INFORMATIONAL OVERVIEW:

AN UNDERGRADUATE MAJOR IN PSYCHOLOGY

Department of Psychology
Northern Illinois University
DeKalb, IL 60115
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Welcome to Psychology!

This handbook contains information for your success as a psychology major at NIU. It is strongly encouraged that you read this entire handbook carefully.

Advising Contact Information:

- For questions regarding the psychology degree, please make an appointment with a Psychology advisor by signing up for an appointment at the bulletin board outside Room 400, Dept. of Psychology, Psychology/Computer Science Bldg and/or call 753-0372 for assistance.

- To check your general education requirements and other college level requirements for graduation, please contact an advisor in the College of Liberal Arts and Sciences, Room 201, Zulauf Hall, 753-0114.

Reminders for the Psychology Major:

- Once you have officially declared your major either at the time of admissions to NIU or through a major form, you may confirm your major by reviewing your Academic Requirements on MyNIU.

- Don’t forget that there is a sequence of courses that must be taken:
  - First, complete a STAT course (208, 301, or 350) with a “C” or better.
  - Then you are eligible to register for PSYC 305, Research Methods.
  - After taking PSYC 305 and any content prerequisites, you are eligible to register for the PSYC lab courses (2 PSYC lab courses are required).

- PSYC 219 WILL count as a psychology elective for our majors beginning Fall 2015.

- If you are eligible for PSYC 305 or the lab courses, they should be the first courses you try to register for during your assigned registration time. They fill up quickly! If you try to register and do not get in, check to see if you are eligible to put your name on that semester's waiting list in the Main Office (Room 400). The waiting lists are only for PSYC 305 and PSYC laboratory courses. Being on the waiting list for one of these courses does not guarantee that you will get in.

- When registering for the lab courses, register for a lecture section and its corresponding lab section.
General Description

Psychology is one of the most sought after majors on campus. At present, approximately one out of every 20 undergraduates at NIU is either a psychology major or minor. The following provides information about the psychology major offered at Northern Illinois University. In very general terms, psychology deals with the scientific study of the brain and behavior. At its core, psychology is a research science that attempts to understand the behavior of all animals, with a primary focus on people. In addition to its research core, the discipline also includes professional applications for solving human problems. Psychology encompasses many areas, including behavior disorders, biological bases of behavior, emotions, human growth and development, intelligence/thinking, learning, sensation and perception, personality, and social behavior.

Snapshot. The department faculty's strong commitment to research is reflected through a variety of undergraduate courses which provide an in-depth understanding both of how science is conducted in addressing issues of pragmatic importance and of what constitutes the nature of scientific evidence, i.e., the ability to distinguish between scientifically gathered evidence vs. personal sentiment and public opinion. The laboratory courses acquaint students and provide hands-on experience with technological advances used to further the process of discovery and the acquisition of new information in psychology. Thus, students are provided with an opportunity to synthesize recent technological advances with the collection of data using a scientific approach in order to further the prediction, explanation, and understanding of human behavior. These are tools that are essential to equipping students with a means of inquiry to further life-long learning from an educated, critical, and informed perspective.

It is important to remember that a major in psychology at NIU is a general major designed to acquaint students with the basic information and methods related to the science of psychology. One objective of the program is to provide students with both classic and contemporary content in the discipline, including general knowledge of the principles underlying human behavior, behavioral development, biological/behavioral interactions, and social/psychological relationships. A second objective of the program is to familiarize students with the scientifically based methods by which the knowledge underlying our understanding of human behavior is advanced, that is, with the essential information about how to conduct scientific research within psychology. Consequently, the major is developed around a set of lecture and laboratory courses providing instruction in theory and in research techniques in the primary subject areas of psychology. There are no sub-specialty emphases at the undergraduate level such as clinical or experimental psychology. The bachelor's degree by
itself does not qualify one to be a professional psychologist; training as a professional psychologist will typically involve post-graduate work. Therefore, a third objective of the program is to provide appropriate training: a) to prepare those students who are qualified to do graduate work in psychology or in related fields (such as medicine, law, health/services research, social work, or business) to pursue their post-baccalaureate educational goals; and b) to help those students who are not planning to pursue advanced study to enter a number of psychology-related careers in both the public and private sectors. The route a student pursues after completion of undergraduate studies depends on the student's goals, abilities, interests, and ambitions.

**Snapshot.** We have almost 30 full-time faculty in the department (all with doctoral degrees) and offer an average of 25 different undergraduate psychology courses each semester within a variety of concentrations, including clinical psychology, child and developmental psychology, industrial/organizational psychology, school psychology, social psychology, behavioral neuroscience, learning, and cognition. Therefore our students have the opportunity to obtain breadth across areas as well as depth of training within key areas of psychology.

**Overview of Requirements Within the Major**

Within the department, the minimum credit requirement is 35 hours in lecture and laboratory research courses specifically in psychology. Some of these hours are targeted toward fulfilling specific types of requirements while others are elective hours. Students should discuss elective choices with an undergraduate faculty advisor. The elective hours in the psychology major permit students to exercise some degree of selection over courses which appear to be most appropriate for their post-degree plans. Students are encouraged to sample a variety of content courses across different areas of psychology.

