

Academic Advising Syllabus

Indiana University-Purdue University Indianapolis

Psychology Department Advising Office

Spring 2010

Location → LD 123

Telephone → 274-6765

Email → psyadv@iupui.edu

Credo → *Building your future, not just scheduling next semester's classes.*

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

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

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

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

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Department of Psychology

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Dear IUPUI Psychology Majors and Minors,

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

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

Prescriptive Advising

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

Developmental Advising

However, there is much more to an undergraduate education than simply completing a set of required classes in the correct order. A second—and perhaps even more important—type of advising is developmental advising, which

1. encourages you to learn about yourself (i.e., your strengths, weaknesses, interests, values, and goals);
2. helps you investigate the careers and graduate programs you can enter with a bachelor's degree in psychology; and
3. provides you with information about the curricular and extracurricular activities that can help you develop the knowledge, skills, and characteristics you will need for success on-the-job or in graduate school.

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

Very sincerely yours,

Drew C. Appleby, PhD
Professor of Psychology
Director of Undergraduate Studies

Mission, Student Learning Outcomes, **and Assumptions of the IUPUI** **Psychology Advising Office**

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

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

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

The PAO makes the **assumptions** that students are

- mature enough to ask for advice when they need it and
- responsible enough to act on the advice they receive.

What Is a Savvy Psychology Major?

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

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

Unfortunately, not all psychology majors are savvy. The media often portrays today’s college-bound generation as clueless slackers who lack the knowledge (i.e., are clueless) and the motivation and/or ambition (i.e., are slackers) to achieve their goals. Research reported by Schneider and Stevenson (1999) in their book *The Ambitious Generation* refutes the slacker component of this portrayal with data collected from current college-age students and their peers from the 1950s. When these two groups are compared, the results are clear. Today’s students are far more ambitious and motivated than their peers in the 1950s because many more want to earn a college degree (90% vs. 55%) and many more strive to obtain professional careers as physicians, lawyers, and business managers rather than machinists, secretaries, or plumbers. However, the data related to the clueless component of this portrayal were less clear-cut. What Schneider and Stevenson found was that current college-bound students fall into two groups, those possessing **aligned** ambitions and those whose ambitions are **misaligned**. Those who possess aligned ambitions have complementary educational and occupational goals and are likely to construct educational plans that enhance their chances of successfully attaining their desired occupations. Students with aligned ambitions understand how they must change to reach their occupational goals (i.e., the knowledge and skills they must acquire) and are more thoughtful when they make decisions about which courses to take, which organizations to join, and how to spend their time. Those with misaligned ambitions are equally ambitious, but often find it difficult to fulfill their dreams because they are unaware of the steps that will enable them to achieve their ambitions. Their ambitions are “dreamlike and not realistically connected to specific educational and career paths. Regardless of how hard they try, they find themselves running in place and unsure of where to go” (p. 4). They are, according to Schneider and Stevenson, the drifting dreamers who have limited knowledge about four crucial aspects of their futures:

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

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

1. The first part of your journey to the land of cluefulness requires you to do what Socrates suggested more than two thousand years ago when he said, “**Know thyself.**” Begin the process of serious self-examination to determine your skills, characteristics, goals, and values. That is one of the primary purposes of an undergraduate education.
2. The second stage of your journey involves the well-known advice Polonius gave Laertes in the second act of Shakespeare’s *Hamlet*, “**To thine own self be true.**” Once you begin to know yourself, the next steps are to (a) discover who you would like to become and (b) create a plan of action to reach your aspirations that fits your unique set of skills, characteristics, goals, values, and resources.
3. The third leg of your journey involves putting your plan into action. I can think of no better way to state the urgency of this crucial component than by quoting Nike, the Greek goddess of victory, (speaking through her 21st Century commercial namesake) who says, “**Just do it.**” This final step will put the *faire* into your *savior-faire* and transform you into a savvy psychology major.

