Department of Psychology

Information Packet

for

Psychology Majors

2013-2014
INFORMATION PACKET FOR BS PSYCHOLOGY STUDENTS

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WELCOME

We are pleased you are considering psychology as your major! As you probably know, psychology is the scientific study of human and animal behavior. Psychology professionals are interested in such diverse areas as drug addiction, obesity, sexual behavior, attitudes toward smoking, learning, individual growth, and adjustment, motivation, mental retardation, aggression, the dynamics of group behavior, physical performance, dreaming, memory, psychological disorders, and counseling. Psychology is a diverse field with both scientific and professional aspects. As a science, psychology focuses on research; experimental psychologists collect, quantify, analyze and interpret data describing human and animal behavior. As a profession, psychology focuses on the application of knowledge, skills and techniques to solve individual and social problems. Possible careers with a bachelor degree in psychology include case manager, social worker, career counselor, rehabilitation specialist, and psychiatric technician. According to a recent report by Carnevale, Strohl, and Melton, *What’s It Worth? The Economic Value of College Majors*, the median income for BS graduates who majored in psychology is $45,000.

The BS Psychology degree at Cameron University is dedicated to preparing students for the professional world and for graduate school. We have high standards, and we will work with you to reach those standards. You will have the opportunity to work with faculty members to do research and possibly publish or present the research at local and state-wide conferences. Research interests of the faculty include general experimental psychology, social psychology, developmental psychology, cognitive psychology, and counseling psychology.

This Information Packet has been prepared as a guide for students who are working toward a BS degree with a major in psychology. The intention is to put into one package many of the day-to-day and common information items that are needed by psychology majors.

The Information Packet is meant as a supplement to the *Cameron University Student Handbook*. It is not intended that any of the information stated herein be in conflict with or supersede established university policy.

We hope you will be as happy as we are with our decision to make psychology our life’s work!

Mary Dzindolet  Ralph Alexander  Ric Jerez  John Geiger  Joanni Sailor
Jenel Cavazos  Jeff Seger  Thom Balmer  Bob Milan  Alan Moore
Shaun Calix  Emily Cheshire  Adam Randell  Kerri Stephens

The Faculty of the Department of Psychology
DEPARTMENT OF PSYCHOLOGY
FACULTY & STAFF

Full-Time Faculty Members

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Adjunct Faculty Members
Please refer to the course syllabus for contact information.

<table>
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<tr>
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<th>Shannon Scholtz</th>
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PART I: MISSION STATEMENTS, PROGRAM OBJECTIVES, AND ASSESSMENT

MISSION OF CAMERON UNIVERSITY

Cameron University’s mission is to provide a diverse and dynamic student body access to quality educational opportunities; foster a student-centered academic environment that combines innovative classroom teaching with experiential learning; prepare students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and to be a driving force in the cultural life and economic development of the region.

MISSION OF THE DEPARTMENT OF PSYCHOLOGY

The mission of the Department of Psychology is to engage students in the scientific study of behavior, mental processes, and scientific methodologies which psychologists use to study principles of behavior.

To do this, the psychology program combines innovative classroom teaching with experiential learning. For example, students in PSY 4433 Psychological Research perform a literature review over a psychological topic, create appropriate hypotheses, design an experiment to test the hypotheses, execute the experiment, analyze the data, and present their research in an oral (poster presentation) and written format. The substantial knowledge of theory and findings presented in their coursework and the research experiences in courses such as PSY 4433 and 3313 prepare students for professional success in graduate programs. This knowledge of processes that govern behavior and an understanding of research methods will aid the students in becoming life-long learners and help them to make meaningful contributions to our rapidly changing world.

STUDENT LEARNING OUTCOMES FOR THE BS PSYCHOLOGY PROGRAM

In the BS Psychology program, students learn principles which govern human behavior. The specific program objectives include

Objective 1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology;

Objective 2: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation;
Objective 3: Students will evaluate information using critical analysis, skeptical inquiry, and the scientific approach; and

Objective 4: Students will understand and apply psychological principles to personal, social, and cultural issues.

The BS Psychology program is designed to meet the educational objectives of students who seek to enter psychology as a profession immediately after the Bachelor’s Degree and of students who plan to attend graduate school and then enter psychology as a profession. It is essential for students entering the profession of psychology with a BS and for those applying to graduate programs in psychology to possess knowledge of the major theories, findings, methods, and historical trends of psychology and to be able to apply this information in order to succeed. In addition, those applying to and succeeding in graduate school must have the ability to think critically and use the scientific approach.

In addition, the psychology program serves students who seek a general survey course in the field of psychology. To meet this need, the department regularly offers many sections of PSY 1113 General Psychology at a variety of times and days, and on several campuses (Lawton, Fort Sill, and Duncan).

ASSESSMENT OF STUDENT PERFORMANCE

In order to determine the extent to which the BS Psychology students are meeting the student learning outcomes listed above, we collect data from students as they progress through the program.