**Snapshot.** Faculty with Ph.D.s in psychology provide direct instruction in virtually every undergraduate course taught within the department. Undergraduate students rate the quality of faculty instruction quite highly. The average classroom instructional rating received by faculty from undergraduate students is between very good and excellent on a five-point scale. Six of our faculty have been named as college finalists for the University Excellence in Undergraduate Teaching Award; two were a recipient of this university-wide award. Course capacities are purposely kept low (30 or fewer students) in the research methods and laboratory courses, as well as in all other 400-level courses, resulting in a low student-faculty ratio. Consequently, faculty contact with undergraduate students is maximized, along with more extensive feedback on the writing requirements in each class.
Students are also encouraged to seek out opportunities to participate in research projects through independent study (PSYC 485) under the individual direction of a faculty member and/or to obtain field-based experiences through enrollment in the department's cooperative education/internship course (PSYC 489).

Course requirements within the Dept. of Psychology are the same for the bachelor of science and bachelor of arts degrees, but there are substantial differences between the bachelor of arts and bachelor of science degree with respect to required course work outside of the department. In the back of this handout are worksheets indicating the university, college, and departmental requirements for the B.A. (p. 15) and B.S. (p. 16) degrees. To select a degree program, students should consider their background, interests, and strengths in foreign language, mathematics, and science. For example, students interested in higher-level mathematics may find the math courses in the bachelor of science program interesting and a useful compliment to the psychology courses. On the other hand, students with interest in a foreign language may find the foreign language requirement of the B.A. degree helpful in the bilingual consideration for many positions. With respect to career interests, both the bachelor of arts and bachelor of science degree students will receive training to prepare them to pursue graduate study in a number of fields, although students with bachelor of science degrees are usually better prepared to pursue training in those fields which require a strong math/science background.

For the bachelor of arts in psychology, a statistics course is required outside the department. The minimum total required hours for the bachelor of arts is 38 (35 hours in psychology plus 3 hours in statistics). In addition, the university maintains a special foreign language requirement which must be met by candidates for the B.A. degree. Typically, this consists of four semesters of one foreign language at the college level. A student with experience in a foreign language (i.e., high school course credit) should contact the College of Liberal Arts and Science’s advising office (815-753-0114) to see if he or she can receive full or partial credit for this requirement.

Students who are interested in pursuing the bachelor of science in psychology choose one of three different groups of courses outside of the psychology. Many of these courses have prerequisites (see page 5). For **Group 1**, the student must take a finite math course (MATH 210), a calculus course for business and the social sciences (MATH 211), an upper division statistics course (STAT 301), and a department-approved computer science (programming) course (CSCI 210, 220, 230, 240, or 250). For **Group 2**, the courses are calculus I and II (MATH 229 and 230), a course in probability and statistics (STAT 350), and an approved computer science (programming) course (CSCI 210, 220, 230, 240, or 250). For **Group 3**, the courses are the calculus course for business and social sciences (MATH 211), an upper division statistics course (STAT 301), and ONE seven to nine hour sequence of courses in the Department of Biological Sciences, Chemistry, or Physics. These involve an approved two-semester laboratory sequence in one of the aforementioned departments, but please see the
course catalog or the BS worksheet on page 17 for further details. The minimum total required hours for the bachelor of science is 49 (35 hours in psychology plus 14 hours in math and computer science for groups 1 and 2, or 14-16 hours in math and science for group 3).

**Important Courses to Take Early**

Because several of the required courses in the program have pre- or co-requisite courses which themselves often have prerequisite courses, there are particular courses which a student should plan to take early in one's college program. It is important to plan the program of courses early, especially those parts which involve the psychology laboratory course requirements and the series of prerequisites involving Math/Stat, Research Methods, and relevant 300-level PSYC courses (e.g., 300, 315, 316, 324, 332, 345, 372) which lead up to them. Failure to fulfill these prerequisites early can lead to problems during the senior year and a delay in meeting graduation requirements. Courses to take early include:

- **PSYC 102**, Introduction to Psychology, serves as a prerequisite for almost all courses in the department that can be applied toward the major and should be taken very early in one's college program.

**For the B.A. degree**

- **STAT 208**. This course should be taken by the end of the sophomore year. There is no math prerequisite for this course. Many statistic courses offered at junior colleges articulate as STAT 208. (Note that if the student wishes to take STAT 301 instead of STAT 208, there is a math prerequisite for that course: **MATH 206**, Introductory Discrete Mathematics, or **MATH 210**, Finite Mathematics, or **MATH 211**, Calculus for Business and Social Science, or **MATH 229**, Calculus.)

**A grade of "C" or better in the statistics course is required for PSYC 305.**

- **PSYC 305**, Research Methods, is a prerequisite course for the required laboratory courses in the psychology major. It should be taken by the end of the junior year so that the student may take only one laboratory course per semester during the senior year.

A number of 300-level PSYC courses (e.g., 300, 315, 316, 324, 332, 345, 372) serve as prerequisites for laboratory and other 400 level PSYC courses.

Foreign language sequence of courses. (The Foreign Languages department can be reached at 753-1501)
For the B.S. degree

Prerequisite MATH COURSES. It is important to plan ahead and take the prerequisite(s) for the math course(s) that are required in the intended group early in your degree plan. The most demanding in this regard is Group 2 which requires STAT 350. STAT 350 has MATH 230 as a prerequisite, which has MATH 229 as a prerequisite. MATH 229 has MATH 155 or satisfactory placement on the math placement test as a prerequisite—and MATH 155 lists MATH 110 as a prerequisite course! Thus, the necessary sequence of math courses must be started very early in one's college program. See the Northern Illinois Catalog for a listing of all course prerequisites.