The Dangers of Self-Advising

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

- I didn't know what classes I needed to graduate when I entered college. I simply signed-up for classes that sounded interesting or that fit conveniently into my work schedule. I never checked with an advisor to see what classes would apply toward my degree. As a result, I now have many credits that don't count toward my degree, and I have spent a great deal of time and effort in classes I don't even remember. My parents are particularly displeased with this situation because they are paying for my education, which they thought would last four years. I feel very guilty about this because the extra \$5,000 they'll have to pay for my 5th year at IUPUI is what they had planned to spend on their dream trip to Italy to celebrate their 30^h wedding anniversary. Now they'll have to celebrate their anniversary in Mooresville.
- I advised myself throughout my whole college career because it was easy to check off the classes on the psychology major checklist as I completed them. However, this form of advising did not provide me with pertinent information about what I would need to do in addition to completing courses to get into graduate school, such as research experience and getting to know faculty who can write me strong letters of recommendation. It's now going to take me an extra year to do this.
- I once dropped a class without talking to my advisor and ended up having to pay back part of my financial aid for that semester because I had fallen below the full-time student course load of 12 credit hours.
- When I first started college, I thought I could do my schedule on my own. My advisor would give me advice, and I would ignore it. Therefore, it took me 5½ years to complete my bachelors in general studies. Because of this mistake, I talk to my psychology advisor at least twice every semester now.
- I never created a plan to graduate. I just kept signing up for classes and telling myself that everything would work out fine and that I could just take it as it came. I didn't realize all of the forethought and planning necessary to prepare myself for a career. I found out too late that smart career planning is much more than just taking the right number of classes to graduate.
- I took two semesters of Spanish before I realized my BS degree didn't require any foreign language.
- I thought that all my electives could be dance, athletic, and art classes that wouldn't be hard and would earn me easy A's. When I discovered that only 6 hours of these types of class count toward graduation, I realized that I had paid for and completed 7 hours of classes that didn't count for anything!
- I simply didn't carefully research the classes that were available to me and ended up registering for classes that satisfied requirements, but which were not the most interesting or valuable for me.
- I waited until my junior year to complete my 100-level course requirements. These classes would have really helped me as a freshman when I was struggling with the 300-level classes I unfortunately signed up for. My current advisor would never have let me do this.
- I registered for BIOL K 324 Cell Biology. I had no idea that the K meant it was for Biology majors. I studied really hard for the first test and got a C, so I dropped the class.

