental Change
- Human Impact on Environment
- Urban Geography
- Environmental Conservation

**Geology**
- Environmental Geology
- Environmental Problems
- Introduction to Oceanography

**History**
- Origins of Modern America
- American Urban History
- History of Black Americans
- History of Mexico
- Sex Roles and Society in American History

**Journalism**
- Writing for Publication
- Reporting, Writing, and Editing
- Visual Communication
- Introduction to Public Relations
- Feature Writing
- Principles of Creative Advertising
- Retail and Direct Advertising
- Problems in Advertising
- Public Opinion

**Labor Studies**
- Survey of Labor and Collective Bargaining
- Contemporary Labor Problems
<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Physical Education</th>
<th>Political Science</th>
<th>Public Affairs</th>
<th>Public Health</th>
<th>Religious Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Labor and Society</td>
<td>- Human Sexuality</td>
<td>- Principles of Political Science</td>
<td>- Urban Problems and Solutions</td>
<td>- Contemporary Health Issues</td>
<td>- Introduction to Religion</td>
</tr>
<tr>
<td>- Survey of Employment Law</td>
<td>- Marriage and Family Interaction</td>
<td>- Introduction to American Politics</td>
<td>- Introduction to Public Affairs</td>
<td>- Health Systems Administration</td>
<td>- American Religion</td>
</tr>
<tr>
<td>- Workplace Discrimination</td>
<td>- First Aid and Emergency Care</td>
<td>- Contemporary Political Topics</td>
<td>- Career Development</td>
<td>- Principles of Epidemiology</td>
<td>- Comparative Religion</td>
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<tr>
<td>- Grievance Representation</td>
<td>- Principles of Lifestyle Wellness</td>
<td>- Introduction to Law</td>
<td>- Personal Career Planning</td>
<td>- Community Health Education</td>
<td>- Religion and Imagination</td>
</tr>
<tr>
<td>- Collective Bargaining</td>
<td>- Personal Health</td>
<td>- Introduction to International Relations</td>
<td>- Managing Workforce Diversity</td>
<td>- Long Term Care Administration</td>
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<tr>
<td>- Class, Race, Gender, and Work</td>
<td>- Healing Art of Yoga</td>
<td>- Urban Politics</td>
<td>- Community Development</td>
<td>- Legal Aspects of Health Care Administration</td>
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<tr>
<td>- Mathematics</td>
<td>- Weight Loss and Exercise</td>
<td>- Political Behavior</td>
<td>- Interpersonal Relations in the Workplace</td>
<td>- Managed Care</td>
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<tr>
<td>- Algebra*</td>
<td>- Human Nutrition</td>
<td>- Voting, Elections, and Public Opinion</td>
<td>- Community Development Workshop</td>
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<tr>
<td>- Finite Mathematics*</td>
<td>- Current Trends in Nutrition</td>
<td>- Judicial Politics</td>
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<tr>
<td>- Brief Survey of Calculus</td>
<td>- Health Problems in the Community</td>
<td>- The Media and Politics</td>
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<tr>
<td>- Elementary Concepts of Mathematics*</td>
<td>- Organization of Health Education</td>
<td>- Latin American Politics</td>
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<tr>
<td>- Elementary Statistical Methods I and II</td>
<td>- Community Health Education</td>
<td>- Middle Eastern Politics</td>
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<tr>
<td>- Introductory Probability</td>
<td>- Introduction to Sport Psychology</td>
<td>- Political Decision Making</td>
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<tr>
<td>- Military Science</td>
<td>- Motor Learning</td>
<td>- Public Policy Analysis</td>
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<tr>
<td>- Introduction to Leadership</td>
<td>- Introduction to Community Recreation</td>
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<tr>
<td>- Self/Team Development</td>
<td>- Dynamics of Camp Leadership (Wisconsin)</td>
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<tr>
<td>- Leadership Challenges and Goal Setting</td>
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<tr>
<td>- Leading Small Organizations</td>
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<tr>
<td>- Music</td>
<td>- Nutrition and Dietetics</td>
<td>- Physical Education</td>
<td>- Political Science</td>
<td>- Public Affairs</td>
<td>- Religious Studies</td>
</tr>
<tr>
<td>- Psychology of Music</td>
<td>- Diet Therapy</td>
<td>- Our Physical Environment</td>
<td>- Principles of Political Science</td>
<td>- Urban Problems and Solutions</td>
<td>- Introduction to Religion</td>
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<tr>