To assess your familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, we use the following measures:

**Pretest-Posttests.** You will be given a short exam in PSY 2113 History of Psychology, PSY 3353 Lifespan Human Growth and Development, PSY 3413 Psychology of Learning, PSY 4363 Abnormal Psychology, and PSY 4393 Personality during the first week of class (pretest). These items will be embedded in the course examinations or in the comprehensive final examination (posttest). We will compare your performances on the exams to determine how much you learned in the class. Our goal is that all psychology majors answer at least 70% of the items correct on the posttest.

**ACAT Scores on the History, Developmental, Learning, Abnormal, and Personality Subtests.** As part of PSY 4433 Psychological Research, you will be asked to go to the Testing Center to take the Area Concentration Achievement Tests (ACAT). You do not need to study for it. This test is given to senior psychology majors across the country. The ACAT has several subtests including History, Developmental, Learning, Abnormal, and
Personality. Upon completion of the ACAT, you will receive your subtest scores and a total score.

Scoring above the national norm is something to be proud of; you know more than most other psychology senior majors in the country!

Of the 43 psychology majors who took the ACAT last year, 33% of them scored above the national norm and 14% scored above the 90th percentile (i.e., only 10% of all the senior psychology majors across the country scored higher than these six Cameron University students). If you score above the 50th percentile, we will honor you with a certificate to recognize your accomplishment during the Psychology Mini-Conference held during finals week and post your picture on the Departmental website. According to the documentation provided with the ACAT:

The ACAT’s are produced as part of a national project housed at Austin Peay State University. Established in 1983 and expanded by a grant from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) in 1988, the project assists departments with outcome assessment. The ACAT is used at four-year institutions nationwide. Participating departments cover a broad range, some graduating fewer than five majors a year and others graduating several hundred. Both public and private institutions are participants. Faculty in participating departments are asked to submit items that they believe to be appropriate for graduating majors and that reflect mastery of the content base of the discipline. The ACAT’s use a random sample of the items submitted in each area. The selections are further refined to include only those items with acceptable psychometric parameters.

Our goal is that all of the psychology seniors will score within one-half a standard deviation of the national norm on the History, Developmental, Learning, Abnormal, and Personality subtests.

Exit Interview. In your senior year, you will be asked to complete a paper-and-pencil exit interview. You will let us know the extent to which you believe the program helped you to become familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology in the areas of Lifespan Human Growth and Development, Learning, Abnormal, and Personality Psychology.
To assess your understanding and ability to apply basic research methods in psychology, including research design, data analysis, and interpretation, we use the following measures:

**Pretest-Posttests.** You will be given a short exam in PSY 3423 Applied Quantitative Methods and PSY 4423 Experimental Psychology during the first week of class (pretest). These items will be embedded in the examinations or in the comprehensive final examination (posttest). We will compare your performances on the exams to determine how much you learned in the class. Our goal is that all psychology majors answer at least 70% of the items correct on the posttest.

**ACAT Scores on the Experimental and Statistics Subtests.** The ACAT includes a subtest focused on Experimental Psychology and a subtest focused on Statistics. Our goal is that all of the psychology seniors will score within one-half a standard deviation of the national norm on the Statistics and Experimental subtests.

**Psychological Research Poster.** In PSY 4433 Psychological Research, you will perform a literature review of a psychological topic and write a summary of the literature, create a hypothesis, design an experiment to test the hypothesis, secure approval from the department’s institutional review board, collect data, analyze and interpret the data, and present your research project in an APA paper and in a poster format at a Psychology Mini-Conference held during finals week. Many faculty members from the Department of Psychology will attend the conference and rate your poster. Our goal is that all psychology majors will be rated over 21 overall.

**Exit Interview.** In your senior year, you will be asked to complete a paper-and-pencil exit interview. You will let us know the extent to which you believe the program helped you to understand and apply basic research methods.
To assess your ability to evaluate information using critical analysis, skeptical inquiry, and the scientific approach, we use the following measures:

**Writing Assignments.** One of the assignments in your PSY 3353 Lifespan Human Growth and Development class will be used to assess your ability to evaluate information using critical analysis and skeptical inquiry. Several faculty members from the Department of Psychology will read your response to the assignment. Our goal is that all psychology majors will be rated over 70.

**Psychological Research APA Paper.** In PSY 4433 Psychological Research, you will perform a literature review of a psychological topic and write a summary of the literature, create a hypothesis, design an experiment to test the hypothesis, secure approval from the department’s institutional review board, collect data, analyze and interpret the data, and present your research project in an APA paper and in a poster format at a Psychology Mini-Conference held during finals week. Several faculty members from the Department of Psychology will read your APA paper and rate your paper. Our goal is that all psychology majors will be rated over 70.

**Exit Interview.** In your senior year, you will be asked to complete a paper-and-pencil exit interview. You will let us know the extent to which you believe the program helped you develop your ability to evaluate information using critical analysis, skeptical inquiry, and the scientific approach.

To assess your ability to understand and apply psychological principles to personal, social, and cultural issues, we use the following measures:

**Writing Assignments.** In PSY 3353 Lifespan Human Growth and Development, you will complete a writing assignment in which you will apply psychological principles to various personal, social, and cultural issues. Your performance will be graded using a rubric. Our goal is that all psychology majors will be rated over 70.