- I remained dedicated to a Tuesday/Thursday class schedule in order to leave MWF open so I could work. Forcing 15 credit hours into two days was not a smart decision. I found that attending every class was very difficult, particularly my night classes. I was quickly burned out and my academic performance suffered because I was so exhausted from my work and my classes. My current advisor would never have allowed me to do this to myself.
- I was unsure of my major, but knew I wanted to be involved in psychology. Instead of applying to the School of Science, I continued my PE and Social Studies degree and delayed my acceptance into the School of Science for two years just because I was afraid to ask an advisor what I needed to do.
- I chose the wrong major. My goal has always been to be accepted to the Physical Therapy program here at IUPUI. As a freshman, I decided to select chemistry as my major because I thought a chemistry degree would make me look smart. However, no one ever told me that I had to have a GPA of 3.2 in math and science courses to be even considered for the Physical Therapy program. As it turned out, being a chemistry major for two years actually hurt my chances of being accepted to the PT program because my GPA was too low. I wish I had met with an advisor before I declared my major.
- I was a nursing major. I was preparing to apply to the program and checked to make sure all my general education courses were complete. I thought they were. I applied and a few weeks later I got a letter back saying I was rejected because I was missing one science course. Had I met with an advisor and thoroughly gone over my plan, this would not have happened.
- I damaged my GPA after enrolling in a chemistry class designed for chemistry majors.
- I delayed my graduation by one whole year when I decided on my own (without talking to an advisor) to double major in psychology and social work. I eventually realized that earning a single degree in psychology, and using that for entrance into a social work graduate program, would have been a much wiser and more efficient strategy.
- When looking at what classes to take, I have always self-advised myself. That really became a problem when I took Ecology, Genetics, and Microbiology in one semester along with two forensics science courses and a psychology course. This was very poor planning because my three biology courses all required a lot of outside of class work/study time. Had I consulted my advisor, I would never have taken such a big class load.
- I was a biology major for a long time (three years). I was doing a satisfactory job, but I kept thinking it would get better as time went on. It didn't. I was not passionate about biology and, therefore, I was not motivated to perform well. For a long time, I just kept taking classes without advising.
- I thought just getting good grades would get me into graduate school. I was wrong.
- When I didn't 100% know what I wanted my major to be, I wasted a valuable semester taking electives that did not prepare me for any specific major or even any future careers. I now have to take summer classes and an extra semester after my senior year to complete my major.
- I took a science class that I thought counted as one of my four science courses. It turns out the class overlapped a class I had already taken, and I earned zero credits for it even though I paid for and completed the course with an A.
- I took History H106 because I thought it was required. I didn't realize I had to take H114 instead.
- One self-advising error I committed was enrolling in two electives at IUPUI when I no longer needed any more electives. I didn't find this out until the middle of the semester and, as a result, I must now take an extra semester to graduate.
- Before applying to the School of Science, I was taking classes that I thought would fulfill the requirements. Unfortunately, I took a biology class that ended up not counting for the science requirement.
- I took Greek Mythology without realizing I had already completed my Humanities requirement.
- I was the student who thought that graduate school was going to be easy to get into. I know now that getting into graduate school is a very rigorous process that requires strong letters of recommendation, research experience, and high GRE scores. I wish I had asked my advisor about graduate school when I was a freshman so I could have been working steadily on these important things during my whole undergraduate career rather than panicking about them as a senior.
- I chose to self-advice because I had a bad experience with an advisor. I should have simply chosen another advisor.
- My self-advising mistakes cost me a lot of time and money. My best advice for other psychology majors is this. Choose your advisor wisely, seek her advice often, let her help you create a realistic plan to graduate, and then stick to that plan.

Ten Reasons Why Psychology Majors

Graduate Later Than They Plan

1. They do not meet with their advisor at least once a year to confirm that they are on track for graduation.
2. They do not request a senior audit one year before their graduation date or they do not review their advanced admissions audit.
3. They do not understand the required grade they need for a class. For example, a student takes PSY B311 and receives a D, but does not realize until her last semester that she needs a grade of C- or better for the course to count for her major.
4. They do not understand that some courses do not count towards their degree (courses that overlap, remedial courses, courses not intended for science majors, repeated courses, etc.).
5. They do not apply for graduation by the appropriate deadline (May 1 for December graduation, October 1 for May graduation, and February 1 for August graduation).
6. They do not read the bulletin and understand their department's policies. For example, a student takes a capstone practicum when a capstone lab is required for her BS in psychology.
7. They do not understand that part of their graduation requirement is to complete at least 124 credit hours (see item 4).
8. They do not check their IUPUI e-mail during the semester when they plan to graduate to see if they have been recommended for graduation or if they have any remaining requirements to complete.
9. They do not have transfer credit transferred to IUPUI in a timely fashion. For example, a student takes his final required psychology core class at another university during his last semester. He does not realize that the course will take several weeks to be transferred to IUPUI and, by the time IUPUI posts the transfer credit to his transcript, it is past the deadline for awarding degrees for that graduating class.
10. They wait until their last semester to make special arrangements for credit or completion of requirements. For example, a student assumes that she has completed a LIST H course because she took a history class at another university and transferred it to IUPUI. The transferred history course is listed on her transcript as HIST UND#100. However, she never verified with the Dean's Office that the course would fulfill the List H requirement. In her last semester, she receives an e-mail from the Dean's Office stating that she needs a List H course. She meets with the Associate Dean, but he concludes that the class will not count for List H, and it is now too late for her to add a course to her schedule.