STATISTICS COURSES. The statistics courses required by the B.S. degree—either Introduction to Statistics (STAT 301; Groups 1 and 3), or Introduction to Probability and Statistics (STAT 350; Group 2)—have their own prerequisite courses and are also required for PSYC 305, Research Methods.

A GRADE OF "C" OR BETTER IN THE STATISTICS COURSE IS REQUIRED FOR PSYC 305.

PSYC 305, Research Methods, is a prerequisite course for the required laboratory courses in the psychology major. It should be taken by the end of the junior year so that the student may take only one laboratory course per semester during the senior year.

A number of 300-level PSYC courses (e.g., 300, 315, 316, 324, 332, 345, 372) serve as prerequisites for laboratory and other 400 level PSYC courses.

GROUP 3 ONLY: Your choice of a 7- to 9-hour approved laboratory sequence in the Biological Sciences, Chemistry, or Physics (NOTE: you select and complete only ONE sequence). Some of these courses have prerequisites which will need to be taken early in one's program.

Please note that if you want to take one of the two required psychology laboratory courses per semester during your senior year, PSYC 305 must be completed during the junior year.

IMPORTANT ADVICE FOR EVERYONE: Register as early as possible because some classes fill up quickly, especially the research methods and laboratory courses.
Program of Study.

Psychology is a strong major which will provide you with an excellent background in the content areas of the discipline as well as in scientific methodology and overall critical and analytical thinking. Undergraduate majors should take advantage of the resources within the department to enrich your education. Psychology majors should consult with a psychology advisor starting their junior year, and they should continue to meet once each semester with a psychology advisor regarding course schedule and other academic plans. Elective courses within the department should be selected in consultation with your advisor taking into account your interests and post-graduation plans. Be sure to see your advisor before rather than after problems develop or timelines pass by. Let your advisor become well enough acquainted with you so that he/she will be able to write a letter of reference for you should you need one later. Appointments for advisement may be made by signing up at the bulletin board outside of Room 400, Department of Psychology, Psychology/Computer Science Building, or call 753-0372 for assistance.

The average number of years students take to complete the undergraduate major in psychology depends upon a number of factors. Such factors include, but are not limited to, a) the point during one’s program when one declares psychology as a major and begins to take the required and elective courses in psychology, b) the average number of credit hours successfully completed each semester, and c) for transfer students, the number of hours which successfully transfer to and satisfy NIU and specific departmental requirements.

The following schedule is recommended to complete the psychology major’s requirements for graduation from NIU in 4 years. Meet with an advisor from LA&S to review other University Requirements.

Year One
PSYC 102 – Introduction to Psychology

Year Two
Statistics Course (STAT 208, 301 or 350)
1-2 PSYC ELEC *

Year Three
3-4 PSYC ELEC *
PSYC 305 – Research Methods

Year Four
2 PSYC ELEC *
2 Laboratory Psychology Courses ^
PSYCHOLOGY ELECTIVES:

* = elective course fulfills prerequisite for one or more lab courses.

*225 Lifespan Development: Childhood Through Adulthood - Prereq: PSYC 102
*245 Thinking - Prereq: PSYC 102
*300 Introduction to Brain and Behavior - Prereq: At least sophomore standing and PSYC 102, or consent of department

306 Advanced Research Methods – Prereq: At least sophomore standing, PSYC 102, a grade of C or better in a statistics course (STAT 208, STAT 301, or STAT 350) and PSYC 305, or consent of department.

*315 Behavior Disturbances in Children - Prereq: At least sophomore standing and PSYC 102, or consent of department

*316 Introduction to Psychopathology - Prereq: At least sophomore standing and PSYC 102, or consent of department

*324 Developmental Child Psychology - Prereq: At least sophomore standing and PSYC 102, or consent of department

*332 Personality - Prereq: At least sophomore standing and PSYC 102, or consent of department

*345 Cognitive Psychology - Prereq: At least sophomore standing and PSYC 102, or consent of department

351 Introduction to Psychological Tests - Prereq: At least sophomore standing, PSYC 102, and either STAT 301 or STAT 350, or consent of department

360 Motivation - Prereq: At least sophomore standing and PSYC 102, or consent of department

*372 Social Psychology - Prereq: At least sophomore standing and PSYC 102, or consent of department

400 Psychology of Language - Prereq: At least junior standing and either PSYC 245 or PSYC 345, or consent of department

417 Principles of Behavior Modification - Prereq: At least junior standing and either PSYC 315 or PSYC 316, or consent of department

418 Introduction to Clinical Psychology - Prereq: At least junior standing and either PSYC 315 or PSYC 316, or consent of department

424 Adolescent Development - Prereq: At least junior standing and Psyc 324, or consent of the department

425 Adult Development and Aging - Prereq: At least junior standing and PSYC 324, or consent of department

426 Theories of Personality - Prereq: At least junior standing and either PSYC 332 or PSYC 372, or consent of department

428 History of Psychology - Prereq: At least junior standing and at least 3 semester hours of upper-division credit in psychology, or consent of department

465 Advanced Developmental Psychology – At least junior standing and PSYC 324, or
*471 Industrial Organization Psychology - Prereq: At least junior standing and either PSYC 351 or PSYC 372, or consent of department

472 Group Processes - Prereq: At least junior standing and either PSYC 332 or PSYC 372, or consent of department

473 Social Judgment - Prereq: At least junior standing and PSYC 372, or consent of department.

474 Psychological Basis of Sexuality - Prereq: At least junior standing and either PSYC 316 or PSYC 372, or consent of department