**Behavior Modification Assignment.** In PSY 3413 Psychology of Learning, you will complete an assignment in which you will apply basic conditioning principles to change a specific behavior. Your performance will be graded using a rubric. Our goal is that all psychology majors will be rated over 70.

**Exit Interview.** In your senior year, you will be asked to complete a paper-and-pencil exit interview. You will let us know the extent to which you believe the program helped you understand and apply psychological principles to personal, social, and cultural issues.
PART II: ACADEMIC ADVISING

ADVISORS

Psychology majors are assigned advisors based on the first letter of their last name:

<table>
<thead>
<tr>
<th>First Letter of Last Name</th>
<th>Advisor’s Name</th>
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Your advisor will recommend that you take PSY 1113 General Psychology early in your college career due to the fact that it is a prerequisite for all of the other psychology courses. Your advisor will also recommend that you begin early to clear all math deficiencies and complete MATH 1513 College Algebra due to the fact that it is a prerequisite for PSY 3423 Applied Quantitative Methods, which is a prerequisite for PSY 4433 Psychological Research. **Under no circumstances will students be allowed to concurrently enroll in MATH 1513 and PSY 3423 or to concurrently enroll in PSY 3423 and PSY 4433 or to concurrently enroll in PSY 4423 and PSY 4433.**
OFFICE HOURS

Every faculty member in the Department of Psychology has established a minimum of ten (10) scheduled office hours per week. The office hours of each faculty member are posted on the faculty member’s office door and on the office door of the Department of Psychology (NB 1053). There will be at least one faculty member present between 8:30 – 5:00 Monday through Friday.

REQUIRED CORE CLASSES

Regardless of your major, all students must complete the General Education requirements. Please see http://www.cameron.edu/catalog/general_ed.html for a list of the classes needed to graduate from Cameron University. In addition to these general education courses, you will complete 42 hours of psychology classes.

All psychology majors are required to successfully complete nine core courses (27 hours). Six of the core courses familiarize students with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology; three of the core courses are designed to provide students with an understanding of basic research methods in psychology, including research design, data analysis, and interpretation, and the ability to apply this knowledge to read and write empirical research articles and present a research project in a poster format.

Courses to Provide Familiarity with the Major Concepts, Theoretical Perspectives, Empirical Findings, and Historical Trends in Psychology

PSY 1113 GENERAL PSYCHOLOGY. A study of the basic facts and principles of behavior. No Prerequisites.

Please note that this is a prerequisite for all of the other psychology courses. At least ten different sections of PSY 1113 General Psychology are offered during the fall and spring semesters; at least one of the sections is offered in an on-line format. In addition, PSY 1113 is always offered in the summer.

PSY 2113 HISTORY OF PSYCHOLOGY. A study of modern psychology as a science with emphasis on past and present schools of psychological thought. Prerequisite: PSY 1113.

PSY 2113 History of Psychology is offered at least once during the fall and spring semesters. The course is offered in an on-line format in the summer and fall semesters of 2013, and it is often offered ITV.
Courses to Provide Familiarity with the Major Concepts, Theoretical Perspectives, Empirical Findings, and Historical Trends in Psychology (cont.)

PSY 3353  LIFESPAN HUMAN GROWTH AND DEVELOPMENT. Survey of the psychological changes across the life span. Cognitive, social, emotional, and physical changes from birth to death will be examined. Prerequisite: PSY 1113.

PSY 3353 Lifespan Human Growth and Development is offered at least once during the fall and spring semesters and is often offered in the summer. The course is offered in an on-line format in the spring semester of 2014, and it is often offered ITV.

PSY 3413  PSYCHOLOGY OF LEARNING. Investigations into the processes of learning in humans and animals. Emphasis is given to behavioral and cognitive approaches. Prerequisite: PSY 1113.

PSY 3413 Psychology of Learning is offered at least once during the fall and spring semesters and is often offered in the summer. The course is offered in an on-line format in the spring semester of 2014, and it is often offered ITV.

PSY 4363  ABNORMAL PSYCHOLOGY. The study of various abnormalities as described in DSM. Prerequisite: PSY 1113.

PSY 4363 Abnormal Psychology is offered at least once during the fall and spring semesters and is often offered in the summer. Although the course is not offered in an on-line format, it is often offered ITV.

PSY 4393  PERSONALITY. Factors determining and affecting personality, its development and assessment. Prerequisite: PSY 1113.

PSY 4393 Personality is offered at least once during the fall and spring semesters and is often offered in the summer. Although the course is not offered in an on-line format, it is often offered ITV.
Courses to Understand and Apply Basic Research Methods in Psychology, Including Research Design, Data Analysis, and Interpretation

PSY 3423 APPLIED QUANTITATIVE METHODS. A strong emphasis will be placed on inferential procedures used in published articles in psychological journals. Topics include correlational testing, linear regression, simple and factorial ANOVAs, tests for outliers, normalcy, randomness, heterogeneity of variance, and post-hoc analysis. Prerequisites: PSY 1113 and MATH 1513.