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

Academic Advising Resources

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

Orientation

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

The Psychology Advising Office

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

Academic Advisors

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

Events

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


Electronic Resources



- The Psychology Department's website (www.psych.iupui.edu) is the source of an abundance of advising-related information. It contains information about the department's undergraduate and graduate programs such as course descriptions and syllabi, degree requirements, faculty research areas, down-loadable applications, and research opportunities. It also contains PowerPoint presentations on advising resources in the department, the graduate school application process, and how to prepare for the recently revised Graduate Record Exam (GRE). It includes links to other websites that contain information about volunteer activities, learning resources, psychology organizations, honors opportunities, and other psychology resources on the web. The undergraduate section of the website (www.psych.iupui.edu/Undergraduate/) is organized developmentally so psychology majors can obtain information that is relevant and appropriate to the particular stage of their undergraduate career. Earning a bachelor's degree from the IUPUI Psychology Department is a multi-stage journey that begins when you are admitted to the Purdue School of Science and ends when you graduate and enter graduate school or the job market. Like any other important trip, this voyage is composed of a series of stages that require careful planning and thoughtful preparation. The undergraduate section of the department's website will help you understand the step-by-step nature of this process and introduce you to the resources that can make your journey to a degree in psychology a successful and self-actualizing experience.
- The OnCourse tab "Psych Career & Academic Advising" is your primary source for information on everything psychology. Organize your tabs so you are reminded to check this out weekly (if not daily). On this site, you will find notices about special speakers, Psychology Club and Psi Chi activities, and advising and career events. In Resources you'll find forms and policies related to your academic advising needs and you'll find numerous resources on career development related issues. You can use the Chat function to ask questions of your peers, faculty, and staff in psychology. Check Announcements regularly to keep up to date on the latest events, job postings, and internship opportunities. All enrolled Psychology Majors are automatically added to the site at the beginning of the semester. If you do not have access and would like it, please contact Mikki Jeschke at mjeschke@iupui.edu and request access.
- The Psychology Department's monthly *Newsletter* is available to all current and former students on the department's website. This publication describes the current events in the department and highlights the activities of the department's faculty, students, and alumni

Classes




- The purpose of B103 Orientation to a Major in Psychology is to provide psychology majors with an opportunity to investigate their strengths, weaknesses, values, and interests and to identify, clarify, and create a plan to accomplish their post-baccalaureate goals. Many students choose psychology as their major before they fully comprehend its nature as a research-based science. B103 was designed to insure that IUPUI psychology majors are fully aware of the nature of their major and what they can do with it after they graduate. In B103, you will also begin to strengthen the writing, speaking, and collaboration skills you will need in all your remaining psychology classes.
- The Psychology Department offers three types of capstone classes. The first is a laboratory class in which students perform a supervised research project. The second is a practicum in which students apply the knowledge and skills they have acquired in an on-the-job setting in the community. The third is a seminar that provides its enrollees with the opportunities to perform an in-depth examination of a sub-discipline of psychology in which they have an occupational interest and to create a professional planning portfolio designed to facilitate their transition to life after college. This portfolio contains documentation of all the activities needed to apply for a job or graduate school (i.e., a statement of immediate and long-term goals, a computerized job or graduate school search, a resume or curriculum vitae, proof of preparation for the GRE or job interviews, a cover letter, signed consent forms from three people who have agreed to write strong letters of recommendation, and a set of completed job or graduate school applications).

Psychology Faculty and Staff Advisors

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

	<p>Bethany Neal-Beliveau (Pre-Med Advisor)</p> <p>I am a psychopharmacologist who specializes in developmental psychobiology. My basic areas of research are developmental psychobiology and psychopharmacology. I am currently examining the effects of early insults (e.g., drugs of abuse, lesions, and stress) on the development of the brain dopamine system, using both behavioral and neuro-chemical methods.</p> <p>For Pre-Med students to schedule an appointment with me, please email me at bnealebe@iupui.edu</p>
	<p>Mikki Jeschke (Career and Academic Advisor)</p> <p>I am a Career & Academic Advisor in Psychology. I am available to guide students in psychology with career and academic decision-making, planning and preparation. I provide guidance to students who are working toward starting their careers once they achieve their bachelor's degree and with students who plan to continuing their education in graduate or professional school. My primary interests are in helping students find the work they will love.</p> <p>The simplest way to schedule an appointment with me is to send me an email with several days and times that work for you and I will schedule a meeting time.</p> <p>My contact information: Email: mjeschke@iupui.edu Office: Science Building, LD 135 Phone: 317-278-7719 Chat with me on OnCourse "Psych Career & Academic Advising"</p>