<td>- Introduction to Music Fundamentals</td>
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<td>- General Physics I</td>
<td>- Introduction to American Politics</td>
<td>- Introduction to Public Affairs</td>
<td>- American Religion</td>
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<td>- Music for the Listener</td>
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<td>- General Physics II</td>
<td>- Contemporary Political Topics</td>
<td>- Career Development</td>
<td>- Comparative Religion</td>
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<tr>
<td>- History of Rock ‘n’ Roll Music</td>
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<td>- Introduction to Law</td>
<td>- Personal Career Planning</td>
<td>- Religion and Imagination</td>
</tr>
<tr>
<td>- Special Topics in Popular Music</td>
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<td>- Introduction to Public Policy</td>
<td>- Managing Behavior in Public Organizations</td>
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<tr>
<td>- New Media</td>
<td>- Nutrition and Exercise</td>
<td></td>
<td>- Introduction to International Relations</td>
<td>- Managing Workforce Diversity</td>
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<tr>
<td>- Introduction to Digital Media Principles</td>
<td>- Nutritional Sciences and Health</td>
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<td>- Family Law for Paralegals</td>
<td>- Social Policy and the Aging</td>
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<td>- Topics in Interactive Multimedia</td>
<td>- Diet Therapy</td>
<td></td>
<td>- Urban Politics</td>
<td>- Community Development</td>
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<tr>
<td>- Introduction to Computer Simulation</td>
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<td>- Political Behavior</td>
<td>- Interpersonal Relations in the Workplace</td>
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<tr>
<td>- Team Building in Technology</td>
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<td>- Voting, Elections, and Public Opinion</td>
<td>- Community Development Workshop</td>
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<tr>
<td>- Game Design, Development, and Production</td>
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<td>- Judicial Politics</td>
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<tr>
<td>- Organizational Leadership and Supervision</td>
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<td>- The Media and Politics</td>
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<td>- Supervisory Leadership</td>
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<td>- Latin American Politics</td>
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<td>- Human Behavior in Organizations</td>
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<td>- Middle Eastern Politics</td>
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<td>- Ethical Decisions in Leadership</td>
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<td>- Political Decision Making</td>
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<td>- Applied Leadership</td>
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<td>- Public Policy Analysis</td>
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<td>- Leadership for a Global Workforce</td>
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<td>- Occupational Safety and Health</td>
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<td>- Supervisor Management</td>
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<td>- Training Methods</td>
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<td>- Personnel Supervision</td>
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<td>- Human Resource Management</td>
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Classes marked with an asterisk (*) provide valuable preparation for the Graduate Record Exam (GRE).
Earning a bachelor’s degree in psychology from IUPUI is an academic journey that begins when you are admitted to the School of Science and ends when you graduate and enter graduate school or the job market. Like any other important trip, this voyage consists of a series of stages that require careful planning and preparation. The Undergraduate section of IUPUI’s Psychology website contains the following graphical journey that will help you understand the step-by-step nature of this process and introduce you to the resources that can make your journey to a degree in psychology a successful and self-actualizing experience. Please go to www.psych.iupui.edu/undergraduate to view this graphic and click on the heads it contains to begin your academic journey in cyberspace.