Please note that you cannot enroll in this class until you have successfully completed (grade “D” or greater) MATH 1513. PSY 3423 Applied Quantitative Methods is offered at least once during the fall and spring semesters, but it is never offered in the summer. It is not offered in an on-line format or through ITV.

PSY 4423 EXPERIMENTAL PSYCHOLOGY. Studies in the major designs, methods employed and problems in conducting experiments in psychological research. Prerequisites: PSY 1113.

PSY 4423 Experimental Psychology is offered at least once during the fall and spring semesters, but it is never offered in the summer. The course is offered in an on-line format in the fall of 2013.

PSY 4433 PSYCHOLOGICAL RESEARCH. Students will design and conduct a psychological research project of sufficient quality for conference presentation. Material covered will include APA format research ethics, data analysis and conference presentation preparation. Prerequisites: PSY 1113, grade of “C” or higher in PSY 3423, and grade of “C” or higher in PSY 4423.

Please note that you cannot enroll in this class until you have earned a grade of “C” or greater in both PSY 3423 Applied Quantitative Methods and PSY 4423 Experimental Psychology. Under no circumstances will students be allowed to enroll in PSY 4433 without successfully completing the prerequisites. PSY 4433 Psychological Research is offered at least once during the fall and spring semesters, but it is never offered in the summer. It is not offered in an on-line format or through ITV.
MAJOR ELECTIVES

In addition to the 27 hours of required core courses, psychology majors are required to successfully complete (grade of “D” or higher) five major elective courses (15 hours). Three of these major elective courses (9 hours) must be upper-division courses (i.e., 3000- or 4000-level courses). Each of the courses listed below is offered at least once in the fall and spring semesters; they are not regularly offered in the summer. Several of the courses are offered ITV; however, only PSY 3313 Cognitive Psychology and PSY 4323 Sensation and Perception are offered in an on-line format.

*Four of the major elective courses provide students with knowledge and expertise of basic experimental psychology:*

**PSY 3313 COGNITIVE PSYCHOLOGY.** Examines cognition involving language, thinking, problem solving, memory, intelligence, and categorization. Prerequisite: PSY 1113.

**PSY 3383 SOCIAL PSYCHOLOGY.** The study of human behavior as affected by social stimuli. Prerequisite: PSY 1113.

**PSY 4323 SENSATION AND PERCEPTION.** An in-depth study of the biological properties of sensory systems and major phenomena in sensation and perception (e.g., adaptation, brightness, color and binocular vision, audition, taste, touch, imagery, individual differences, time and motion, attention and theories of psychophysical judgment including STD and classical). Prerequisite: PSY 1113.

**PSY 4443 BIOPSYCHOLOGY.** Explains behavior in terms of the physiological events inside the body with emphasis on vision, audition, psychoactive drugs, eating, sex, and sleep. Prerequisite: PSY 1113.

*Five of the major elective courses provide students with knowledge and expertise of the application of psychology:*

**FAMS 2153 HUMAN SEXUALITY.** A general investigation of human sexuality against a background of changing sexual mores for a physiological, psychological, and sociological perspective. Exploration of current issues and implication for future trends in human interaction. Special emphasis on the development of healthy interpersonal relationships. No prerequisites.

**PSY 2223 APPLIED PSYCHOLOGY.** Psychological principles in relation to problems of Business, Industry, Education, Mental Health, or other human enterprises. Prerequisite: PSY 1113.
PSY 2373 INTRODUCTION TO HEALTH PSYCHOLOGY. Comprehensive inquiry focusing on the branch of psychology that concerns individual behaviors and lifestyles affecting a person’s physical health. Professional issues, gender and cultural issues, within an application orientation include: enhancement of health, the prevention and treatment of disease, the identification of health risk factors, the improvement of the health care system and the shaping of public opinion with regard to health. Prerequisite: PSY 1113.

PSY 3333 COUNSELING AND CLINICAL PSYCHOLOGY. An introduction to the helping profession for students considering counseling or clinical psychology as a career. Prerequisite: PSY 1113.

PSY 4313 PSYCHOLOGICAL TESTING. A general survey of the principles, backgrounds and procedures of psychological testing. Attention is given to interpretation of measuring instruments in the fields of personality and intelligence. Prerequisites: PSY 1113.

One of the major elective courses provides students with the opportunity to work with an individual faculty member on a research project. This class will never appear on the schedule in Aggie Access. To enroll in the class, complete the form in Appendix, secure a signature from the faculty member with whom you will perform research, and submit the form to the chair.

PSY 4453 PROFESSIONAL RESEARCH IN PSYCHOLOGY. Students will work individually with a department faculty member to develop and present a psychological research project of professional quality. The presentation will take place as a conference paper, conference poster, or by submission of a manuscript to a peer-reviewed psychological journal. Prerequisite: PSY 4423.