481 Drugs and Behavior - Prereq: At least junior standing and PSYC 300, or consent of department

485 Individual Study in Psychology - Prereq: Declared major or minor in psychology and consent of department

489 Cooperative Education/Internship - Prereq: At least junior standing with a declared major in psychology and consent of a faculty sponsor

496X. History and Social Science Instruction in Grades 6-12 - Crosslisted as HIST 496. Prereq: Admission to the history or social science teacher certification program and permission of Department of History’s office of teacher certification

498H. Honors Independent Study - Prereq: Senior standing, 3 semester hours of elective credit at the 300-400 level in psychology with honors, admission to the university honors program, and consent of department

499H. Senior Honor Research Thesis - Prereq: Senior standing, 3 semester hours of elective credit at the 300-400 level in psychology with honors, and consent of departmental honors committee

Consult the Undergraduate Catalog for complete course descriptions. See the Course Offerings for the current term online at www.niu.edu/myniu.

LABORATORY PSYCHOLOGY COURSES:

410 Experimental Psychology: Perception Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 300 or PSYC 345

411 Experimental Psychology: Conditioning and Learning Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 300 or PSYC 345

412 Experimental Psychology: Human Learning and Memory Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 245 or PSYC 345

413 Clinical Psychology Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 315, or PSYC 316, or PSYC 332

431 Physiological Psychology Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 300 or BIOS 104

433 Social and Personality Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 332 or PSYC 372

434 Industrial-Organizational Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 332, PSYC 372, or PSYC 471
464 Developmental Psychology Lab – Prereq: At least Junior standing, PSYC 305, and either PSYC 225 or PSYC 324

Consult the Undergraduate Catalog for complete course descriptions. See the Course Offerings for the current term online at www.niu.edu/myniu.

REMEMBER: Each laboratory course requires Research Methods AND a PSYC ELECTIVE course. Therefore, completing PSYC ELECTIVES in several content areas (social, developmental, clinical, cognitive, and neuroscience) will increase your ability to register for the laboratory courses in your last year.

Declaring Psychology As A Major

If psychology interests you, there are faculty advisors in the department who can provide information concerning the major. You may declare psychology as your major upon applying to NIU. If you did not declare psychology as your major when you applied, you must complete the Major Request form by meeting with a faculty advisor from the Department of Psychology. To schedule an appointment with an advisor, stop by the bulletin board outside of Room 400, at the Department of Psychology, Psychology/Computer Science Building to sign up for an available appointment.

Selecting a Minor

Decisions about which minor, or strong concentration of courses to take outside the major, should be done in consultation with an advisor and should target a discipline that will enhance your employability or your chances of acceptance in a related professional area. Some of the more frequently selected minors include Art, Biology, Business Administration, Family Life, Political Science, Sociology, Spanish, and Sports Medicine. If you have questions regarding graduate or professional training beyond the bachelor's degree, be sure to discuss them with your advisor.

Independent Study (PSYC 485)

Snapshot. Faculty frequently incorporate undergraduates into their research programs through the lab and/or independent study courses. Over 100 undergraduates during each academic year receive individually tailored training from a faculty member, thus solidifying strong student/faculty interactions in the department. The independent study experience also encourages undergraduate
students to work with graduate students, who can serve as informal mentors. Importantly, the presence of faculty members, graduate students, and undergraduates working side by side in the laboratory creates a collegial atmosphere and facilitates undergraduates' acquisition of scientific and problem-solving skills. The result is a department with a vibrant and exciting atmosphere within which to develop and train as a student that combines many of the most favorable aspects of programs located within small liberal arts colleges with those found at large, major research universities.

Should you be interested in pursuing research on an individual basis, select a faculty member and obtain permission to take PSYC 485, Independent Study. Your academic advisor can suggest a faculty member with interests appropriate for your intended topic. A list of faculty currently accepting undergraduate students in their laboratory can be found on the website at: [http://www.niu.edu/psyc/undergrad_485/index.shtml](http://www.niu.edu/psyc/undergrad_485/index.shtml)

**Cooperative Education/Internship (PSYC 489)**

*Snapshot.* With the oversight of a faculty sponsor, undergraduate juniors and seniors may earn academic credit in conjunction with exploring possible career goals related to a specific type of work experience. In conjunction with the department's undergraduate cooperative education/internship course, students work in an approved agency for at least 10 hours/week. In a typical year, approximately 18 undergraduates provide service directly related to their undergraduate training to businesses and agencies through this course. A sample of the regional agencies at which psychology majors have interned include the following:

- Adult Daycare Ctr, DeKalb
- Ben Gordon Center, DeKalb
- Central DuPage Hospital
- Crisis Line of Will County, Joliet
- DeKalb County Senior Center
- DeKalb County Youth Service
- Hope Haven of DeKalb
- IL Youth Soccer Assos, Arlington Hts
- Kishwaukee Family YMCA, DeKalb
- Rosecrance Health Network
- Streamwood Behavioral Health Ctr.
- American Cancer Society
- Big Brother, Big Sister
- Cook or Kendall County Court Srv.
- DCFS
- DeKalb Co. State's Attorney Office
- DuPage County Job Training Center
- Illinois Employment Training Center
- Kishwaukee Comm Hospital, DeKalb
- Living Well Cancer Res Ctr, Geneva
- Safe Passage for Battered Woman, DeKalb
- Sycamore Middle School, Sycamore

Should you be interested in obtaining field based experiences, you should contact the university's Career Services Office in order to obtain a list of possible available options and discuss these options with your academic advisor. Your academic advisor can help you select a faculty sponsor in the department to work with in conjunction on the internship course, PSYC 489.
What Do Psychologists Do?--Job Information