An Important **Caution** Regarding the **Responsibility** of Advisees During the Advising Process

Please understand that academic advisors do not make decisions for you. Academic advisors provide you with the most accurate information available to them, and they work with you to create a realistic plan to accomplish your educational and career goals. However, the educational choices you make are yours and the responsibility for knowing your degree requirements and fulfilling them in a timely and successful manner rests with you.
References


http://academicadvising.studentservices.dal.ca/Where%20to%20go%20for%20advising/How_should_I_prepare.php


http://www.science.psu.edu/advising/utilizingadvising/visitadviser.html

172 Careers of Interest to Psychology Majors


Careers that require a degree beyond the baccalaureate are followed by an asterisk. This list is not a finished product; it is a work in progress. If you discover errors or are aware of any online resources that would enrich this list, please share this information with the first author, who can be contacted at dappleby@iupui.edu.

Academic Counselor*
- DOT: http://www.occupationalinfo.org/04/045107010.html
- O*NET: http://online.onetcenter.org/link/summary/21-1012.00
- OOH: http://www.bls.gov/oco/ocos067.htm

Activities Director
- DOT: http://www.occupationalinfo.org/18/187117046.html
- O*NET: http://online.onetcenter.org/link/summary/39-9032.00
- Wild Card: http://education-portal.com/articles/Activities_Director_Job_Profile_and_Occupational_Outlook_for_an_Activity_Director.html

Admissions Evaluator
- DOT: http://www.occupationalinfo.org/20/205367010.html
- O*NET: http://online.onetcenter.org/link/summary/43-4199.00

Advertising Sales Representative
- O*NET: http://online.onetcenter.org/link/summary/41-3011.00
- Wild Card: http://www.hrvironment.com/hrjobdesc/SalesRepresentative.htm

Air Force Psychologist*

Alumni Director
- O*NET: http://online.onetcenter.org/link/summary/11-9033.00
- Wild Card: http://www.supportingadvancement.com/employment/job_descriptions/alumni/dir_alumni_relations.htm

Animal Trainer
- DOT: http://www.occupationalinfo.org/15/159224010.html
- O*NET: http://online.onetcenter.org/link/summary/39-2011.00

Army Mental Health Specialist
How to Request a Strong Letter of Recommendation from Dr. Appleby

A. The first step in this process is to ask me the following question: "Can you write me a strong letter of recommendation for a job or a graduate school application?" I can write anyone a letter of recommendation, but I unfortunately I cannot write everyone a strong letter of recommendation. I must be sufficiently familiar with you and your work—and your work must be of sufficient quality—so I can provide specific positive examples of the knowledge, skills, and characteristics that your potential employer or graduate school admissions committee is interested in knowing about you (i.e., they will not be impressed if I tell them what a good person you are, but fail to support my assertions with strong evidence). If my answer to this question is yes, then proceed to the next step. If my answer is no, it is not because I do not like you. It is because I sincerely believe that I cannot write you a letter that will help you to obtain a job or gain admission to graduate school.

B. Read the Information That Can Help Me Write You a Strong Letter of Recommendation for a Job (or Graduate School) form on the following pages very carefully. Then choose a minimum of six characteristics you would like me to comment on in your letter of recommendation, and give me very specific behavioral examples of what you have done during your undergraduate career that I can use as evidence to support these characteristics. For example, if you want me to say you possess teaching skills/potential (from the graduate school form), you may want to describe:

1. how you created a variety of test questions in your Tests and Measurements class,
2. the positive reviews you received for oral presentations you have made in my classes, and
3. that I selected you to serve as a TA in one of my classes, and that you created a new technique or strategy to help our students learn the material more effectively.

4. If you want me to say that you have shown initiative and persistence (from the job form), you may want to describe:
   a. how you proposed a new activity for the Psychology Club,
   b. wrote a proposal to obtain funding from student government,
   c. coordinated that activity with the psychology faculty, and
   d. successfully carried out the new activity.

5. Please be sure you describe actual behaviors that you have engaged in, not just descriptions of your personality characteristics (e.g., Don’t say that you are motivated and hard working because you possess a strong work ethic. Give me an example of something that you have actually done that will allow me to provide behavioral evidence of your motivation and hard work, such as the fact that you wrote a 20-page paper with 20 references in my class when I only required a 10-page paper with 10 references.)

6. It is not necessary to fill in all the blanks on these forms; no one possesses all these skills and characteristics. Give this task some careful thought. Your time will be well spent, and I will be able to write a stronger letter of recommendation because it will contain specific evidence to support your positive characteristics I will describe.

7. Obtain a manila file folder, print your name on the tab, and fill the folder with the following materials:
   a. a current and professional-looking copy of your resume or curriculum vitae
   b. your completed "Information That Can Help Me Write You a Strong Letter of Recommendation for a Job (or Graduate School)" form
   c. all of the recommendation forms you have received from your potential employers or graduate programs—make sure you have filled in all the parts of these forms you are supposed to complete (e.g., the program for which you are applying, your signature, the date, and the waiver form—I suggest you waive your right to see the letter)
   d. stamped envelopes that are addressed—typed, not printed—to each employer or graduate program (Exception: If you must include my letter in your application package, give me an envelope with your name and address on it so I can mail it to you.)

8. Write a list on the front of the file folder of each school or employer to which a letter is to be sent, followed by these four pieces of information:
   a. the deadline by which the graduate school or employer must receive my letter,
   b. where the letter is to be sent (i.e., the employer or graduate school or to you),
   c. if there is a form that I must complete in addition to my letter, and
   d. the specific graduate program (e.g., Master of Science in school psychology) or job (e.g., substance abuse counselor) for which you are applying

9. Write your telephone number and e-mail address on the folder so I can contact you if I need any clarifications.

C. Give me this folder at least one month before the earliest deadline of your letters so I have sufficient time to write an excellent letter of recommendation for you. Effective letters of recommendation take time to write, so please do not put me in the position of having to rush this important process. Please heed the old saying, “A lack of planning on your part does not constitute an emergency on my part.” It really is true.
Information That Will Enable Me to Write You a Strong Letter of Recommendation for Graduate School

Your name: ____________________________________________

Classes you took from me, and the grades you earned: ________________________________________

In what other capacities have you known me (e.g., as my advisee, my TA, etc.)?

________________________________________________________________________________________

The results of a survey of 143 graduate programs in clinical, experimental, and industrial-organizational psychology (Appleby, Keenan, & Mauer, 1999) indicated the following skills and characteristics (listed in order of their rated importance) are what these programs are most interested in learning about candidates from letters of recommendation. One of the most successful ways in which you can convince a graduate school admissions committee that you possess these skills and characteristics is to have the people who write your letters of recommendation describe you as a person who possesses them. In order to help me write the strongest letter I can for you, please provide me with a specific example of something you have done during your college career that will allow me to say that you possess these skills and characteristics and will also allow me to support my statement with specific evidence. For example, if you want me to say that you possess “teaching skills/potential,” you may want to describe how you created a variety of types of test questions in your Psychological Testing class, the oral presentations you made in your classes, and the fact that you volunteered to teach one of my classes while I was at a convention. It is unnecessary for you to fill in all the blanks; no one possesses all these skills and characteristics. Give this task some careful thought. Your time will be well spent, and I will be able to write you a stronger letter of recommendation.

Motivated and hard-working

________________________________________________________________________________________

High intellectual/scholarly ability

________________________________________________________________________________________

Research skills

________________________________________________________________________________________

Emotionally stable and mature

________________________________________________________________________________________

Writing skills

________________________________________________________________________________________

Speaking skills

________________________________________________________________________________________

Teaching skills/potential

________________________________________________________________________________________
Works well with others

Creative and original

Strong knowledge of area of study

Strong character or integrity

Special skills (e.g., computer or lab)

Capable of analytical thought

Broad general knowledge

Intellectually independent

Possesses leadership ability

Reference

Information That Will Enable Me to Write You a Strong Letter of Recommendation for a Job

Your name: ________________________________________________________________

Classes you took from me, and the grades you earned: ________________________________

In what other capacities have you known me (e.g., as my advisee, my TA, etc.)?

______________________________________________________________

A recent survey of employers (Appleby, 2000) willing to interview psychology majors indicated the following skills and characteristics (listed in order of their rated importance) are the most important in their hiring decisions. One of the best ways to convince a potential employer that you possess these skills and characteristics is for the people who write your letters of recommendation to describe you as a person who possesses them. Please provide me with specific examples of things you have done during your college career that will allow me to say that you possess these skills and characteristics and will also allow me to support my statement with specific evidence. For example, if you would like me to say that you have “shown initiative and persistence,” you may want to describe how you proposed a new activity for the Psychology Club, wrote a proposal to obtain funding from student government, coordinated that activity with the psychology faculty, and successfully carried out the new activity. It is not necessary for you to fill in all the blanks; no one possesses all these skills and characteristics in equal strength. Give this task some careful thought. Your time will be well spent, I will appreciate your effort and, I will be able to write you a stronger letter of recommendation.