Students who enjoyed PSY 3353 Lifespan Human Growth and Development may consider selecting ONE of the following courses as a major elective course:

PSY 3363 PSYCHOLOGY OF EARLY CHILDHOOD. An in-depth study of the theories, research, and findings in the biological, psychological, and social development of early childhood (conception to age 5). Prerequisite: PSY 1113. This course will be offered most fall semesters.

OR

PSY 3373 PSYCHOLOGY OF MIDDLE CHILDHOOD AND ADOLESCENCE. An in-depth study of the theories, research, and findings in the biological, psychological, and social development of middle childhood (ages 6-12) and adolescence. PSY 1113. This course will be offered most spring semesters.

NOTE: Psychology majors may not include both PSY 3363 and PSY 3373 as major electives. If a psychology major completes both PSY 3363 and PSY 3373, one course will be used as a major elective; the other course will be used as a general elective or toward the Family Science minor.
CHOOSING A MINOR

All Cameron University students must select a minor. Please see the catalog at www.cameron.edu/catalog for a full listing of minors. Many psychology majors select Family Science as a minor.

To minor in Family Science, a psychology major completes

FAMS 1123 Family Relations

and

15 additional hours of courses chosen from:
- CRM 3603 Consumer Economics*,
- PSY 3363 Psychology of Early Childhood*,
- PSY 3373 Psychology of Middle Childhood and Adolescence*,
- FAMS 2153 Human Sexuality*,
- FAMS 3143 Parenthood Education,
- FAMS 4123 Marriage,
- FAMS 4143 Crisis Management and Resources,
- FAMS 4163 Healthy Aging,
- FAMS 4173 Functional Family Systems, and
- FAMS 4333 Current Issues in Family Diversity

*Please note that a course cannot be used to fulfill both a major and minor requirement. Therefore, PSY 3363, PSY 3373, and FAMS 2153 can be used to fulfill either the Family Science minor requirements or the Psychology major electives, but not both. However, a course can be used to fulfill both a General Education requirement and a major or minor requirement. Therefore, CRM 3603 can be used to fulfill both the Family Science minor requirement and the General Education Economics requirement.

For Those Interested in Becoming a Licensed Marital Family Therapist

If you are considering becoming a Licensed Marital Family Therapist (LMFT) in the State of Oklahoma, Cameron University’s Master of Science in Behavioral Sciences: Marriage and Family Track offers all the courses needed to meet the academic requirements. Of course, you will need to complete your BS in Psychology first. Students with this interest will benefit greatly from selecting Family Science as their minor and taking the following courses:

- FAMS 1123 Family Relations,
- FAMS 2153 Human Sexuality*,
- FAMS 3143 Parenthood Education,
- FAMS 4123 Marriage,
- FAMS 4143 Crisis Management and Resources, and
PSY 4331 EARN GENERAL ELECTIVE CREDIT ONLY

PSY 4331 **does not** count toward the 27 hours of required core courses or the 15 hours of major electives. Psychology majors may enroll in up to six credit-hours of PSY 4331-3 courses; the courses will count toward General Education Electives. Most of the PSY 4331 courses are weekend workshops that meet two Saturdays (usually in a row) from 8:30 – 4:30 (with a one hour break for lunch). The workshops focus on specific psychological topics thought to be of interest to the Cameron University student body and community. In the 2013-2014 academic year, look for:

- Understanding Loneliness
- Once a Warrior
- Depression: Signs, Symptoms, Causes, and Treatments
- Increasing Self Understanding through Group Work
- Psychology of Dreaming
- Stepfamilies
- Psychology of Love
- Theories of Therapy
- Communication and Conflict Resolution
- Death and Dying

**PSY 4331-3 SEMINAR IN PSYCHOLOGY.** Specific problems or issues of concern to psychology are given in depth exploration and analysis. A different topic may be presented each semester. (May be repeated for a total of six hours credit.)
PART III: GENERAL INFORMATION

ACADEMIC DISHONESTY

Honesty is a fundamental precept in all academic activities and you have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University, is therefore unacceptable, and is rigorously proscribed. Academic misconduct includes

A. Cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of student academic performance;

B. Assisting others in any such act; or

C. Attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the Code of Student Conduct and Academic Regulations of Cameron University: http://www.cameron.edu/student_development/student_conduct/. In order to advance the highest standards of academic excellence, and to establish high qualities of student learning, Cameron University employs academic software applications for the purpose of verifying scholarly originality.

PLAGIARISM

It is important that when you are writing a term paper or answering review questions that you give proper credit to the sources that you use. If you do not give proper credit to your sources, plagiarism has occurred.

All psychology majors are responsible for completing the Oklahoma University online academic integrity tutorial modules 1 through 4 at the following web address: http://libraries.ou.edu/help/tutorials/academicintegrity/player.html. (Module 5 does not need to be completed.) This online tutorial will familiarize you with what plagiarism is and how to avoid it.