Psychology Peer Advisors

	<p style="text-align: center;">LeAnne Eddington</p> <p>I am a full time psychology student pursuing Track Concentrations in both Clinical Psychology and Psychology of Addictions. I plan on graduating with a B.S. in December of 2010 and continue on to Graduate School to obtain my MSW with Concentrations in Mental Health and Substance Abuse. After completing the masters program I plan to obtain a Ph.D. in Social Work. My career goal is not only to become a counselor, but also to teach and pursue professional funded research.</p>
	<p style="text-align: center;">Rachel Fleming</p> <p>I am a full-time student in my senior year pursuing a Bachelors of Science in Psychology with a dual concentration in Clinical Psychology and Psychology of Addictions. Rather than continuing to graduate school, I have decided to work in the nonprofit sector at either a university or an organization advocating for special needs or greening the environment. I am also the current President of Alpha Phi Omega: Tau Omicron Chapter, the only National Co-Ed Service Fraternity on IUPUI's campus.</p>
	<p style="text-align: center;">Bobby Wade</p> <p>I am a senior and my major is psychology and my minor is religion. I want to go into counseling and work with adolescents. I would like to go to graduate school and get a Masters in counseling. I am a full time student, and I work with The Center for Service and Learning as a Service Core.</p>

IUPUI's School of Science (SOS) Academic Advising Network

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

Ms. Florence Rogers → frogers@iupui.edu → 274-0630

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

Ms. Melissa Pohlman → mpohlman@iupui.edu → 274-0637

Melissa is the SOS Director of Student Records and Retention. She is in charge of certifying students for graduation and can answer questions about degree requirements, academic honors list, academic probation, and graduation requirements.

Ms. Marcy Carlson → mkcarlso@iupui.edu → 278-2061

Marcy is the SOS Pre-Professional Advisor. She can answer questions for SOS majors who are preparing for professional schools such as medicine, dentistry, law, pharmacy, veterinary, optometry, occupational therapy, and physical therapy.

Mr. Joseph Thompson → jlthomp@iupui.edu → 274-0626

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

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

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

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

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

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

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

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

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

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

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

Psychology → Ms. Cindy Williams → cyclark@iupui.edu → 278-2237 → LD 126B

→ Ms. Mikki Jeschke → mjeschke@iupui.edu → 278-7719 → LD 135

→ Psychology also has a Peer Advising Office → psyadv@iupui.edu → 274-6765 → LD 123

The *Expectations and Responsibilities* of Advisors and Advisees

Advisors:

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

Advisees:

Materials:

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

Participation:

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

Questions:

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

Resources:

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

How to Prepare for a Meeting with Your Advisor

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

For any meeting with an advisor, you should:

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

If you are planning a schedule for next semester, you should know:

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

If you have academic concerns or want to replace a grade, you should know:

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

If you re considering dropping or adding a course, you should know:

- Why you want to drop or add this course.
- How dropping or adding this course will affect your expected graduation date or financial aid status.
- How to use e drop.

If you want to discuss your career goals in psychology, you should know:

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

To make an appointment with my advisor, I should contact the Psychology Advising Office by:

- calling them at 317-274-6765
- emailing them at psyadv@iupui.edu
- visiting them in LD 123

Spring 2010 Academic Calendar and Deadlines

September 2009

Tue	Sept. 22	Spring 2010 Course Offerings available on-line
Mon	Sept. 28	Registration Guide Available Online

October 2009

Thu	Oct. 1	Priority Registration Appointments available on-line via OneStart for students enrolled in Fall 2009. <i>Students not currently enrolled will register during open registration beginning November 7.</i>
Mon	Oct. 26	Priority Registration (by appointment only) - on-line via OneStart <i>Continues through November 6, 2009</i>
Mon	Oct. 26	Drop/Add - on-line via OneStart through the <i>student center</i> . Course deleted from record, no grades assigned. <i>Continues through January 18, 2010</i>