Deals effectively with a wide variety of people

Displays appropriate interpersonal skills

Listens carefully and accurately

Shows initiative and persistence

Exhibits effective time management

Holds high ethical standards and expects the same of others

Handles conflict successfully
Speaks articulately and persuasively

Works productively as a member of a team

Plans and carries out projects successfully

Thinks logically and creatively

Remains open-minded during controversies

Identifies and actualizes personal potential

Writes clearly and precisely

Adapts easily to organizational rules and procedures

Comprehends and retains key points from written materials

Gathers and organizes information from multiple sources

Reference

Dear Members of the Admissions Committee:

I enthusiastically support John Smith’s application for admission into your PhD Program in Social Psychology. I have known John for three years as the director of his undergraduate program, his academic advisor, and his teacher. I will use this letter to describe his attainment of the following attributes that are crucial to success in a rigorous graduate program: motivated and hard working, high intellectual and scholarly ability, research skills, writing skills, speaking skills, teaching skills, collaboration skills, creative and original, strong knowledge of psychology, special skills, and leadership ability. I will also provide you with solid evidence that he has acquired and demonstrated each of these crucial characteristics and skills.

Motivated and Hard Working
In the summer of 2006, John took the initiative to visit my office to discuss how he could become involved in research within our department. My advice led him to accomplish all of the following activities in the following year: (1) complete our sequence of required method courses (i.e., Statistics and Introductory Laboratory in Psychology), (2) attend numerous campus sponsored workshops, (3) acquire a summer research fellowship, and (4) become a research assistant in Dr. Leslie Ashburn-Nardo’s lab. John has been engaged in an honors research thesis in the psychology department for over a year in which he has painstakingly designed an experimental paradigm to examine people’s responses to prejudice in situations where they have little or no power relative to a perpetrator. His hard work and motivation on this project has resulted in multiple talks given at conferences and it will be submitted for publication upon its completion later this year.

High Intellectual and Scholarly Ability
John’s high intellectual and scholarly ability is evident in the fact that he is working on an honors thesis of publishable quality, he earns consistently high grades in challenging classes (psychology GPA=4.0, including many grades of A+, and a cumulative GPA=3.7), and he has been named to the School of Science Dean’s List for the past seven semesters. John has also acquired a highly sought after position as an ad hoc reviewer for an international undergraduate research journal in psychology (Journal of Interpersonal Relations, Intergroup Relations and Identity), and he frequently gives conference presentations (5 talks/papers, 5 posters as an undergraduate). Furthermore, while serving as a student mentor in my classroom, John and I would regularly discuss both recent and classic research studies during break periods. I believe this demonstrates John’s strong academic interest, capacity to learn independently, and ability to comprehend intellectual topics.

Research Skills
John acquired two separate summer research fellowships, served as a research assistant to Dr. Leslie Ashburn-Nardo for two years, and wrote two successful grant proposals. He is currently collecting data for his honors thesis research for which he designed an experimental paradigm to examine people’s responses to prejudice in situations where they have little or no power relative to a perpetrator using MediaLab research software (which he learned to use by himself by reading the manual), successfully obtained IRB approval, wrote a procedure script, organized data files, and analyzed data using SPSS. John has given a total of 10 research presentations and posters during his undergraduate career. His work with the Bepko Learning Center (BLC) resulted in him becoming the first and only undergraduate co-chair of the Mentoring Research Committee (with a graduate student) for one year, during which they worked to improve the effectiveness of the BLC on campus and published a biannual campus-wide BLC bulletin. John received A's in Statistics and Introductory Laboratory in Psychology as well as an A+ in Tests and Measurements, which demonstrates his strong aptitude to learn and use research methods and designs.

Writing Skills
In my B103 Orientation to a Major in Psychology course, John authored a 63-page book, which he wrote in letter perfect APA style. Not only did he earn an A+ in my course, but I also awarded him multiple grades of 11 (out of 10 possible) for his writing excellence. Although he respectfully declined, I was so impressed with his writing ability that I invited him to be a teaching assistant in my class the following semester. As the co-chair of the BLC Mentoring Research Committee, John served as the chief editor of the University College Bepko Learning Center Instructor Manual, which was published electronically at http://uc.iupui.edu/learningcenter/staff_manual.asp. He also authored an article in the IUPUI University College Mentoring Bulletin titled “Expanding Mentor Research at IUPUI” and two of his research abstracts from BLC mentoring research projects were published in the Mentoring Bulletin as exemplars for students conducting research (available online: http://uc.iupui.edu/learningcenter/newsletter.asp).

Speaking Skills
As a B104 Psychology as a Social Science Mentor for three years, John spoke clearly and with fluent confidence several times each week to a classroom full of students. As an Academic Coordinator, he led sessions of training for new mentors each semester where he often spoke to over 80 mentors at a time. As previously noted, he has also presented 10 papers and posters at professional conferences.

Teaching Skills
As a B104 Mentor, John engaged my students in active learning by redirecting questions, prompting student responses, utilizing scaffolding techniques, and modeling successful student behaviors. In his tenure with the BLC, he successfully mentored over 450 students in just three years and eventually earned the title of Academic Coordinator, which required him to mentor and teach other mentors in the program. During the mentoring program’s B104 Exam Jams in which students attended lectures covering introductory psychology chapters given by B104 mentors, John frequently had high numbers in attendance at his review lectures over the social psychology chapter. Exam Jam was always one of John’s favorite mentoring activities because it allowed him to break into more of a “full teacher” role. While serving as the B104 mentor in my classroom, I asked him to teach my class while I was away at a conference. When I returned, my students commented on the excellent job that John had done. In culmination of his mentoring service, John was one of a very small group of students honored by IUPUI’s Chancellor at the 2009 New Student Welcome Ceremony for “Significant Impacts to First-Year Students’ Success” in which he was identified by many first-year students as a major contributor to their success in college. John has also served as a teaching assistant (TA) for three different courses: B310 Life-Span Development, B307 Tests & Measurements, and B380 Abnormal Psychology. His tasks as a TA include grading papers and exams, holding office hours and meeting with students, facilitating exam review sessions in a lecture hall, entering grades in an online grade book, communicating effectively with instructors as well as students, proctoring exams, and serving a role model for students. The chair of our department asked John to serve as a TA for two upper level classes in the same semester (B307 and B380) in order to help two graduate students who were teaching these courses for the first time because she was confident that he would be of significant help to them as they learned to teach. No other undergraduate psychology major in our department has ever been asked to serve in this crucial capacity before or since.

Collaboration Skills
As a B104 mentor and TA, John worked with six faculty members and three graduate students in our department. More than one mentor is assigned to each B104 class, which required him to effectively coordinate and communicate with other student mentors on a continual basis. His duties as an Academic
Dr. C. Appleby
Chair of the Mentoring Research Committee

In summary, I urge you to give John’s application for admission into your program your full attention. He is an experienced undergraduate researcher with outstanding teaching credentials and an immensely strong work ethic. He is exactly the type of student who makes faculty feel they have chosen the right profession.

Sincerely yours,

Drew C. Appleby, PhD
Professor of Psychology and Director of Undergraduate Studies
Online Resources for Academic Advisors

Resource #1

[http://www.psichi.org/Pubs/Articles/Article_80.aspx](http://www.psichi.org/Pubs/Articles/Article_80.aspx)

Resource #2

[http://www.psichi.org/Pubs/Articles/Article_108.aspx](http://www.psichi.org/Pubs/Articles/Article_108.aspx)

Nine More Online Resources for Academic Advisors

[http://www.psichi.org/Pubs/Articles/Article_107.aspx](http://www.psichi.org/Pubs/Articles/Article_107.aspx)


[http://www.psichi.org/Pubs/Articles/Article_59.aspx](http://www.psichi.org/Pubs/Articles/Article_59.aspx)


[http://www.psichi.org/Pubs/Articles/Article_172.aspx](http://www.psichi.org/Pubs/Articles/Article_172.aspx)

Appleby, D. C. (2003, Spring). Three degrees of separation from original knowledge that challenge psychology students as they enter and progress through their undergraduate programs. *Eye on Psi Chi, 7*(3), 34-37.

[http://www.psichi.org/Pubs/Articles/Article_366.aspx](http://www.psichi.org/Pubs/Articles/Article_366.aspx)


[http://www.psichi.org/Pubs/Articles/Article_341.aspx](http://www.psichi.org/Pubs/Articles/Article_341.aspx)


[http://www.psichi.org/Pubs/Articles/Article_567.aspx](http://www.psichi.org/Pubs/Articles/Article_567.aspx)


[http://www.psichi.org/Pubs/Articles/Article_613.aspx](http://www.psichi.org/Pubs/Articles/Article_613.aspx)


[http://www.psichi.org/Pubs/Articles/Article_849.aspx](http://www.psichi.org/Pubs/Articles/Article_849.aspx)