Faculty members in the Department of Psychology view plagiarism as a very serious offense. Please be aware that all written work can be subject to a review using SafeAssign, the anti-plagiarism software used by the Cameron University. Departmental faculty members make a subjective judgment to determine if plagiarism has occurred and administer the following penalties to students who engage in plagiarism:

(1) The first plagiarism offense will result in a grade of 0 for the plagiarized assignment

(2) Additional plagiarism offenses will result in an automatic F for the course.

A record of plagiarism offenses will be kept by the Chair of the Department. There are no exceptions to these rules!
**INCLEMENT WEATHER**

The campus rarely closes due to inclement weather. Cancellations due to weather will be posted on: www.cameron.edu, KSWO-TV-7, or KCCU FM 89.3. Students should make their own informed decisions as to whether or not to come to class during inclement weather.

**IN AN EMERGENCY**

It is important that we all know what to do and where to go in the event of an emergency. If an emergency occurs on the Cameron University campus, please call **580-581-2911 RATHER THAN 911.** When you get a chance, please look over the information on the web pages of the Office of Public Safety on Cameron's website, especially the pages on tornado safety: www.cameron.edu/ops/tornadosafety.html. Physical Facilities has identified suitable protective areas within each of the university buildings:

If your classroom is in the center section of Nance Boyer, your protective areas are the basement mechanical room and the Psychology Department Office (1053).

If your classroom is in the south section of Nance Boyer, your protective areas are the second floor restrooms, and the interior core offices (1078, 1078A, and 1078K).

If your classroom is in Howell Hall, your protective areas are the first floor restrooms, Rooms 110, 113, and the reception area of Room 104.

If your classroom is in the Academic Commons, your protective areas are the first floor restrooms and Rooms 125, 127 and 128.

**WELLNESS CENTER**

The Student Wellness Center’s mission is to provide services that enhance the physical and mental health of CU students. Services available at the Student Wellness Center include medical care for acute conditions, mental health counseling, and interactive workshops. The Student Wellness Center is located in North Shepler Room 121 (581-6725).

In addition, the Student Wellness Center hosts a variety of other activities including free pregnancy testing and options counseling and massage therapy. Although faculty and staff members may use the massage therapy services for a fee, students have priority for massage appointments.

The Student Wellness Center is open from 8:00 to 5:00 Monday through Friday. Medical services are currently available Mondays and Wednesdays from 8:00 to 2:00, Tuesdays and Thursdays from 10:00 to 4:00, and Fridays from 8:00 to 1:00. Medical services are provided on a walk-in basis. Counseling services are available every weekday from 8:00 to 5:00. Counseling services are provided by appointment only. All students who are actively enrolled on the main
campus are eligible for medical services. All students who are enrolled at least ½ time on the Lawton or Duncan campuses are eligible for counseling services.

ACADEMIC LABS

The academic labs are provided to give students an opportunity to improve their academic skills. Students can increase their reading, study, test-taking, math, and writing skills with concentrated individual effort. The instructors in the labs are able to develop individual programs or to direct students to appropriate classes. Students are urged to take advantage of this free service whenever they need it but especially early in the semester when they have time to improve for that semester.

1. **READING LAB – NB 1008**
   This lab specializes in study skills, improvement of reading, and test-taking skills. Classes can be taken (classes meet in NB 1008 and are in the regular schedule of classes) or individualized programs can be developed with the instructor.

2. **WRITING LAB – NB 2060**
   This lab provides assistance for all types of writing. Students receive assistance for their individual writing problems.

3. **MATH LAB – BURCH 211**
   The instructors in this lab will assist students with their individual needs in mathematics.

STUDENT EVALUATIONS

Each semester, students will evaluate their instructors using IDEA evaluations. In face-to-face classes, a different faculty member than the instructor, the administrative assistant, or the chair will administer the evaluations. The instructor will not be in the room when the evaluation takes place. These evaluations are anonymous and the instructors will not see the results until after they have turned in their grade reports. All online and ITV courses will be evaluated with an online survey completed by the students in the course.

INCOMPLETE

A grade of “I” is appropriate only for students who, at the time of the last drop date, completed all the evaluative materials with a passing grade. Students who are not passing at this time should withdraw from the class. Incompletes will be given at the discretion of the instructor and are assigned sparingly and only in exceptional cases.
PROCEDURE FOR FORMAL COMPLAINTS BY STUDENTS

In the event that a dispute arises between a psychology major and a faculty member in the Department of Psychology, the psychology major is expected to follow the procedures detailed below.

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:

2. The department chair is contacted in person or by email. The department chair will schedule a meeting and will request a written complaint. If not resolved:

3. A written statement is filed with the Dean of the School of Education and Behavioral Sciences. The Dean will request a meeting. If not resolved:

4. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Student Services as appropriate.

All written complaints and resolutions will be kept on file for three years in the appropriate office.

GRADE INFLATION

Cameron University continually explores grade distributions to guard against grade inflation. Faculty members use a variety of assessment procedures to ensure that students’ abilities are evaluated appropriately.