The career opportunities open to someone with a degree in psychology depend largely on whether immediate employment is sought upon the completion of a bachelor's degree or whether advanced degrees (at the master's or doctoral level) are pursued by attending graduate school. The professional field of psychology is quite varied and, in many cases, calls for a high degree of specialization and advanced training. Although an earned bachelor's degree in psychology does not make one a professional psychologist, completion of an undergraduate psychology major provides a student with both a strong liberal arts education and adequate preparation for entry-level employment in a variety of career paths. The Occupational Outlook Handbook published by the U.S. Department of Labor, Bureau of Labor Statistics projected the need for psychologists to have faster than average growth through at least 2016. This Handbook projected psychology as the fifth fastest growing occupation of those requiring at least a bachelor's degree. More than half of all psychology majors seek full-time jobs immediately after they graduate. Some examples of job market areas which graduates with bachelor's degrees in psychology have entered include:

- Advertising
- Basic & applied research & development
- Business merchandising, research, and sales
- Child care professional
- Community mental health worker
- Employment counselor
- Foster care worker
- Job evaluation/performance evaluation analyst
- Marketing and public relations
- Personnel selection and placement
- Probation and parole officer
- Social worker
- Technical/scientific writing
- Health-related services

As part of the undergraduate curriculum there are content courses available across a wide variety of areas within the discipline as well as opportunities for research experiences, independent study in areas of particular interest, and field experiences through the department's cooperative education/internship course. The Department of Psychology recommends that students planning on direct entry into the job market select a minor or a concentration of courses to tie in with the psychology major to enhance employability.

*Snapshot.* In annual surveys, it is reported that over two thirds of our graduates are employed in areas directly related to the training they received in psychology, such as human resources, health/social services, or are continuing their education beyond the undergraduate degree. The following is a sample of the job placements obtained by recent graduates:

- Administrative Assistant, Data Communications Networking, Inc., Burr Ridge, IL
- Child & Family Services Instructor, Oak Kenden Developmental Services, Oak Park, IL
- Coordinator, Human Resource Services, David Cook Publishing Co., Elgin, IL
- Coordinator of Psychological Rehabilitation Services, Lake Park Center, Waukegan, IL
- Counselor-Domestic Violence, Joliet, IL
- Counselor, Mental Health Residential Center, Association for Individual Development, Aurora, IL
- Family Educator/Counselor, Maryville Academy, Des Plaines, IL
- International Administrator, Platinum Technology, Oakbrook, IL
A sample of the universities to which program graduates have been accepted for graduate study include the following:

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<th>University of Chicago</th>
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<td>University of Illinois</td>
<td>University of Michigan</td>
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<td>Northern Illinois University</td>
<td>Northwestern University</td>
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<td>University of Iowa</td>
<td>Purdue University</td>
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Many psychology graduates choose to pursue advanced degrees, either in psychology or in other fields, (e.g., business, law, medicine, social work). Over the past several years, our graduates were accepted as full time graduate students in psychology or related professional fields. Because the professional field of psychology is extremely varied, it would be impossible to discuss all the settings in which people in the field work. However, one common denominator runs throughout: students wishing to become professional psychologists must plan on additional training or schooling. There are two types of master's degree programs in psychology. The professional or terminal master's program is designed to provide training for immediate employment in applied settings such as community mental health systems, business and industry, and school systems. People with this type of degree may work, for example, in programs dealing with special problems such as substance abuse, spouse abuse, crisis intervention, and vocational rehabilitation. They may be involved in the selection and training of employees in private industry and government organizations, in the design and validation of assessment instruments, or in creating work environments that maximize employee satisfaction.

School psychologists have a variety of duties including psychological testing, identification of learning disabilities and adjustment problems, counseling, and referrals to clinics or social agencies. The school psychologist must have at least a master's degree, a year's internship, and, in Illinois for example, must meet state certification requirements to practice.

A second type of master's degree program prepares students to enter a doctoral program. Graduates of this type of program who decide not to pursue further study often obtain jobs teaching at community colleges, or as research associates or psychological service providers under the supervision of doctoral-level individuals.
A number of professional fields which seek out psychologists require the Ph.D. degree. These occupations include college teaching, directing scientific research programs for universities, government/military agencies, hospitals, or business organizations, providing counseling center services, personnel management, business program designers, clinical work in mental health clinics and hospitals, health and rehabilitation services, and consultants for defense or intelligence agencies. For example, a clinical psychologist may apply diagnostic techniques and therapy to individuals with emotional disorders in mental hospitals, mental health centers, child guidance clinics, prisons, or in private practice. The clinical psychologist may be engaged in research as well as diagnosis and therapy. This position requires a Ph.D. degree including a year's internship and, in most states, a license to practice.

**Programs for Career Development and Graduate Training**

The following section is meant to review opportunities within the department for students who are interested in gaining experiences that can help prepare them for: (1) a job with a degree in psychology or (2) graduate level training following graduation. These opportunities are also meant to provide students with additional methods of engaging in the field of psychology and with opportunities to build social support systems and networking opportunities within the department and the community.