November 2009

Sat	Nov. 7	Open Registration (no appointment required) - on-line via OneStart . <i>Continues through January 18, 2010</i>
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December 2009

Tue	Dec. 8	Summer 2010 Course Offerings available on-line
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January 2010

Sat	Jan. 9	Weekend College classes officially begin
Mon	Jan. 11	Weekday classes officially begin Law, Med, Dent students check with your school for appropriate begin/end/refund dates
Mon	Jan. 11	Late Registration Fee is assessed
Wed	Jan. 13	Last day to Waitlist Classes (<i>by 5:00pm</i>)
Mon	Jan. 18	Last day to Register and Drop/Add on-line via OneStart through the student center
Mon	Jan. 18	100% refund period ends Law, Med, Dent students check with your school for appropriate begin/end/refund dates
Mon	Jan. 18	Martin Luther King Jr. Holiday (<i>no classes - academic and administrative offices closed</i>)
Tue	Jan. 19	Enrollment Certifications - official document for verification of academic record information becomes available
Tue	Jan. 19	A transaction fee assessed in addition to course fees for each added course
Tue	Jan. 19	Extra fee for audit option.
Tue	Jan. 19	Added Courses require form with the instructor and academic advisor signatures. Submitted in person at the Office of the Registrar, Campus Center 250 or via the Late drop/add classes link on the <i>self service</i> page. If submitting in person, pick up the form from your advisor or school. <i>Continues through March 5, 2010</i>
Tue	Jan. 19	Withdrawal with automatic grade of W begins. Advisor signature is required. Submitted in person at the Office of the Registrar, Campus Center 250 or via the Late drop/add classes link on the <i>self service</i> page. If submitting in person, pick up the form from your advisor or school. <i>Continues through March 5, 2010</i>
Sun	Jan. 24	75% refund period ends at midnight using online eDrop/eAdd. UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. on prior Friday. Law, Med, Dent students check with your school for appropriate begin/end/refund dates
Fri	Jan. 29	Audit Option deadline ends (<i>at 5:00pm</i>). <i>Late adjustment fees will be added to audit option after January 18.</i>
Fri	Jan. 29	Pass/Fail Option deadline ends (<i>at 5:00pm</i>)
Sun	Jan. 31	50% refund period ends at midnight using online eDrop/eAdd. UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. on prior Friday. Law, Med, Dent students check with your school for appropriate begin/end/refund dates

February 2010

Sun	Feb. 7	25% refund period ends at midnight using online eDrop/eAdd. UCOL students or Engineering/Technology freshmen must see advisor by 5:00 p.m. on prior Friday. Law, Med, Dent students check with your school for appropriate begin/end/refund dates
Tue	Feb. 16	Fall 2010 Course Offerings available on-line

March 2010

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

April 2010

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

May 2010

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

2010-2011 Psychology Department Classes

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

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

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

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

How to Choose Your Electives Wisely

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

Criminal Justice

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

Sociology

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

Public Affairs

- Urban Problems and Solutions
- Personal Career Planning

Social Work

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

Communications Studies

- Listening
- Nonverbal Communication
- Persuasion
- Intercultural Communication

Physical Education

- Drug Use in American Society
- Human Sexuality

Anthropology

- Urban Anthropology

Music

- Special Topics in Popular Music

English

- Literature for Adolescents

Successfully completing classes from this list can enable you to:

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

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

Valuable Electives for IUPUI Psychology Majors

Anthropology

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

Art

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

Biology

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

Business

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

Chemistry

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

Classical Studies

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

Communications Studies

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

Computer Science

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

Computer Technology

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

Criminal Justice

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

Economics

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

Education

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

- Introduction to Learning Disabilities
- Management of Academic and Social Behavior
- Job Search Strategies for Educators
- Student Commonality and Diversity
- General Educational Psychology
- Educational Psychology
- Life Span Development
- Applied Cognitive and Learning Strategies
- Childhood Socialization
- Research in Educational Psychology
- Leadership Training
- Life Planning
- Community Development
- The Undergraduate Student Personnel Assistant
- Psycholinguistics for Teachers of Reading

English

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

Geography

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

Geology

- Environmental Geology
- Environmental Problems
- Introduction to Oceanography

History

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

Journalism

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

Labor Studies

- Survey of Labor and Collective Bargaining
- Contemporary Labor Problems

- Labor and Society
- Survey of Employment Law
- Workplace Discrimination
- Grievance Representation
- Occupational Health and Safety
- Collective Bargaining
- Leadership and Representation
- Class, Race, Gender, and Work

Mathematics

- Algebra*
- Finite Mathematics*
- Brief Survey of Calculus
- Elementary Concepts of Mathematics*
- Elementary Statistical Methods I and II
- Introductory Probability

Military Science

- Introduction to Leadership
- Self/Team Development
- Leadership Challenges and Goal Setting
- Leading Small Organizations

Music

- Psychology of Music
- Introduction to Music Fundamentals
- Music for the Listener
- History of Rock 'n' Roll Music
- Special Topics in Popular Music

New Media

- Introduction to Digital Media Principles
- Topics in Interactive Multimedia
- Introduction to Computer Simulation
- Team Building in Technology
- Game Design, Development, and Production

Nutrition and Dietetics

- Nutrition and Exercise
- Nutritional Sciences and Health
- Diet Therapy

Organizational Leadership and Supervision

- Supervisory Leadership
- Human Behavior in Organizations
- Ethical Decisions in Leadership
- Applied Leadership
- Leadership for a Global Workforce
- Occupational Safety and Health
- Personnel Law
- Supervisory Management
- Training Methods
- Personnel Supervision
- Labor Relations
- Human Resource Management
- Survival Skills in Organizational Careers
- Gender and Diversity in Management
- Compensation Planning and Management
- Staffing Organizations

Philosophy

- Introduction to Philosophy
- Logic*
- Ethics
- Epistemology
- Metaphysics
- Philosophy of Human Nature
- Social Philosophy
- Philosophy of Science
- Philosophy and Culture

Physical Education

- Human Sexuality
- Marriage and Family Interaction
- First Aid and Emergency Care
- Principles of Lifestyle Wellness
- Drug Use in American Society
- Personal Health
- Self-Defense
- Healing Art of Yoga
- Weight Loss and Exercise
- Human Nutrition
- Current Trends in Nutrition
- Health Problems in the Community
- Organization of Health Education
- Community Health Education
- Introduction to Sport Psychology
- Motor Learning
- Introduction to Community Recreation
- Dynamics of Camp Leadership (Wisconsin)

Physics

- Our Physical Environment
- General Physics I
- General Physics II

Political Science

- Principles of Political Science
- Introduction to American Politics
- Contemporary Political Topics
- Introduction to Law
- Introduction to Public Policy
- Introduction to International Relations
- Family Law for Paralegals
- Urban Politics
- Political Behavior
- Voting, Elections, and Public Opinion
- Judicial Politics
- The Media and Politics
- Latin American Politics
- Middle Eastern Politics
- Political Decision Making
- Public Policy Analysis

Public Affairs

- Urban Problems and Solutions
- Introduction to Public Affairs
- Career Development
- Personal Career Planning
- Managing Behavior in Public Organizations
- Managing Workforce Diversity
- Social Policy and the Aging
- Community Development
- Interpersonal Relations in the Workplace
- Community Development Workshop

Public Health

- Contemporary Health Issues
- Health Systems Administration
- Principles of Epidemiology
- Community Health Education
- Human Resource Management in Health Care
- Long Term Care Administration
- Health Care Marketing
- Legal Aspects of Health Care Administration
- Managed Care

Religious Studies

- Introduction to Religion
- American Religion

- Comparative Religion
- Religion and Imagination
- Religions, Ethics, and Values
- Ethics of World Religions
- Religion and American Ideas
- Varieties of American Religion
- Religion and Contemporary Thought
- Hinduism and Buddhism
- Religion, Ethics, and U.S. Society
- Religions, Ethics, and Health
- Comparative Religious Ethics

Sociology

- Introduction to Sociology
- Social Problems
- The Family
- Social Psychology
- Alienation and Anxiety in Modern Society
- Deviance and Social Control
- AIDS and Society
- Society and Public Opinion
- Sexuality and Society
- Women and Health
- Gender and Society
- Sociology of Death and Dying
- Urban Sociology
- Community
- Juvenile Delinquency and Society
- Crime and Society
- Control of Crime
- Practicum in Victimology
- Social Factors in Health and Illness
- Social Organization of Health Care
- Alcohol and Society
- Sociology of Disability
- Gender and Work
- Families and Social Policy
- Race and Ethnic Relations
- Inequality and Society
- Social Change
- Social Movements
- Sociology and Social Policy
- Sociology of Mental Health

Social Work

- Introduction to Social Work
- Understanding Diversity in a Pluralistic Society
- Introduction to Case Management
- Working with Families
- Family Life Education
- Human Behavior and the Social Environment I: Individual Functioning
- Human Behavior and the Social Environment II: Small Group Functioning
- Human Behavior and the Social Environment III: Community and Organizational Functioning
- Crisis Intervention
- Social Service Delivery Systems
- Social Work Research

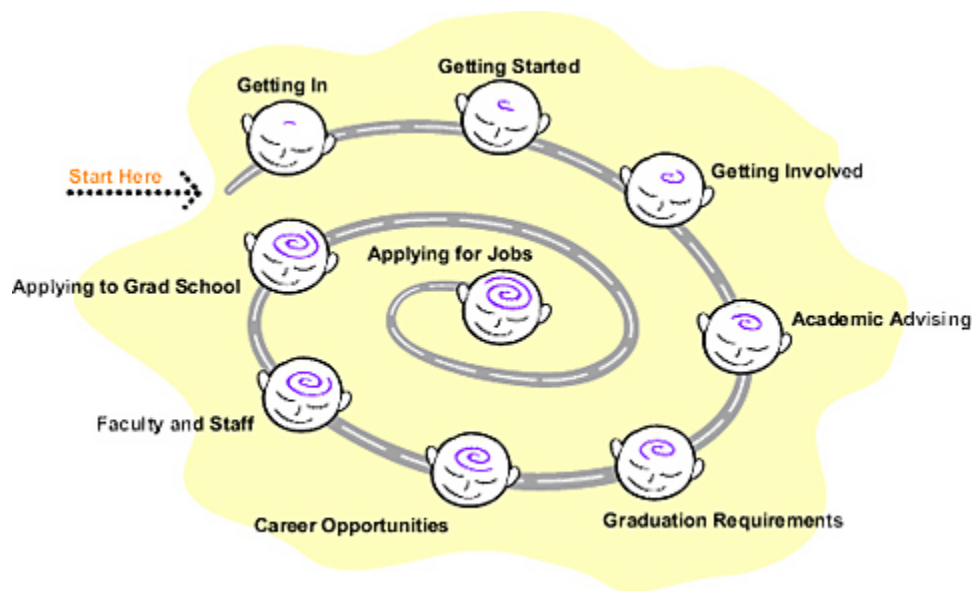
Spanish

- Beginning Spanish
- Second Year Spanish
- Spanish for Health Care Personnel
- Spanish in the Business World
- Latin American Culture and Civilization

Classes marked with an asterisk (*) provide valuable preparation for the Graduate Record Exam (GRE).

The Psychology Department's Developmentally Organized Undergraduate Website

Earning a bachelor's degree in psychology from IUPUI is an academic journey that begins when you are admitted to the School of Science and ends when you graduate and enter graduate school or the job market. Like any other important trip, this voyage consists of a series of stages that require careful planning and preparation. The Undergraduate section of IUPUI's Psychology website contains the following graphical journey that will help you understand the step-by-step nature of this process and introduce you to the resources that can make your journey to a degree in psychology a successful and self-actualizing experience. Please go to www.psych.iupui.edu/undergraduate to view this graphic and click on the heads it contains to begin your academic journey in cyberspace.



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

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

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