FERPA

Faculty must adhere to the Family Educational Rights and Privacy Act (FERPA). Information concerning students must be treated in strict confidentiality as required by law. More details concerning FERPA are contained at the Student Services Office in North Shepler 324.
DEPARTMENTAL SCHOLARSHIPS

There are two types of scholarships: (1) fee waivers made available by the university and (2) scholarships given by outside organizations and civic groups. The Department of Psychology has a Scholarship Committee which is responsible for awarding all departmental scholarships. In the 2013-2014 academic year, the department will award:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>Criteria</th>
<th>Number Given</th>
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| Fee Waivers                          | $750 per semester       | 1. Oklahoma Resident  
2. Psychology Major  
3. Enrolled in at least 6 credit hours per semester  
4. Completed at least 30 hours at Cameron University but fewer than 128 hours total  
5. GPA is at least 3.0  
6. Financial Need (based on Personal Statement) | 2 per semester ($3,000 total) |
| Clothide Fulbright Scholarship       | $800 per semester       | 1. Psychology Major  
2. Full-Time Status  
3. Completed at least 30 hours at Cameron University but fewer than 128 hours total  
4. GPA is at least 3.0  
5. Financial Need (based on Personal Statement) | 6 per semester ($9,600 total) |
| Shaman Marie Wilson Scholarship      | $200 per semester       | 1. Psychology Major  
2. Full-Time Status  
3. Completed at least 30 hours at Cameron University but fewer than 128 hours total  
4. GPA is at least 3.0  
5. Financial Need (based on Personal Statement) | 1 per semester ($400 total) |
| LaTondra Sapp Textbook Scholarship   | $200 per semester to be spent on textbooks | 1. Active duty soldier stationed at Fort Sill, PFC - SGT (E3 - E5)  
2. Psychology Major  
3. Enrolled in at least 6 credit hours per semester  
4. Completed at least 30 hours at Cameron University but fewer than 128 hours total  
5. GPA is at least 3.0 | 1 per semester ($400 total) |

To apply for a departmental scholarship, please go to: [http://www.cameron.edu/financial_aid/gen_scholarship_app](http://www.cameron.edu/financial_aid/gen_scholarship_app). Be certain to complete the Personal Statement section of the application.

Please contact Dr. John Geiger, the Chair of the Scholarship Committee, for more information concerning the scholarships.
CODE OF STUDENT CONDUCT

The current Cameron University Student Handbook contains information about student services and the Code of Student Conduct. Conduct required and conduct prohibited appear in sections 2.01 and 2.02 of the Code of Student Conduct. Conduct that interferes with or disrupts any University teaching is considered prohibited behavior (see Section 2.02 h). Violations should be reported to the Director of Student Development who is responsible for administration of the student conduct. Before reporting a violation to the Director of Student Development, the faculty member should report the situation to the department chair. The chair may initiate a conference with the faculty member and/or the student.

PART IV: 2013-2014 ACADEMIC CONFERENCES

There are several different academic conferences that may be of interest to BS Psychology and MSBS students.

One exciting opportunity for Cameron students this academic year is that the Oklahoma Association of Marriage and Family Therapy New Professional – Student Conference will be held at Cameron University on Friday, November 1, 2013. All MSBS: Marriage and Family Track students should adjust their schedules so they can attend this exciting event.

In addition, the Department of Psychology has secured university funds to help students attend academic conferences. Please see Dr. Jeff Seger in NB 1043 for more information.

AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY THERAPY ANNUAL CONFERENCE (AAMFT)

October 17 – 20, 2013 in Portland, Oregon

The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy. It represents the professional interests of more than 24,000 marriage and family therapists throughout the United States, Canada and abroad. The clinical members meet rigorous standards for education and training and are held to the highest ethical standards of the profession. The theme for this year’s conference is Raising Vibrant Children.

Please go to www.aamft.org/annual conference for information regarding the annual conference registration.
OKLAHOMA ACADEMY OF SCIENCE (OAS)

November 8, 2013 at Cameron University in Lawton, Oklahoma

The mission of OAS is to stimulate scientific research through encouragement of fraternal relationships and the sharing of ideas among Oklahomans working in the sciences. It fosters knowledge through meetings and science related publications for all Oklahomans interested in the sciences. OAS also promotes the scope and relevance of science to state citizens through the investigation and publication of natural, educational, and other resources of the state. OAS counsels governmental and educational agencies on the advancement of state science programs and enlists participation by the private sector in scientific research and education. OAS is affiliated with the National Association of the Academies of Science and the American Association for the Advancement of Science.

Please go to http://oas.edu for more information about presenting and attending the OAS meeting.

OKLAHOMA ASSOCIATION OF MARRIAGE AND FAMILY THERAPY (OKAMFT) FIFTH ANNUAL STUDENT AND NEW PROFESSIONAL (SNP) CONFERENCE

Friday, November 1, 2013 at Cameron University in Lawton, Oklahoma

We are pleased to announce Cameron University has been selected to host the Sixth Annual Student and New Professional Conference as nominated by Shawna Horn, a Cameron MSBS graduate student who serves on the OKAMFT board as the Student representative. The SNP conference provides important information for students pursuing their license in Marital and Family Therapy as well as assisting new professionals with integrating into the community of professionals. More information is to come and will be advertised on the MSBS Graduate board as well as through the "Cameron University MFT" Facebook group.