**Honors Program**

A departmental honors program is available for qualified psychology majors with high academic promise. A student must achieve a 3.00 GPA overall and at least a 3.50 in psychology courses in order to earn a degree with departmental honors. Honors students are required to complete at least 6 hours in honors psychology courses at the upper-division level; one such course could include PSYC306H, an Advanced Research Methods course. In their senior year, they are required to conceptualize, design, execute, analyze, write up, and defend a research thesis, under 6 hours of PSYC 499H. If you are interested in the department's undergraduate honor's program, check with your advisor on the eligibility requirements and procedures for joining the program. An early decision regarding the honors program is necessary in order to meet the honors program requirements.

**Snapshot.** An average of 5 students/year graduate with Departmental Honors. In addition, approximately 10% of undergraduate psychology majors are members of the University Honors Program. A number of other psychology majors earn degrees with distinction, a designation indicative of the student's ranking within the top 10% of the college's graduating seniors. On average, over 15% of each year's psychology majors are awarded degrees with distinction. In addition, approximately 25 students per year are accepted into Psi Chi, the national psychology honors fraternity, acceptance into which is based on academic excellence.
Getting Into Graduate School Seminar

The Getting Into Graduate School Seminar (GIGSS) is a seminar dedicated to helping undergraduate students interested in graduate school in psychology. The seminar is most useful for students planning on applying to doctoral programs; however, the seminar is open to all students interested in graduate school including those applying to master's level programs. The seminar covers various topics related to the graduate school application process and allows students to start working on these components with the help of a graduate student mentor. Some of the topics covered are as follows: how to choose schools, writing a personal statement, getting letters of recommendation, writing a curriculum vitae, the interview process, the Graduate Record Exam (GRE), the Subject Graduate Record Exam (Subject GRE in psychology), and getting experiences to be a competitive applicant (e.g., research experiences, work experience).

The seminar takes place during the spring semester of every year. The seminar is free to students and does not count as credit towards graduation. The seminar is run by faculty and graduate students in the psychology program at NIU. Interested students should consult with their academic advisor. Students must apply to the seminar.

The NIU Annual Psychology Undergraduate Research Conference

The scientific study of human behavior is at the heart of psychology. Our faculty members have active research programs investigating many different research domains, such as anxiety disorders including post-traumatic stress disorder and obsessive-compulsive disorder, peer harassment and victimization, recovery of function from brain damage, and perceptions of jealousy and infidelity. One platform through which these research findings are often shared is through presentations at professional conferences (e.g., The American Psychological Association Conference). To give our students an opportunity to experience this important part of our profession, the psychology department hosts an undergraduate research conference. The Annual Psychology Undergraduate Conference is meant to: (1) provide students with the opportunity to demonstrate their understanding of how to conduct research, (2) strengthen resumes for research-related jobs or application to graduate school, and (3) practice presentation skills for future career opportunities.

Students are eligible if they are conducting research for PSYC 485 (Independent Study), volunteering in a faculty member's lab, participating in the Undergraduate Research Apprenticeship Program (URAP), a Research Rookie or are conducting a University/Capstone or Departmental Honors Project (PSYC 499H). If you are interested in participating, please talk to your academic advisor. The NIU Annual Psychology Undergraduate Conference is held at the end of the fall semester every year.
Psychological Organizations

**Student Psychological Association (SPA) and Psi Chi, the International Honor Society in Psychology.** These organizations hold regular meetings, sponsor lectures by faculty and outside speakers, are involved in the selections process for undergraduate teaching excellence awards, provide student members to the undergraduate curriculum and standards committee, provide student representatives on the department grade appeals panel, and maintain an office in the psychology building that provides information, peer advisement, and graduate school and occupational placement materials for majors. Membership in the Student Psychological Association is open to all majors. The SPA sponsors a number of programs each year in addition to providing useful colloquia about the field. All students are welcome to these presentations. In addition, the SPA maintains a file of brochures on many graduate programs which is available to students. Check the SPA bulletin board on the first floor or the Department of Psychology website (www.niu.edu/psyc) to learn the time and place of SPA meetings.

**Awards and Scholarships**

Several awards and scholarships are available to psychology majors. The Elizabeth J. Schwantes Undergraduate Scholarship emphasizes academic merit and is awarded to a junior psychology major each year. The A. Bond and Margaret F. Woodruff Scholarship Award is awarded every other year to a psychology major with junior or senior standing who has demonstrated academic achievement. A psychology major with an outstanding academic and service record is selected for the Joe and Karen Grush Award every other year. The Outstanding Research/Scholar Award, which emphasizes research and scholarship accomplishments, is awarded to a senior psychology major each year. Graduating seniors are eligible for the Dean’s Award, which emphasizes service to the department or college.

Applications for these awards are due February 1 at the Psychology Office, PM400. More information about these awards, along with a link to the application, can be found at http://www.niu.edu/psyc/undergrad_awards.shtml.
### PSYCHOLOGY B.A. REQUIREMENT WORKSHEET

#### PSYCHOLOGY DEPARTMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses Taken</th>
<th>Fulfilled?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 102 (3)</td>
<td></td>
</tr>
<tr>
<td>STAT 208 (3)</td>
<td>or STAT 301 (4) with grade of C or better</td>
</tr>
<tr>
<td>PSYC 305 (3)</td>
<td>Research Methods (Need C or better in STAT before taking)</td>
</tr>
<tr>
<td>TWO PSYC LAB COURSES (4 credits each):</td>
<td></td>
</tr>
<tr>
<td>PSYC 410, 411, 412, 413, 431, 433, 434 or 464</td>
<td></td>
</tr>
<tr>
<td>Prerequisites are PSYC 305 and specific content courses (see reverse)</td>
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</tr>
</tbody>
</table>

#### 21 CREDITS OF PSYC ELECTIVES

Only 6 of the 21 credits can be lower (100/200) level courses. Thus, at least 15 of the 21 credits must be upper (300/400) level courses. PSYC 102 and PSYC 210 cannot be applied in this category. PSYC 485 (Independent Study) may be used in this group for up to 3 credits.

<table>
<thead>
<tr>
<th>Courses Taken</th>
<th>Fulfilled?</th>
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#### B.A. REQUIREMENTS

*Meet with a College of Liberal Arts & Sciences Advisor (201 Zulauf/753-0114) to check these requirements*

**Two years of college-level work in one foreign language**

Please refer to the Undergraduate Catalog for available languages. For more information contact the Department of Foreign Languages and Literature (111 Watson Hall/753-6441).

<table>
<thead>
<tr>
<th>Courses Taken</th>
<th>Fulfilled?</th>
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</table>

#### UNIVERSITY REQUIREMENTS

120 Credit Hours

General Education Requirements (see catalog)

40 Total Upper Division Credit Hours (In Major and Other Department)

Residency Requirements for Transfer Students (see catalog)

Requirements 1 & 4 vary for students earning a double degree (B.S. and B.A.)

Only 30 credit hours in the Major will count toward 120 credits

<table>
<thead>
<tr>
<th>Courses Taken</th>
<th>Fulfilled?</th>
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</table>
# Psychology B.S. Requirement Worksheet

## Psychology Department Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Taken</th>
<th>Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 102</td>
<td>Introduction to Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Research Methods (Must C or better in STAT before taking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two PSYC Lab Courses (4 credits each): PSYC 410, 411, 412, 413, 433, 434, or 464</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Credits of PSYC Electives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only 6 of the 21 credits can be lower (100/200) level courses. Thus, at least 15 of the 21 credits must be upper (300/400) level courses. PSYC 102 and PSYC 219 cannot be applied in this category. PSYC 485 (Independent Study) may be used in this group for up to 3 credits.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## B.S. Requirements

*Meet With a College of Liberal Arts & Sciences Advisor (201 Zulauf/753-0114) to check these requirements*

### Choose Group 1, Group 2, or Group 3

**Group 1:**
- MATH 210 (3), MATH 211 (3), STAT 301 (4), and CSCI course (4)
- The CSCI courses should be selected from among the following:
  - CSCI 210, 220, 230, 240, or 250.

**Group 2:**
- MATH 229 (4), MATH 230 (4), STAT 350 (4), and a CSCI course (4)
- The CSCI courses should be selected from among the following:
  - CSCI 210, 220, 230, 240, or 250.

**Group 3:**
- MATH 211(3), STAT 301(4), and a lab sequence (7-9 cr.)
  - In Group 3, the lab sequence should be selected from among:
    1. BIOS 103 w/lab 105 (formerly BIOL 104) and one of BIOL 209 w/lab 211 (formerly BIOS 205 w/lab 209), BIOL 213, or BIOL 257
    2. CHEM 210 w/lab 212, & CHEM 211 w/lab 213
    3. PHYS 210 & 211

## University Requirements

- 120 Credit Hours
- General Education Requirements (see catalog)
- 40 Total Upper Division Credit Hours (in Major and Other Department)
- Residency Requirements for Transfer Students (see catalog)
- Requirements 1 & 4 vary for students earning a double degree (B.S. and B.A.)
- Only 50 credit hours in the Major will count toward 120 credits.
PRIMARY RESEARCH AND SUPERVISORY INTEREST OF PSYCHOLOGY FACULTY

Larissa Barber (Social and Industrial/Organizational Psychology, Ph.D., Saint Louis University, 2010) Workplace flexibility and work-home boundary management (work-life balance); workplace stress and health behaviors (specifically sleep), self-regulation/self-control; counterproductive work behaviors; work engagement and burnout; personality in the workplace. lbarber@niu.edu

David J. Bridgett (Clinical, Ph.D., Washington State University, 2008) Emotion regulation and temperament in infants, toddlers, and preschool aged children; early risk and protective factors for developmental psychopathology. dbridgett1@niu.edu

Mary Anne Britt (Cognitive/Instructional, Developmental, School, Ph.D. University of Pittsburgh, 1991) Comprehension, cognition, and memory; integration of information from multiple sources; enhancing learning and understanding through use of computer-aided instruction; argument comprehension and construction. britt@niu.edu

Michelle K. Demaray (Cognitive/Instructional, Developmental, School, Ph.D., University of Wisconsin, 1998) Bullying and victimization in schools, including cyber-bullying and cyber-victimization, and the role of bystanders in the bullying situation; Measurement of social support and the relations among perceived social support in youth and positive and negative outcomes; Attention-Deficit/Hyperactivity Disorder (ADHD); social-emotional issues in schools. mkdemaray@niu.edu

Amanda M. Durik (Social and Industrial/Organizational Psychology, Ph.D., University of Wisconsin, 2003) Factors that promote optimal motivation (interest and performance) in achievement situations; Achievement goals; Development of interest. adurik@niu.edu

Lisa M. Finkelstein (Social and Industrial/Organizational Psychology, Ph.D., Tulane University, 1996) Age and generation issues in the workplace, mentoring relationships, humor in the workplace, newcomer socialization, obesity discrimination. lisaf@niu.edu

Angela Grippo (Neuroscience and Behavior, Ph.D., University of Iowa, 2003) Interactions among social behavior, stress, and the heart; association of depression and heart disease; animal models of psychological disorders and stress. angelagrillo@niu.edu

Michelle M. Lilly (Clinical, Ph.D., University of Michigan, 2008) Understanding the mental health effects of interpersonal trauma, with a particular focus on intimate partner violence, including ways in which world views and coping affect outcome following trauma. mlilly1@niu.edu

Joseph P. Magliano (Cognitive/Instructional, Developmental, School, Ph.D., University of
My research focuses on how people understand what they read and watch (e.g., understanding a movie). I’m interested in understanding the mental processes that support comprehension and the nature of memory representations that we create for events depicted in text and film. I’m also interested in developing new ways to detect struggling readers and help them become successful comprehenders.

jmagliano@niu.edu

Christine K. Malecki (Cognitive/Instructional, Developmental, School, Ph.D., University of Wisconsin, 1998) School psychology; social support perceived by children and adolescents; curriculum-based measurement; innovative school psychology delivery services. cmalecki@niu.edu

Leslie Matuszewich (Neuroscience and Behavior, Ph.D., SUNY-Buffalo, 1997) Effects of chronic and acute stress on behavior and the brain; Neurotransmitter regulation of the stress response; Animal models of drug abuse; Neural regulation of sexual behavior in rats. lmatusze@niu.edu

Keith K. Millis (Cognitive/Instructional, Developmental, School, Ph.D., Memphis State University, 1989) Discourse comprehension; Technology and instruction; Experimental aesthetics; Memory processes. kmillis@niu.edu

Nina S. Mounts (Cognitive/Instructional, Developmental, School, Ph.D., University of Wisconsin, 1990) Social development of children and adolescents across diverse ethnic groups; Linkages between parent and peer contexts; Parent-child relationships including parenting style and parental management of peers; Peer relationships including peer influence and friendship formation. nmounts@niu.edu

Holly K. Orcutt (Clinical, Ph.D., SUNY-Buffalo, 1998) Post-traumatic stress disorder; Traumatic stress and its consequences; Sexual risk-taking behavior; Experiential avoidance; Structural equation methodologies; Forgiveness; Prevention science. horcutt@niu.edu

Christopher P. Parker (Social and Industrial/Organizational Psychology, Ph.D., Rice University, 1995) Psychological climate and organizational climate/culture; attitude theory and job satisfaction; perceptions of organizational politics; leadership recognition. cparker@niu.edu

Bradford H. Pillow (Cognitive/Instructional, Developmental, School, Ph.D., Stanford University, 1986) Social-cognitive and metacognitive development; Children’s perspective-taking abilities; Children’s ability to reflect on their own mental states, Children’s conceptions of cognitive processes, Children’s explanations of others’ behavior.
pillow@niu.edu

Laura D. Pittman (Clinical, Ph.D., University of Connecticut, 1996) Developmental
psychopathology; Family process; Parenting practices; Poverty; Cultural diversity; Transition to college. lpittman@niu.edu

Alan Rosenbaum (Clinical, Ph.D., SUNY-StonyBrook, 1979) Developmental psychopathology and physiological factors in intimate partner, and generalized aggression; Treatment of intimate partner aggression; Female aggression; Anger management. arosenbaum@niu.edu

Brad J. Sagarin (Social and Industrial/Organizational Psychology, Ph.D., Arizona State University, 1999) Social influence; resistance to persuasion; deception, jealousy, and infidelity; evolutionary psychology; human sexuality; statistics and research methodology. bsagarin@niu.edu

Alecia M. Santuzzi (Social and Organizational Psychology, Ph.D, Tulane University, 2004) Metaperceptions (knowing what others think of you); anxiety during interviews; decisions about disclosing stigmatizing information at work; response bias and errors in self-report measures; social interaction in face-to-face and virtual groups. asantuzzi@niu.edu

John J. Skowronski (Social and Industrial/Organizational Psychology, Ph.D., University of Iowa, 1984) Processes and structures involved in judgment and memory about others and the self: how we draw conclusions about the internal characteristics (traits, motives, goals) of people, and why we remember certain things about people and forget others. jskowron@niu.edu

David P. Valentiner (Clinical, Ph.D., University of Texas, 1994) Anxiety disorders; emotional processes related to anxiety and coping; coping with stress; factors that impeded or facilitate natural recovery following trauma and during exposure based treatments for anxiety disorders; the development of anxiety conditions during adolescence; anxiety and academic performance; early identification and prevention of anxiety disorders; parapsychology and scientific anomalies; and racism, antiracism, and learning about racism and antiracism. dvalentiner@niu.edu

Gregory A. Waas (Cognitive/Instructional, Developmental, School, Ph.D., University of Wisconsin, 1986) Social cognition; Peer relations; Children’s perception of peer deviance; Peer harassment/victimization. gwaas@niu.edu

Douglas G. Wallace (Neuroscience and Behavior, Ph.D., Kent State University, 2000) Rodent models Alzheimer’s and Parkinson’s diseases; Topographical disorientation; Neuro-ethology. dwallace@niu.edu

Katja Wiemer (Cognitive/Instructional, Developmental, School, Ph.D., University of Memphis, 2000) Concepts and categories; abstract concepts; determinants of similarity; perceptual bases of cognition; embodied cognition; metacognition; semantics; natural language processing; maladaptive cognitions in mood disorders.
Katja@niu.edu

Kevin D. Wu (Clinical, Ph.D., University of Iowa, 2004) Obsessive-Compulsive Disorder; personality; personality disorders; relations between the mood and anxiety disorders. kevinwu@niu.edu