The OKAMFT is a division of the AAMFT and strives to provide a collaborative voice and presence that promotes the profession of Marriage and Family Therapy and the well being of those served by MFTs through education, information, and support.

OKLAHOMA RESEARCH DAY

March 7, 2014 at University of Central Oklahoma in Edmond, OK

The Oklahoma Research Day will hold its 15th annual meeting on March 7, 2014 at the University of Central Oklahoma in Edmond. Research Day is a consortium event coordinated by Oklahoma's Regional Universities and is the premier academic research event in the State. The first Research Day in Oklahoma was held in 1999 and included 233 poster presentations by students and faculty from Oklahoma colleges and universities. Since then, the number of oral and
poster presentations has grown to over 660 with over 1,100 students, faculty, and guests in attendance.

For more information about the conference, please go to: http://www.okepscor.org/calendar/2014-oklahoma-research-day-university-central-oklahoma.

OKLAHOMA PSYCHOLOGICAL SOCIETY (OPS)

March or April, 2014

The mission of OPS is to provide a collegial environment for students to experience the communication of ideas. Students and faculty working together sponsor and participate in a state convention to encourage and develop psychological research. It is also a part of the mission to invite and host featured speakers so that students might be exposed to accomplished mentors in scientific psychology.

Please go to http://www.oklahomapsychologicalsociety.org/Annual_Conference.html for information about presenting and attending the OPS meeting. The Department of Psychology has funds to take many students to this conference.

SOUTHWESTERN PSYCHOLOGICAL ASSOCIATION (SWPA)

April 3 – 5, 2014 in San Antonio, Texas at the Hyatt Regency Hotel on the Riverwalk

SWPA works to promote and strengthen psychology's scientific, professional and educational facets. At its annual meeting, SWPA offers paper, poster, continuing education sessions, workshops, symposia, and invited talks. SWPA prides itself on serving the psychological community by providing access to scientific advances and professional development within a collegial atmosphere. Students are welcomed and treated as active and valued participants in the discipline.

Please go to http://www.swpsych.org/index.php for information about presenting and attending the SWPA meeting. The Department of Psychology has funds to take several students to this conference.

OKLAHOMA ASSOCIATION OF MARRIAGE AND FAMILY THERAPY (OKAMFT)

SPRING CONFERENCE

March or April, 2014

OKAMFT is a division of the American Association of Marriage and Family Therapy (AAMFT) and strives to provide a collaborative voice and presence that promotes the profession of Marriage and Family Therapy and the well being of those served by MFTs through education, information, and support. OKAMFT provides continuing education opportunities for members
and other mental health professionals through an annual conference in the spring. Trainings focus on theory, clinical application, and ethics.
Please go to http://www.okamft.org for information about attending this conference.

PART V: PSI CHI, THE HONOR SOCIETY FOR PSYCHOLOGY MAJORS

Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests, and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS).

Psi Chi functions as a federation of chapters located at about 1,100 senior colleges and universities in the U.S., Canada, the Caribbean, Ireland and New Zealand. The central office is located in Chattanooga, Tennessee. A Board of Directors, composed of psychologists who are Psi Chi members and are elected by the chapters, guides the affairs of the organization and sets policy with the approval of the chapters.

Psi Chi serves two major goals—one immediate and visibly rewarding to the individual member, the other slower and more difficult to accomplish, but offering greater rewards in the long term. The first of these is the society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is the obligation of each of the society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to members' creative development. For example, the chapters make active attempts to nourish and stimulate professional growth through programs designed to augment and enhance the regular curriculum and to provide practical experience and fellowship through affiliation with the chapter. In addition, the international organization provides programs to help achieve these goals, including society and regional conventions held annually in conjunction with the psychological associations, research award competitions, and certificate recognition programs.

The Society publishes a quarterly magazine, Eye on Psi Chi, which helps unite the members, inform them, and recognize their contributions and accomplishments. The quarterly Psi Chi Journal of Undergraduate Research fosters and rewards the scholarly efforts of undergraduate psychology students and provides a valuable learning experience by introducing them to the publishing and review process.

If you would like to become a member, please contact the Psi Chi faculty advisor, Dr. Jenel Cavazos in NB 1003 or by calling her at 580-581-5574 or by emailing her at jcavazos@cameron.edu. Psi Chi is operated by student officers and the faculty advisor. Together
they select and induct the members and carry out the goals of the society. All chapters register their inductees at the central office, where membership records are preserved for reference purposes. The total number of memberships registered at the central office is now over 500,000 lifetime members. Many of these members have gone on to distinguished careers in psychology.
Appendix

School of Education & Behavioral Sciences

PSY 4453 Request Form

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<td>Student Phone:</td>
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<tr>
<td>Department/Major:</td>
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<td>□ Psychology &amp; Human Ecology</td>
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<td>Instructor</td>
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<td>Dean</td>
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FOR OFFICE USE ONLY

Original: Instructor
Copies: School EBS Department

Section number: