2014-2015 Graduate Council
Meeting Agenda: October 15, 2014 | 3:30 p.m.-5:00 p.m. | 102 Kern Graduate Building
Coffee available: 3:10 p.m.

1. Minutes of the September 17, 2014, Meeting

2. Communications to Graduate Council

3. Announcements/Remarks by the Chair - Regina Vasilatos-Younken, Interim Dean of the Graduate School, Chair of Graduate Council

4. Reports of Standing Committees of Graduate Council
   a) Committee on Committees and Procedures – David Spencer, Chair
   b) Committee on Programs and Courses – Joan Redwing, Chair
      Informational item (Appendix A):
      1) Graduate Council Curriculum Report, 10/8/2014
   c) Committee on Academic Standards – Chair
   d) Committee on Fellowships and Awards – Krista Wilkinson, Chair
   e) Committee on Graduate Research – David Spencer, Chair
   f) Committee on Graduate Student and Faculty Issues – Roger Finke, Chair

5. Reports of Special Committees
   a) Graduate School’s Graduate Exhibition Committee – Suzanne Adair, Assistant Dean for Graduate Student Affairs

6. Special Reports
   a) Graduate and Professional Student Association
   b) Program Review Dashboards

7. Unfinished Business

8. New Business

9. Comments and Recommendations for the Good of the Graduate Community
2014–2015 Graduate Council
Minutes of the Meeting: September 17, 2014

Graduate Council met on Wednesday, September, 2014, at 3:30 p.m. in 102 Kern Graduate Building. Dr. Regina Vasilatos-Younken, Interim Dean of the Graduate School, chaired the meeting. The minutes of the meeting of May 7, 2014, were approved.

Communications to Graduate Council

Dr. Vasilatos-Younken introduced Dr. Caroline Eckhardt, the University Faculty Senate liaison to Council.

Dr. Eckhardt reported that the Senate is undertaking a review and revision of the General Education requirements for undergraduate students at Penn State. Given that at some locations, especially University Park, graduate assistants (GAs) participate extensively in teaching or assisting in General Education courses, GAs and Graduate Faculty in their departments are encouraged to read the current report on this topic, and to contribute any viewpoints they may have. A draft describing the revisions being considered will be available on the Senate website [update: see the Progress Report on the special General Education website]. Graduate Council members are encouraged to review the documents and provide feedback [the special General Education website accepts comments] before any policy changes are finalized by the Senate.

Announcements/Remarks by the Chair

Dr. Vasilatos-Younken welcomed members to the first Graduate Council meeting of the 2014–2015 academic year. She reminded Council members that a quorum is needed to vote on any action items and noted the need for Council members to review the agenda materials thoroughly prior to the meetings so that they are well informed before they discuss and vote on any action items.

Dr. Vasilatos-Younken noted that editorial changes were made to the Graduate Council Bylaws and Standing Rules over the summer to reflect the name change of the Graduate Student Association (GSA) to the Graduate and Professional Student Association (GPSA), which was effective July 1, 2014.

She also provided an update on the implementation of the new student system—Project LionPATH—and reported that representatives from the Graduate School have been involved in every step of the process to ensure that the specific needs of graduate education at Penn State on an operational level will be accounted for as the system is rolled out during the next couple years. At this point in the project, analysis of whether the graduate application and GRADS admission decision system will be retained or rebuilt in the new student information system, which is an Oracle product (PeopleSoft Campus Solutions ), is under discussion, and a decision likely will be made before the next Graduate Council session, where an update will be provided.

Dr. Vasilatos-Younken reported that a growing trend among member institutions of the Committee on Institutional Cooperation (CIC) is the adoption of a unique digital identifier system (ORCID) in graduate education. The concept of the system is that a number, or digital identifier, would be assigned to a graduate student upon entrance into graduate school and that number would be associated with all scholarly and professional achievements of the individual throughout his/her career, including scholarly publications, creative works, patents, start-up companies, etc. This would eliminate confusion if, for example, a person changes his/her name and would better connect all of the work completed by a
particular individual during his/her lifetime. A representative from Penn State’s Information Technology Services has been invited to provide more information about the use of ORCID at Penn State at a future meeting of Graduate Council; more information about the date of this presentation will be forthcoming.

Dr. Vasilatos-Younken also reported on the development by the Graduate School of graduate program review “dashboards” that soon will be available to graduate program heads and faculty officers that will allow graduate programs to view program metrics at the level of individual degrees (e.g., Ph.D., M.S./M.A., professional degrees). Such metrics include the number of applications a program receives, the number of offers made, the number of offers accepted, standardized test scores and Jr/Sr GPA of new enrollees, demographic information, and time-to-degree and completion rates, among others, and will be available for a 10-year window over time, beginning with 2006/07 so that once the full 10 years’ data is available, each succeeding year’s data will be added, and the oldest data will be removed from the dashboard.

Dr. Vasilatos-Younken also mentioned that a graduate placement portal system is nearing completion as well, and will be focused on doctoral graduates initially. The system will enable submission of information by graduate programs on graduating student placements, with annual updates on alumni up to a 10-year period, in order to track types of doctoral placements and career paths. Such data will have many benefits, including more accurately demonstrating the scope and diversity of career opportunities for graduates of each field to help with student recruitment; enabling networking with doctoral alums in positions that can benefit current student job opportunities; facilitating possible funding opportunities for research; and enhancing development opportunities for support of graduate education, among others.

Reports of Standing Committees of Graduate Council

Committee on Committees and Procedures

Dr. Vasilatos-Younken recognized Dr. David Spencer, Chair, Committee on Committees and Procedures.

Dr. Spencer reported that the Committee had met over the summer to prepare membership lists for each of Graduate Council’s standing committees, taking into account to the extent possible Graduate Council members’ expressed committee preferences, the need to provide some continuity between last year’s and this year’s committee memberships, and the disciplinary composition of each committee established by Graduate Council. On behalf of the Committee on Committees and Procedures, Dr. Spencer presented the Committee’s recommendations for the 2014–2015 Graduate Council Standing Committees (Appendix A) with a motion and a second from the Committee to approve the slate of nominees. The floor was opened for any additional nominations or changes to the rosters.

There being no additional nominations or discussion, a vote was called and the recommendations for the 2014–2015 standing committees were approved.

Committee on Programs and Courses

Dr. Vasilatos-Younken recognized Dr. Frank Ritter, who reported on behalf of Dr. Joan Redwing, Chair, Committee on Programs and Courses.
Dr. Ritter presented two informational items to Council on behalf of the Committee on Programs and Courses:

Graduate Council Curriculum Report, 9/10/2014 – Appendix B

World Campus Governance Flow Chart – Appendix B1

Dr. Vasilatos-Younken explained that the World Campus Governance Flow Chart delineates a process for the development of new curricular proposals that has been formalized and endorsed by the Executive Vice President and Provost. Council recommended that information be added to Appendix B1 to clarify that the process outlined on the left in the flow chart is required for all new program proposals, regardless of intended delivery method, and the process outlined on the right must occur simultaneously with the process on the left for new programs that are proposed to be delivered via World Campus, but is independent of the curricular review process (e.g., a program may not be approved at any step in the academic review process, including college-level or central review, regardless of the strength of market research to support the demand for a graduate degree program in that field). Dr. Vasilatos-Younken and Dr. David Sylvia, World Campus liaison to Graduate Council, will share Graduate Council’s recommendation with the World Campus Governance Committee.

Committee on Academic Standards

Dr. Vasilatos-Younken recognized Dr. James Kasting, Chair, Committee on Academic Standards.

On behalf of the Committee, with a motion and a second to approve already coming from that standing committee, Dr. Kasting presented the Committee’s proposed revisions to the Graduate Council policy regarding dual-title graduate degree programs (Appendix C) for discussion/vote. Following a brief discussion, the proposed recommendations were approved by Council.

Dr. Kasting also noted that Appendix D on the agenda, proposed new criteria and guidelines for membership in the Graduate Faculty, originally appeared on the agenda for the May 2014 Graduate Council meeting. At that meeting, the action item was tabled until this meeting to allow more time for review and discussion of the proposed revisions throughout the graduate community.

Dr. Kasting reported that multiple units provided feedback regarding some of the unintended consequences of the proposed changes. In addition, Dr. Vasilatos-Younken noted that the college/school administrators for graduate education (members of the Advisory Committee for Graduate Education; ACGE) requested correction of the omission of any college-level review of associate-level appointments to the Graduate Faculty in the proposed new guidelines versus the current process. In addition, Dr. Paul Sullivan, the Director of the Applied Research Laboratory, submitted a letter of concern to Dean Vasilatos-Younken that was shared with both the Committee on Academic Standards and with Graduate Council members expressing concern regarding the disallowance for non-tenure-line faculty to chair doctoral committees under the proposed new guidelines. Dean Vasilatos-Younken emphasized that many ARL scientists who have been fully participatory in graduate education for years, including chairing doctoral committees, funding students on research contracts, teaching graduate courses, etc., and currently have this privilege as Form B Graduate Faculty would not be allowed to chair. The concern is that this change would seriously compromise the ability to attract the same high caliber of scientists to ARL at the distinct disadvantage of Penn State with respect to both research and graduate education. Based on these concerns, the Committee decided to withdraw the motion to approve the document so
that it could be further refined before final presentation to Council at a future meeting this fall. However, Dr. Kasting asked Council members to voice concerns expressed by their units during the meeting and also to submit those concerns to the Committee in writing (via email to him at jfk4@psu.edu and Elizabeth Price, Executive Director of Graduate Education Administration, at erprice@psu.edu), to further inform the Committee’s discussion and revisions. Dr. Kasting also reiterated that the issue raised by several individuals regarding whether graduate students should be allowed to participate in the instruction of a graduate course is entirely separate from the matter of membership in the Graduate Faculty; under no circumstances will a graduate student be granted membership in the Graduate Faculty.

Dr. Kasting indicated that the Committee had met earlier in the day to discuss new business, which included a white paper submitted by the College of Engineering to propose a policy allowing graduate students to serve in a support role (NOT as the instructor of record) for graduate courses in certain specific, limited capacities and with clear guidelines and boundaries. The Committee will continue its discussion on this topic in October, and Dean Vasilatos-Younken asked the GPSA members of Graduate Council to discuss this with their graduate student constituents across as many disciplines as possible and submit any input they may have on this issue to the Committee on Academic Standards for consideration during that discussion. Any changes to the proposed policy revisions ultimately approved by the Committee will be presented to Graduate Council for discussion/vote at a future Council meeting.

Committee on Fellowships and Awards
Dr. Vasilatos-Younken recognized Dr. Krista Wilkinson, Chair, Committee on Fellowships and Awards.

Dr. Wilkinson reported that the Committee was scheduled to meet the next day for its first meeting of the academic year and that she would have a report on that meeting at the October 15 meeting of Council.

Committee on Graduate Research
Dr. Vasilatos-Younken recognized Dr. David Spencer, Chair, Committee on Graduate Research.

Dr. Spencer reported that the Committee had met earlier in the day and had identified those members who would serve on the Senate Committee on Research (SCOR) and those who would serve on the Graduate School’s Graduate Exhibition Committee. The Committee awaits decisions from two more members and anticipates finalizing assignments in the coming weeks.

Dr. Spencer also reported that the Committee, along with SCOR, has been tasked by Interim Vice President for Research Neal Sharkey with collecting nominations to serve on the Faculty Scholar Medal Panels. He asked Council members for their input on any professors they feel may merit nomination to serve on these panels in the following fields: engineering, liberal arts, life sciences, physical sciences, and social sciences. The final list of names will be sent to the president and the provost, who will determine the panelists.

Committee on Graduate Student and Faculty Issues
Dr. Vasilatos-Younken recognized Dr. Roger Finke, Chair, Committee on Graduate Student and Faculty Issues.
Dr. Finke reported that the Committee had met earlier in the day and discussed the Career Exploration Workshop that it is organizing for Saturday, October 18. The workshop is intended for all graduate students and will focus on two topics: “The Classroom of the Future” and “Developing the Professional Self.”

He also reported that the Committee will be focused on the promotion of mentoring opportunities this year and will be looking at how to support the colleges/schools in their graduate student mentoring endeavors and also how to garner external funding in order to offer more University-wide mentoring programs to graduate students.

**Reports of Special Committees**

**Graduate School’s Graduate Exhibition Committee**

Dr. Vasilatos-Younken recognized Dr. Suzanne Adair, who reported that the Graduate School’s Graduate Exhibition Committee was scheduled to meet for the first time in October and that a committee chair would be elected at that time.

Dr. Vasilatos-Younken suggested that the Committee consider offering an additional prize category for the Graduate Exhibition to reward graduate students who present research that has the most potential for commercialization, based upon the submission of an invention disclosure prior to the date of the Graduate Exhibition, and recognizing that the student’s faculty adviser, who in most cases is the PI of any funded research upon which the student’s submission is based, likely would be the individual listed as “inventor.” The intent would be to bring more of the intellectual property (IP) potential of the University forward at earlier stages to better ensure protection of IP, and also to bring IP that might not otherwise be disclosed to the attention of the Office of Technology Management (OTM) and help meet the university’s mission to ensure that the research is transferred to benefit the public good. She noted that the OTM would need to be involved in such an endeavor and that additional judges—including judges from corporations and other organizations outside the University—would need to be procured.

**Special Reports**

**Graduate and Professional Student Association (GPSA)**

Dr. Vasilatos-Younken recognized Mr. Morteza Karimzadeh, representing the GPSA.

Mr. Karimzadeh reported that the association had participated in several colleges’ new student orientation events over the summer, as well as in the Graduate School’s New Graduate Student Orientation in August.

He also reported that the GPSA will be working with Counseling and Psychological Services (CAPS) at Penn State this year to identify and promote University resources designed to help graduate students deal with stress and mental health issues.

Mr. Karimzadeh also relayed that the GPSA remains concerned about the proposed changes in health insurance coverage offered to graduate students and is awaiting the release of the final report from the University-wide Student Health Insurance Task Force convened and charged by Executive Vice President and Provost Dr. Nicholas Jones.
Unfinished Business
None.

New Business
None.

Comments and Recommendations for the Good of the Graduate Community
None.

There being no further comments or discussion, the meeting was adjourned at 4:47 p.m.

Next meeting:
Wednesday, October 15, 2014, 3:30 p.m. – 5:00 p.m., 102 Kern Graduate Building
Graduate Council Curriculum Report

The Graduate Council Curriculum Report (GCCR), which includes all graduate program curricular proposals approved through the Graduate Council curricular review process, is published 12 times each calendar year.

Questions/comments regarding the GCCR or its contents may be directed to the Executive Director of Graduate Education Administration, Elizabeth Price.

October 8, 2014

1. **Program Change:** Applied Psychological Research—creation of an integrated undergraduate-graduate (IUG) degree program: Master of Arts (M.A.) in Applied Psychological Research with Bachelor of Science (B.S.) in Psychology (Penn State Harrisburg), page 2

Note: Graduate course proposals approved through the Graduate Council curricular review process, as well as information about postbaccalaureate/graduate credit certificates approved by college/school administrators for graduate education, are published in the Senate Curriculum Report.
GRADUATE COUNCIL
PROGRAM, OPTION, OR MINOR PROPOSAL FORM

Submit 1 original, signed Graduate Council proposal form and 7 hardcopies of the graduate program proposal document, with a copy of the signed proposal form attached to each proposal copy, to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building. The proposals will be transmitted to the Dean of the Graduate School for entry into the Graduate Council curricular review process; for more information about the process, see the Overview of the Graduate Council Curricular Review Process.

See the Program Proposal Procedures for guidance in preparing a graduate program proposal. If you have questions regarding the preparation of a graduate program proposal or how to complete this form, contact the Office of the Dean of the Graduate School.

College/School:  Penn State Harrisburg
Department or Instructional Area:  School of Behavioral Science and Education

NEW GRADUATE PROGRAM, OPTION, OR MINOR:  Add ___

Designation of new graduate program:
Classification of Instructional Programs (CIP) Code:
Designation of new graduate option:
Designation of new graduate minor:

Indicate effective semester (cannot be earlier than the first semester following approval):

EXISTING GRADUATE PROGRAM, OPTION, OR MINOR:  Change  Drop

Current designation of graduate program:  Applied Psychological Research
Current designation of graduate option:
Current designation of graduate minor:

New designation of existing graduate program (if changing):
New designation of existing graduate option (if changing):
New designation of existing graduate minor (if changing):

Indicate effective semester (cannot be earlier than the first semester following approval):  Spring 2015

SUBMITTED BY GRADUATE PROGRAM HEAD:
Catherine Surra  Date:  1-17-14
Printed name  Signature

NOTED BY COLLEGE/SCHOOL REPRESENTATIVE TO GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:
David Witwer  Date:  1-17-14
Printed name  Signature

APPROVED BY COLLEGE/SCHOOL DEAN/CHANCELLOR (OR DESIGNEE):
Peter Idowu  Date:  Jan 22, 2014
Printed name  Signature
RECOMMENDED BY CHAIR, GRADUATE COUNCIL SUBCOMMITTEE ON NEW AND REVISED PROGRAMS AND COURSES:

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<th>Printed name</th>
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<tr>
<td>C. Andrew Cole</td>
<td>Andrew Cole</td>
<td>10/3/2014</td>
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</table>

RECOMMENDED BY CHAIR, GRADUATE COUNCIL COMMITTEE ON PROGRAMS AND COURSES:

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<tr>
<td>Joan M. Redmayn</td>
<td>Joan M. Redmayn</td>
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NOTED BY DEAN OF THE GRADUATE SCHOOL:

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<tbody>
<tr>
<td>Regenia Vasilatos-Younken</td>
<td>Regenia Vasilatos-Younken</td>
<td>10/6/2014</td>
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Program Change Proposal to create an Integrated Undergraduate-Graduate Degree Program combining the B.S. in Psychology at Penn State Harrisburg with the M.A. in Applied Psychological Research

Graduate Program in Applied Psychological Research
School of Behavioral Sciences and Education
Penn State Harrisburg

October 14, 2014
Applied Psychological Research
Integrated Undergraduate-Graduate (IUG) Degree Program
Proposal (M.A. with B.S. in Psychology)

Executive Summary

A. Objectives of the Proposed IUG Program

The objectives of the Integrated Undergraduate Graduate Program in Applied Psychological Research include:

1. To offer highly qualified students the opportunity to earn two degrees in five years. In particular, IUG students may count up to 12 credits towards both their B.S. and M.A. degree requirements. This proposal allows for 11 credits to be applied to the B.S. and M.A. program.
2. To permit coherent planning of studies through the graduate degree, with advising informed by not only the requirements of the baccalaureate program, but also the longer-range goals of the graduate degree.
3. To introduce undergraduate students to the rigors of both graduate study and graduate faculty.
4. To make the resources of the Graduate School available to IUG students.
5. To allow students with IUG status to benefit from their association with graduate students whose level of work and whose intensity of interest and commitment parallel their own.
6. To allow students to coordinate as well as concurrently pursue the two degree programs, which enables them to achieve greater depth and comprehension than if the degrees are pursued sequentially.

B. Summary of Changes

1. Graduate Bulletin description of the Applied Psychological Research program is revised to include the proposed IUG program.
2. No new courses are required for these changes.
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Applied Psychological Research (M.A.) and Psychology (B.S.)
Integrated Undergraduate-Graduate (IUG)
Degree Program

School of Behavioral Sciences and Education
Penn State Harrisburg

I. INTRODUCTION

The integrated B.S./M.A. degree in Applied Psychological Research meets the needs of the most academically talented students in the Psychology undergraduate major. A large proportion of our most academically talented students apply or wish to apply to graduate schools during their final year of undergraduate studies or soon after graduation. Reviews in the Chronicle of Higher Education have indicated that as many as 73% of incoming college students expect to earn masters or doctoral degrees. If they are accepted into a masters or doctoral program, the students can expect 2 to 5 additional years of graduate study. These students can benefit from the integrated degree because it provides a more challenging curriculum that allows them to accelerate their program of study to possibly receive an undergraduate and graduate degree within 5 years, or 3 additional semesters of graduate study. Additionally, the integrated program can provide these students with a more cohesive program of study with opportunities to engage in more comprehensive research and clinical experience leading to both the Bachelor and Master’s degree.

II. APPLICATION PROCESS

To initiate the application process, students must submit an Integrated Undergraduate-Graduate (IUG) Degree in Applied Psychological Research Application Form, a transcript, and three letters of recommendation, with at least two from faculty members. A graduate faculty adviser will help undergraduate candidates determine a sequence of courses that will prepare them for acceptance into the Integrated Undergraduate-Graduate (IUG) degree program.

Psychology undergraduates may apply for admission by no later than February 15th the spring of their junior year after completing a minimum of 60 credits, if they meet the following admission requirements:
1. Grade point average of 3.50 or above cumulative.

2. Completion of undergraduate statistics and an undergraduate research course with an A- or above in both.

3. Completing 18 credits or more in psychology with a psychology GPA of 3.67 or above.

4. Typical successful candidates will obtain GRE scores of 146 or above on the both the verbal and quantitative sections, with an analytical score of 3.5 or above.

5. Complete interviews with graduate faculty members.

6. Provide three professional letters of recommendation with at least two from academic references.

In addition, applicants must apply to and be admitted to the Graduate School of The Pennsylvania State University at the time of their application to the IUG degree program.

These admission standards are high, as it is thought the program will only be appropriate for students with high levels of academic skills. The GPA requirement is the same as required for upper level undergraduate students to register for graduate courses by the graduate school. The psychology GPA for strong students in the major is often at 3.67 or higher. The program area does have discretion in admitting psychology majors into the integrated program, and extenuating circumstances can always be considered in terms of possible admission. Individuals who are unable to be admitted in to the integrated program of study can apply for regular admission when they complete their program of study. These materials must be completed by the spring of the junior year to allow admission into the Integrated BS/MA program the following fall.

Upon acceptance into the program, the student will be assigned a graduate adviser who is a graduate faculty member. In addition, the student will plan the remainder of his or her undergraduate program of studies to complement the proposed plan of study.

For application, students must submit a completed graduate school application noting the application is for the IUG program in Applied Psychological Research. The GRE exam is required for admission into the program and successful candidates typically score 146 on both the verbal and quantitative sections, and with an analytical score above 3.5.

Typical Graduate Course Schedule
Fall – Senior Year (in addition to other courses)

Course                        Credits
Psyc 520 Research Methods      4
Psyc 500 Ethics and Professional Issues 3

Spring – Senior year  (in addition to other courses)
Course                        Credits
Psyc 521 Statistics           4

Total                        11 credits

These courses will be applied to both the graduate and undergraduate degree programs. For the undergraduate degree program, the courses here may be applied to the additional 12 credits of psychology courses section of degree requirements.

Undergraduate psychology students from other Penn State University psychology programs may apply to the IUG, but they would need to transfer to the B.S. in Psychology at Penn State Harrisburg by their senior year in order to participate in this IUG degree program.

**Eligibility for a Graduate Assistantship**

Students in the IUG program will be eligible for consideration for a graduate assistantship to be awarded when admitted to the IUG. To be eligible for a graduate assistantship, students must be admitted to the IUG.
III. IUG DEGREE REQUIREMENTS

The IUG program in Applied Psychological Research is intended to provide accelerated graduate study in psychology for promising undergraduate students, while emphasizing the development of advanced core psychological knowledge and research skills. The IUG program is intended to prepare individuals to provide research in professional settings such as health, education and governmental settings. In addition, some graduates of the terminal master’s degree program in Applied Psychological Research will later go on for doctoral degrees.

Students in the IUG program must satisfy the requirements for both the B.S. and M.A. degrees, as listed in Appendix A. The first three years of the IUG program are identical to the first three years of the Bachelor of Science program. The fourth year of the IUG program differs from the fourth year of the Bachelor of Science program because of the inclusion of courses that count toward the Master of Arts degree requirements.

Student performance will be monitored on an on-going basis. Students who have not maintained a 3.5 GPA in their senior year will be put on probationary status with respect to the IUG program. Their ability to continue in the IUG program will be based on their academic performance in the first semester of their graduate year. Students who fall below a 3.0 GPA may be dropped from the program. Students also need to maintain ethical standards consistent with the American Psychological Association (APA) standards.

Students have the choice of receiving the B.S. degree at the end of the fourth year or waiting until the end of the fifth year to receive both degrees. Students who elect to receive the B.S. degree at the end of the fourth year will pay graduate tuition for courses taken in the fifth year; students opting to receive both degrees at the end of the fifth year will pay undergraduate tuition for all five years. Students who are awarded a graduate assistantship must elect to receive the B.S. degree at the end of the fourth year.

If for any reason a student admitted to the IUG program is unable to complete the requirements for the Master of Science degree, the student will be permitted to receive the Bachelor of Science degree assuming all the undergraduate degree requirements have been satisfactorily completed. If the student successfully completes courses listed in the recommended schedule, they will satisfy the requirements for the Bachelor’s degree by the end of their fourth year.
Appendix A. Recommended schedule for Applied Psychological Research program

Typical schedule for master’s degree students.

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<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>1</td>
<td>PSYC 500 Ethics and Professional Practice in Psychology and Counseling (3)</td>
<td>PSYC 521 Advanced Statistics (4)</td>
<td>PSYC 594 Research (3)</td>
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<tr>
<td></td>
<td>PSYC 501 Cultural Competency in Psychology (3)</td>
<td>PSYC 524 Biological Bases (3)</td>
<td>Elective (3)</td>
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<td></td>
<td>PSYC 520 Research Methods (4)</td>
<td>PSYC 502 Applied Social Psychology (3)</td>
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<td>2</td>
<td>PSYC 530 Master’s Paper (3)</td>
<td>PSYC 594 Research (3)</td>
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<td></td>
<td>PSYC 594 Research (3)</td>
<td>Elective (3)</td>
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### Appendix B. Recommended schedule for Applied Psychological Research IUG Students.

<table>
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<th>Year</th>
<th>Fall (Senior Year)</th>
<th>Spring (Senior Year)</th>
<th>Summer</th>
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<tr>
<td>Year 1 (Senior Undergraduate Year) (11-14 graduate credits)</td>
<td>PSYC 520 Research Methods (4)</td>
<td>PSYC 521 Statistics (4)</td>
<td>PSYC 594 (3) if elected</td>
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<tr>
<td></td>
<td>PSYC 500 Ethics and Professional Practice in Psychology and Counseling (3)</td>
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<tr>
<td>Year 2 (21-24 graduate credits)</td>
<td>PSYC 501 Cultural Competency in Psychology (3)</td>
<td>Psyc 524 Biological Bases (3)</td>
<td>Research or Elective (3)</td>
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<tr>
<td></td>
<td>PSYC 594 Research (3)</td>
<td>Psyc 502 Applied Social Psychology (3)</td>
<td>Psyc 530 Master's Paper (1-3)</td>
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<td></td>
<td>Elective (3)</td>
<td>Psyc 530 Master's Paper (3)</td>
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It is crucial the IUG student begin involvement in the master’s paper research very early in their education. The general focus and design of the master’s project should be identified by no later than the end of the undergraduate senior year, preferably in the research methods course. The PSYC 530 Master’s Paper is an independent scholarly research project, chaired by a graduate faculty member and reviewed and approved by three graduate faculty members, with one outside reader sometimes selected as the third reader. The research credits (Psyc 594) are generally supervised research projects not directly leading to the Master’s Paper. The Master’s Paper is considered to be a broadly conceived research project, such as a psychological experiment, a quasi-experimental application, a systematic meta-analysis, or a similar scholarly work. The initial proposal and human subject review, if needed, should be completed by the fall of year one in graduate school in order to be completed successfully the following spring or summer.

The total resulting credits will be a minimum of 146 credits, with 122 credits completed for the undergraduate psychology degree. Eleven graduate credits will be completed in the senior
undergraduate year, and the remaining 24 graduate credits will be completed in the graduate degree program.

Students who believe that they have completed a course substantially similar to one of the specific course requirements may apply to have their previous work evaluated for the purpose of exemption to that requirement. If the exemption is granted, another approved graduate course shall be taken in place of that required course.
### Appendix C: External Consultation

Summary of External Consultation

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<th>Program Requested</th>
<th>Date of Request</th>
<th>Date of Response</th>
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<td>February 1, 2013</td>
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<td>March 8, 2013</td>
<td>March 12, 2013</td>
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<td>February 1, 2013</td>
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</table>
**Consultation with the Psychology Program, Behrend College**

Psychology faculty members throughout The Pennsylvania State University system have long been involved with the development of the IUG program. However, not all program areas responded to requests for consultation.

From February 1, 2013:

Attached is a copy of our planned submission of our Integrated Undergraduate Graduate (IUG) program in Applied Research Psychology. I think most have heard of the proposal development at various times, and this work is what we hope to send to Academic Affairs soon.

I would appreciate your thoughts and comments about the proposal. We hope to have the IUG in place soon, so I would appreciate comments by February 9th if at all possible.

I appreciate your efforts. If you have any questions, please feel free to contact me.

Tom
Consultation with the Psychology Program, Berks

Excellent, we will do so.

Tom

----- Original Message ----- 
From: "BRENDA L RUSSELL" <blr15@psu.edu>
To: "THOMAS BOWERS" <dvo@psu.edu>
Sent: Tuesday, March 12, 2013 4:10:49 PM
Subject: Re: A possible collaboration between your grad program and our BA

I forgot to mention that I'll talk to our department tomorrow at our meeting, but if the gist of it is in this email then I know that our program will be on board with this collaboration....so please do factor this into the process.

Brenda Russell

----- Original Message ----- 
From: "THOMAS BOWERS" <dvo@psu.edu>
To: "BRENDA L RUSSELL" <blr15@psu.edu>
Sent: Tuesday, March 12, 2013 2:43:42 PM
Subject: Re: A possible collaboration between your grad program and our BA

Attached is our recent Academic Affairs submission, it will likely be reviewed in April. The document is long because of administrative demands, but the principle is very simple. A psychology major takes general psychology courses, and does very well. By the junior year, the person applies to the IUG program. If admitted, the person then takes three required core graduate courses in their senior year, Research Methods, Ethics and Professional Issues, and the graduate Statistics course. These courses are applied to both the undergraduate and graduate psychology degree, as electives in the undergraduate major. This advances the program of study by one year. The folks then complete the remaining 24 graduate credits and the degree with a master's paper. Folks from Berks, assuming a pretty similar curriculum (which I think is the case), could also do this as well. The only headache is the need to come to Harrisburg for the senior year to take the graduate courses, at least at this juncture.

Let me know your thoughts. If you would approve in principle with this collaboration, we will certainly factor this into the process.
Tom

----- Original Message -----  
From: "BRENDA L RUSSELL" <blr15@psu.edu>  
To: "THOMAS BOWERS" <dvo@psu.edu>  
Sent: Monday, March 11, 2013 5:00:40 PM  
Subject: Re: A possible collaboration between your grad program and our BA

Ok, well know that we are interested and if there are steps I need to take, please let me know and I can get started on them...
Thanks!
Brenda

----- Original Message -----  
From: "THOMAS BOWERS" <dvo@psu.edu>  
To: "BRENDA L RUSSELL" <blr15@psu.edu>  
Sent: Monday, March 11, 2013 11:57:47 AM  
Subject: Re: A possible collaboration between your grad program and our BA

Yes, this is certainly possible, we are trying to set this up through Academic Affairs with an IUG program. We could certainly look for possible collaboration.

Tom

----- Original Message -----  
From: "BRENDA L RUSSELL" <blr15@psu.edu>  
To: "THOMAS BOWERS" <dvo@psu.edu>  
Sent: Friday, March 8, 2013 4:48:31 PM  
Subject: A possible collaboration between your grad program and our BA

Hello Dr. Bowers, I'm Brenda Russell--the coordinator at PSU-Berks Applied Psychology program. I'm not sure if you're actually aware of this or not, but apparently your Dean has been speaking with my Dean about creating the possibility of a collaboration among our programs in which we could possibly send our graduating students to your graduate programs (i.e., Applied clinical coordinator and applied psych research) where we can offer our students some type of time-reduction toward the completion of the Master's. So my understanding is that for example, if a student at Berks followed a certain curriculum then they could possibly complete their Master's in a year or a year and a half instead of two years. There is certainly some overlap among our programs and your grad program curriculum requirements. For instance, our program
requires 525 hours of internship (5 semesters--and there are other 400-level courses that might fit nicely into your curriculum.

Anyway, I was instructed by our Dean to contact you and see if you thought this might be something worth discussing further. I'm currently asking our graduating students how many students might take advantage of something like this were it available......so I could examine the need and see if it would be worth pursuing.

Please let me know if this is something you would like to examine in further detail. I'll be more than happy to speak with you about it. I look forward to hearing from you soon.

Cordially,
Brenda Russell

-------------------------------
Brenda Russell, Ph.D.
Coordinator of Applied Psychology
Penn State Berks
PO Box 7009
Tulpehocken Road
Reading, PA 19610
Consultation with University Park, Psychology Department

Thank you Rich.

Tom

----- Original Message ----- 

From: "Rich Carlson" <racarlson@psu.edu>
To: "THOMAS BOWERS" <dvo@psu.edu>
Sent: Monday, February 4, 2013 7:53:56 AM 
Subject: RE: Cognate Review

The proposal looks fine to me, Tom, best of luck with it.

Rich

Rich Carlson, Professor and Associate Head, Psychology
Department of Psychology, Penn State University
445 Moore Building, University Park, PA 16802-3106
Office 814-863-1736 Fax 814-863-7002 racarlson@psu.edu

-----Original Message-----

From: THOMAS BOWERS [mailto:dvo@psu.edu]
Sent: Friday, February 01, 2013 5:26 PM 
To: DAWN BLASKO; vmc1@psu.edu; racarlson@psu.edu 
Cc: KIMBERLY ANNE SCHRECK 
Subject: Cognate Review
Attached is a copy of our planned submission of our Integrated Undergraduate Graduate (IUG) program in Applied Research Psychology. I think most have heard of the proposal development at various times, and this work is what we hope to send to Academic Affairs soon.

I would appreciate your thoughts and comments about the proposal. We hope to have the IUG in place soon, so I would appreciate comments by February 9th if at all possible.

I appreciate your efforts. If you have any questions, please feel free to contact me.

Tom
Consultation with the Department of Public Health Sciences

The Department of Public Health Sciences (PHS) has previously assisted with identifying courses appropriate for the ARP program. However, not all program areas responded to requests for consultation.

From February 1, 2013:

Attached is a copy of our planned submission of our Integrated Undergraduate Graduate (IUG) program in Applied Research Psychology. I think most have heard of the proposal development at various times, and this work is what we hope to send to Academic Affairs soon.

I would appreciate your thoughts and comments about the proposal. We hope to have the IUG in place soon, so I would appreciate comments by February 9th if at all possible.

I appreciate your efforts. If you have any questions, please feel free to contact me.

No response was received. However, the PHS in the past has assisted in identifying appropriate possible courses for APR graduate students in the PHS program area. We project very little additional increased enrollment demand for the PHS program area.
Appendix D. Integrated Undergraduate Graduate Degree Program in Applied Psychological Research Program Manual

Integrated Undergraduate – Graduate Program: Applied Psychological Research Student Handbook

Ψ

School of Behavioral Sciences and Education
Penn State Harrisburg
777 West Harrisburg Pike
Middletown, PA 17057-4898
717/948-6059
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Note: Telephone numbers and website addresses are provided for the convenience of the user of this manual, and were up to date at the time this manual appeared. However, phone numbers and website links sometimes change and hence individuals may sometimes need to make additional contact to reach the resources described here.


This publication is for informational purposes only and is not binding on The Pennsylvania State University.
OVERVIEW

Welcome to Penn State Harrisburg and to the integrated undergraduate and graduate program (IUG) in Psychology and Applied Psychological Research. This handbook has been designed to introduce you to our program and to guide you on your way to graduation and your future career. The Psychology faculty and staff wish you every success and will do everything possible to make your educational experience at Penn State Harrisburg a meaningful one. If you wish to contact us, our offices are all located in room W311 of the Olmsted Building and our phone numbers and email addresses are listed in the appendices of the handbook.

The coordinator of the Psychology graduate program is Dr. Thomas Bowers, and the Chair of the Social Sciences and Psychology program is Dr. Schreck, both of whom make decisions and resolve problems at the program level. The Psychology program is housed in the School of Behavioral Sciences and Education, of which Dr. Catherine A. Surra is the School Director. Dr. Surra is responsible for the overall operation and administration of the entire School of Behavioral Sciences and Education, which contains a number of other academic programs besides Psychology.

All School Directors and all units of the College are responsible to the central administration, which is headed by the Chancellor, Dr. Mukund Kulkarni. As the Associate Dean for Research and Graduate Studies, Dr. Peter Idowu has overall responsibility for all Penn State Harrisburg graduate programs.
ACADEMIC PROGRAM

**Integrated Undergraduate Graduate Degree Program (IUG)**

The graduate portion of the program requires 35 credits of course work (29 credits of core courses and 6 credits of electives). Students in the IUG program must satisfy the requirements for both the B.S. degree in psychology and M.A. degree in Applied Psychological Research. The first three years of the IUG program are identical to the first two years of the Bachelor of Science program. The fourth year of the IUG program differs from the fourth year of the Bachelor of Science program because of the inclusion of courses that count toward the Master of Science degree requirements. Instead of psychology elective courses, students in the IUG program will take 11 credits of graduate level courses, completing Ethics (Psyc 500) and Research Methods (Psyc 520) in their senior fall semester and Statistics (Psyc 521) in the spring semester.

The graduate program requires 35 credits of course work (29 credits of core courses and 6 credits of electives). Students admitted into the UIG program will be monitored on an on-going basis. Students who have not maintained a 3.5 GPA in their senior year will be put on probationary status with respect to the IUG program. Their ability to continue in the IUG program will be based on their academic performance in the first semester of their graduate year.

Students have the choice of receiving the B.S. degree at the end of the fourth year or waiting until the end of the fifth year to receive both degrees. Students who elect to receive the B.S. degree at the end of the fourth year will pay graduate tuition for courses taken in the fifth
year; students opting to receive both degrees at the end of the fifth year will pay undergraduate tuition for all five years. Note that students who are awarded a graduate assistantship must elect to receive the B.S. degree at the end of the fourth year.

If for any reason a student admitted to the IUG program is unable to complete the requirements for the master’s degree, the student will be permitted to receive the Bachelor of Science degree assuming all the undergraduate degree requirements have been satisfactorily completed. If the student successfully completes courses listed in the recommended schedule, they will satisfy the requirements for the Bachelor of Science degree by the end of their fourth year.

**Program Description**

The Master of Arts program in Applied Psychological Research focuses on the development of research skills geared towards solving behavioral problems and promoting well-being. Students will learn to employ the principles of psychology to facilitate improvement in the human condition. Coursework and training will focus on psychology applications and research. The program is designed to meet the needs of students who plan careers in research or administration within human service or similar organizations, who plan to conduct research in other settings, or who plan to pursue doctoral study. Students can select electives and research experiences to reflect their individual interests in consultation with their adviser.

**Degree Requirements**

The M.A. in Applied Psychological Research requires 35 credits of course work, including 6 credits of supervised research experience and a master’s research paper.

**PSYCHOLOGY CORE COURSES: 29 credits**

Psychology core courses provide a foundation in professional ethics, individual differences and cultural diversity, the scientific bases of behavior, and scientific research skills.
PSYC 500  Ethics and Professional Practice in Psychology and Counseling (3)
PSYC 501  Cultural Competency in Psychology (3)
PSYC 502  Applied Social Psychology (3)
PSYC 520  Research Methods (4)
PSYC 521  Statistics (4)
PSYC 524  Biological Basis of Behavior (3)
PSYC 530  Research Paper (3)
PSYC 594  Research Topics (6)

**ELECTIVE COURSES: 6 credits** Elective courses should be selected in consultation with the student’s adviser in support of the student’s research focus. Elective courses offered through the Psychology program include:

PSYC 510  Human Growth and Development (3)
PSYC 514  Preventive Psychology (3)
PSYC 515  Clinical Health Psychology (3)
PSYC 516  Child Health Psychology (3)
PSYC 525  Forensic Psychology (3)
PSYC 526  Behavioral Systems in Criminal Justice (3)
PSYC 535  Behavioral Management (3)
PSYC 596  Individual Studies (3)
PSYC 597  Special Topics (1-9)

In addition the following courses that are offered through other Penn Harrisburg graduate programs can be taken as electives by Applied Psychological Research students:

ABA 522  Single Subject Research Designs (3)
ADTED 550  Qualitative Research in ADTED (3)
CMPSY 520  Research Methods II (3)

Applied Psychological Research students can also take the following elective Public Health Sciences (PHS) courses that are offered through the College of Medicine at the Milton S. Hershey Medical Center (which is approximately 8 miles from Penn State Harrisburg). Descriptions for the courses can be found on the Penn State Harrisburg Applied Psychological Research website [http://harrisburg.psu.edu/programs/master-arts-applied-psychological-research] by following the links for electives at Penn State’s College of Medicine, or on the College of Medicine website http://www.pennstatehershey.org/web/phs/programs/ms/courseoptions.

PHS 500  Research Ethics for Clinical Investigators (1)
PHS 510  Clinical Research Methods (3)
PHS 516  Statistical Genetics
PHS 520  Principles of Biostatistics (3)
PHS 521  Applied Biostatistics (3)
PHS 522  Multivariate Biostatistics
PHS 536       Heath Survey Research Methods (3)
PHS 550       Principles of Epidemiology (3)
PHS 551      Advanced Epidemiological Methods (3)
PHS 552      Molecular Epidemiology of Chronic Disease (3)
PHS 570      Health Economics & Economic Evaluation (3)
PHS 580      Clinical Trials: Design & Analysis(3)
PHS 581      Clinical Trials: Case Studies (1)
PHS 594      Research Topics (3)

**Supervised Research Experience**

All Applied Psychological Research students are required to successfully complete 6 credits of PSYC 594, Research Topics. This course is intended to give you the experience that you will need to successfully conduct your own research in your chosen career. The PSYC 594 requirement can be fulfilled by either assisting an approved researcher with his/her research or by developing and implementing a project together.

Although PSYC 594 does not have any formal prerequisites, it is typically best to schedule this after you have completed your research methods (PSYC 520) and statistics (PSYC 521) courses, completed in the Senior undergraduate year of study. However, individual circumstances might necessitate beginning your applied research experience earlier in the program. Students need to contact a potential faculty research mentor and complete a form, available on the web, in order to register for any credits of PSYC 594.

Your PSYC 594 participation will be most beneficial to you if you give careful thought to the types of research that you would like to do. Toward this end, read the faculty profiles in this handbook, talk to the faculty, and attend research colloquia to acquaint yourself with the kinds of research opportunities that are available. It is also very important that you consult with your adviser to develop an overall plan that will effectively meet your needs.
Once you have an idea of what you might like to do, speak with the person with whom you would like to work about his or her expectations. Although all research supervisors must be members of both Penn State Harrisburg psychology Faculty, and the Penn State graduate faculty, it is also possible to work with other professionals (including those from other disciplines and/or other locations) as long as your research has a psychological focus and is approved by a graduate faculty person who meets the above qualifications.

The 6 required credits hours can be divided across semesters and research projects. Again, however, make sure that you consult with your adviser to develop an overall plan that will effectively meet your needs. Each PSYC 594 credit requires a total of approximately 45 hours of work. This is equivalent to an average of 3 hours a week over a 15-week semester per academic credit, or an average of 9 hours per week for three credits. However, this is only a guideline; the exact time commitment for a particular project is at the discretion of the research supervisor. The research experience is intended to develop research skills and abilities, while the master’s paper is a cumulative research project.

**Master’s Paper**

All Applied Psychological Research students are required to write and successfully defend a master's paper as a seminal experience. However, you should not wait until the end of your coursework to begin your planning. Rather, your master’s project should be an ongoing development from early in the program, and you should begin serious work on it at least 1 year before your desired graduation date.

This paper may be an experiment, an empirical study, a conceptual paper, a meta-analysis, or another approved methodology. A complete list of the steps involved in planning,
writing, and defending a master’s paper can be found in the *Psychology Program Master’s Paper Manual*. You will be given a copy or a link to this manual when you enter the program.

When you are ready to formally begin work on your master’s project, register for PSYC 530, Research Paper. Prerequisites for doing so are completion of PSYC 520, Research Methods, and PSYC 521, Statistics, and permission of the program.

**RECOMMENDED PLANS OF STUDY**

Recommended plans of study for full- and part-time students follow. Although we realize that you may not be able to follow these schedules exactly, they serve as guidelines for how you can sequence your classes to efficiently progress through the required course work. Deviations from these recommendations will likely increase the time you need to complete the program.

**Suggested Graduate Course Schedule of IUG Students**

*In addition to undergraduate courses*

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<th>Spring (Senior UG)</th>
<th>Summer</th>
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<tr>
<td><strong>Year 1 (Senior Undergraduate Year)</strong></td>
<td>PSYC 520 Research Methods (4)</td>
<td>PSYC 521 Statistics (4)</td>
<td>PSYC 594 (3) if elected</td>
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<tr>
<td>(11-14 graduate credits)</td>
<td>PSYC 500 Ethics and Professional Practice in Psychology and Counseling (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong> (21-24 graduate credits)</td>
<td>PSYC 501 Cultural Competency in Psychology (3)</td>
<td>Psyc 524 Biological Bases (3)</td>
<td>Research or Elective (3)</td>
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<tr>
<td></td>
<td>PSYC 594 Research (3)</td>
<td>Psyc 502 Applied Social Psychology (3)</td>
<td>Psyc 530 Master's Paper (1-3)</td>
</tr>
<tr>
<td></td>
<td>Elective (3)</td>
<td>Psyc 530 Master's</td>
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AVENUES OF COMMUNICATION

All mass correspondence with Psychology majors will be to your official Penn State email address. Thus, if you have not yet set up a Penn State email account, it is crucial that you do so immediately. We will not send Program information to non-Penn State email addresses, although it is easy to configure your Penn State email so that it automatically forwards messages to any other email address of your choice. It is your responsibility to check your Penn State email on a timely basis and to take appropriate steps in response to the issues that the Psychology program might raise therein.

We will also post program information on the Penn State Harrisburg School web page, www.hbg.psu.edu/bsed. ANGEL is a web-based course management system that is also used for communication. Please check your ANGEL classes and groups regularly.

RESOLUTION OF PROBLEMS

If you have a question or a problem related to Program, College, or University policies and procedures, speak with the Graduate Coordinator. If you have other concerns, talk with either the course instructor (if it is a course-related matter) or with your adviser (if it is a more general issue). If the two of you cannot resolve the problem, the next step is to meet with the Graduate Coordinator. If the issue is still unresolved after following these steps, you can speak with the chair of Behavioral Sciences or the School Director, as directed by the chair.
ACADEMIC AND CAREER PLANNING

The Importance of Planning

In order to make the most of your time at Penn State Harrisburg, planning is essential. It is a good idea to track your progress through the program by periodically obtaining an updated copy of your transcript from www.eLion.psu.edu. It also pays to periodically compare your informal records with your official file to make sure that everything is in order. This can be obtained from your adviser or the staff assistant. By planning ahead and carefully monitoring what requirements you have and have not completed, you can avoid unnecessary problems.

Your Adviser

One way to ensure proper planning is to meet regularly with the Psychology adviser that you were assigned to when you entered the Program. It is especially important to regularly meet with your advisers while in the IUG program. Get to know this person! He or she will be able to either answer your questions or to help you find someone who can. Make sure that you allow sufficient time to discuss whatever concerns you might have. When things are not rushed, it is easier to sort out goals and design an appropriate program.

Graduate school can be quite stressful. The work load and the expectations for quality are much greater than for undergraduate study. By helping to plan your schedule, recommending possible internship placements and master’s paper topics, providing advice about advanced graduate education or career opportunities, and otherwise guiding you through your studies, your adviser can help to ease this stress.
Faculty are not under contract between May 15 and August 15 and, thus, are not typically available for advising during the summer. They do, however, have set office hours for the fall and spring semesters. Because faculty have other responsibilities, do not expect your adviser to be available to meet with you if you just “stop by” outside of his or her posted office hours. If these times are not good for you, make an appointment for a mutually convenient time when you can get together. It is also a good idea to make an appointment if you want a guaranteed block of time in which to talk.

If you wish to change your adviser, simply ask the person who you would like to have as your new adviser if he or she is agreeable to working with you and, if so, complete a Change of Adviser form. All Psychology advisers must be full-time members of the Psychology graduate faculty.

**Scheduling of Classes**

It is highly recommended that you meet with your adviser each semester before you register for classes. Although it is ultimately your responsibility to make sure that you fulfill all of your academic requirements, your adviser can help you to develop a workable and balanced schedule. A valuable tool for helping you to efficiently progress through the required course work is the recommended plans of study found in this handbook.

Current course information and registration dates can be found on the Penn State Harrisburg web page, [www.hbg.psu.edu](http://www.hbg.psu.edu). Early registration decreases the likelihood that a class will be dropped because of low enrollment. Make sure that you register for classes as soon as you possibly can, and by 3 weeks before the end of the previous semester at the latest.
When you go to see your adviser, be prepared. Think about what you want to get out of the meeting. Jot down your questions. Take any material (e.g., draft of your schedule, registration form) that you might need with you, and look them over before the meeting. Scheduling meetings are also a good time to “touch base” with your adviser about other concerns that you might have.

**Other Faculty**

Faculty members other than your adviser are also available to help you. As you take classes with and otherwise get to know these individuals, you will find that some of them have interests that overlap with yours. Feel free to approach any of the Psychology faculty during their office hours, as they might be able to help you with advanced graduate education or career opportunities, or to refer you to someone in their network who can. You should also make sure that you familiarize yourself with the faculty’s research interests so that you will be able to form a Master’s Paper Committee that meets your needs, when you are ready to do so. This is discussed further in the *Psychology Program Master’s Paper Manual*.

**Career Opportunities**

Give careful thought to your career goals. The Office of Career Services has a wealth of resources that provide information about almost any career that you might be interested in, and this office can also help you to prepare for your job search. Contact Karl Martz at 717/948-6025 to schedule an individual appointment for career guidance. Your faculty adviser is another valuable source of information about career options.

Penn State Harrisburg’s Alumni Mentor Program attempts to match students with alumni who are working in their field of interest. Contact the Alumni Relations Office at 717/948-6715
if you are interested. After you graduate and are working in your chosen field, volunteer to be an alumni mentor yourself.

ACADEMIC POLICIES, RULES, AND PROCEDURES

Graduate School Policies and Procedures

Graduate School academic policies and procedures can be found in the Graduate Degree Programs Bulletin at www.psu.edu/bulletins/whitebook. You should familiarize yourself with this site, as many questions that you might have about academic policies are addressed therein.

Transfer of Credit From an External Institution

Subject to the limitations given below, a maximum of 10 credits of high-quality graduate work completed with a B or above, from a regionally accredited U.S. institution or a recognized degree-granting international institution may be applied toward the requirements for the master’s degree. However, credits earned to complete a previous master’s degree, whether at Penn State or elsewhere, may not be applied to a second master’s degree program at Penn State.

Approval to apply any transferred credits toward a degree program must be granted by the student’s academic adviser and the Graduate School. Transfer credits must have been earned at an accredited institution, must be of A or B grade value (B- grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least B quality), must appear on an official graduate transcript, must be earned within the 5 years prior to the date of registration to the M.A. in Applied Psychological Research program, and must be equivalent to the corresponding courses at Penn State Harrisburg. Forms for transferring credit from an external institution can be obtained from the graduate program office.

Academic Integrity
Familiarize yourself with University policies on academic integrity. At the beginning of each course, the instructor will provide a statement clarifying the application of academic integrity policies to that course. Make sure to ask him or her to clarify any aspects of these policies that you do not understand. Ignorance is not a valid defense against charges of academic dishonesty. A student charged with violation of academic integrity will be dealt with consistent with University policy.

**Changing Programs**

Transfer from the Applied Psychological Research program to the Applied Clinical Psychology program is contingent on meeting the following criteria and requires that you complete an Application for Change of Major/Degree Certification form, which you can obtain from the staff assistant. If you are considering such a change, consult with your adviser. Please note the IUG psychology graduate program is only for the Applied Psychological Research program and not the Applied Clinical Psychology program, because of the additional courses required in the clinical program area. The relevant criteria for possible transfer are:

1. Current good academic standing (i.e., GPA of at least 3.0 in the major).
2. No grade below B- in any clinical core courses already taken (i.e., PSYC 510, 517, 518, 519, 540, 571, 595A, 595B).
3. Positive evaluation by site supervisor for any internship experiences completed.
4. No interpersonal or ethical problems that could interfere with clinical practice.
   
   This determination will be based on the collective judgment of the faculty who have taught or otherwise supervised the student in the program.
5. A new personal statement that explains the reasons for the transfer and highlights the revised career goals of the applicant.
6. Majority vote of all graduate Psychology faculty.

**Annual Student Reviews**

The academic progress of all full-time students in the IUG program will be reviewed annually by the graduate psychology faculty. Part-time students will be reviewed after they have completed a sufficient number of credits.

**ACADEMIC DISMISSAL**

All students are expected to maintain satisfactory scholarship and an acceptable rate of progress toward completion of all degree requirements. For the IUG students, the following standards apply to the graduate courses taken in their program of study. As defined by the Psychology program, unsatisfactory scholarship includes, but is not limited to, the following, each of which is grounds for dismissal from the graduate Psychology program:

1. Receipt of a grade below B- in two graduate courses. A course in which a D or below has been obtained cannot be used to meet degree requirements and must be retaken with an earned grade of C or better. A student may also choose to retake a course in which a C+ or C has been obtained. In neither case, however, does retaking the course remove the unsatisfactory grade from the student’s record.

2. A GPA of less than 3.00 in the major for two graduate consecutive semesters.

If the Program determines that a student has exhibited unsatisfactory scholarship, the student will be sent a certified letter from the Graduate Coordinator informing him/her that he/she is being evaluated for possible academic dismissal. This letter will provide an explanation for the possible termination and, if applicable, the conditions for continued enrollment.
A student may request to meet with the graduate psychology faculty to appeal his/her situation by so notifying the Graduate Coordinator via certified mail within 10 days of receipt of the notice of possible dismissal. The Graduate Coordinator will keep minutes of this meeting and distribute copies to the student and all members of the graduate psychology faculty.

Following this meeting, the graduate psychology faculty will review the student’s appeal and decide whether to uphold the termination or to develop/modify conditions for the student’s continued enrollment. This decision will subsequently be communicated to the student via a certified letter from the Graduate Coordinator. If the decision is made to terminate the student due to unsatisfactory scholarship, the student may make a written request to the Dean of the Graduate School for a further review of the decision within 5 days of receiving the notice of termination. For more information about the process at this stage, refer to the Graduate Degree Programs Bulletin.

**Credit Overload**

The typical credit load for a full-time graduate student is 9 credits per semester. Anything less than this is considered part-time. Students in the IUG program will take 11 credits of graduate courses in their undergraduate senior year as electives in psychology, and then take a full time graduate load during their fifth year. Students who are seeking to register for more than 9 credits should consult with their adviser, but for IUG students this often may be appropriate.

**“R” Grades**

A grade of “R” is sometimes issued in place of a letter grade for PSYC 530, Research Paper, or PSYC 594, Research Topics. For instance, once you register for PSYC 530, you will continue to receive an R each semester until you have successfully defended your master’s paper. An R indicates that a student has devoted adequate effort to the work scheduled but gives
no indication of quality; thus, it does not influence your GPA. After one year, the graduate student must re-register for PSYC 530 credits if they wish to be able to receive a letter grade assigned for the research paper.

**Interrupted Academic Progress**

If you wish to resume your studies after being unregistered for a semester, you must so notify the Enrollment Services Office. However, if you remain unregistered for two or more consecutive semesters, you must receive approval from the Psychology program before you will be allowed to begin taking classes. The staff assistant can make arrangements for you to maintain your library and computer privileges while you are unregistered because you are working on your master’s paper.

**Time Limitation for Degree Completion**

All requirements for the M. A. in Applied Psychological Research (including completion and acceptance of the master’s paper) must be met within 8 years of admission to graduate degree status. Extensions may be granted by the Graduate School in appropriate circumstances, but an extension is not automatically granted and may require completion of additional coursework or requirements.

**Graduation Deadlines**

There are two important University deadlines that you must meet if you wish to graduate in a timely manner. First, your oral defense must occur on or before the Certification for Completion of Master’s Paper deadline for the semester in which you wish to graduate. This deadline, which can be found on the academic calendar at [www.hbg.psu.edu](http://www.hbg.psu.edu), typically occurs around the first week of October for the Fall semester, around the first week of March for the
Spring semester, and at around the middle of June for the Summer sessions. Check the program’s website for the final date to submit the revised paper along with the receipt for the binding fee.

Second, if you think that you might in fact be able to defend your master’s paper by the Certification for Completion of Master’s Paper deadline, you must use eLion to file your intent to graduate before that semester’s filing deadline. Doing so will ensure that your name appears on that semester’s graduation list. The intent to graduate deadline, which can be found on the academic calendar, typically occurs approximately 2 weeks into each semester.

PROFESSIONAL MISCONDUCT

Students must adhere to the American Psychological Association’s (APA) Ethical Principles of Psychologists and Code of Conduct. Allegations of professional misconduct are taken very seriously and will be investigated and dealt with as warranted. Disciplinary action, including termination from the Program, can result from verified violations of the APA principles, which can be found at http://www.apa.org/ethics. You should familiarize yourself with these principles upon your entry to the Program.

ACADEMIC OPPORTUNITIES

Research and Applied Centers

There are a number of Centers at the College that conduct research or provide applied services for area businesses, communities, and governments. These can be valuable sources of information and can provide access to certain subject populations. Among the Centers that you might want to consult with are the Center for Community Action and Research, the Center for
Environment and Community, and the Center for Survey Research. A complete list of College Centers can be found in the *Guide to Graduate Studies*.

**Research Opportunities**

All Psychology faculty at Penn State Harrisburg maintain active research programs and welcome the involvement of graduate students beyond what is required for PSYC 594. Occasionally, faculty from Milton S. Hershey Medical College have opportunities for students to become involved in their research. Some individual faculty members have research grants that allow them to hire research assistants on an hourly basis.

We encourage students to share their research experiences by presenting their results at appropriate forums (e.g., the annual Penn State Graduate Exhibition; professional conferences). Student researchers who make a significant contribution to the research effort are often invited by faculty to co-author professional presentations and publications.

**Student Organizations**

Membership in clubs and organizations can be a valuable educational and social experience. The Applied Psychology Association of Penn State Harrisburg is a student organization open to all students enrolled in the IUG program, the Applied Clinical Psychology or the Applied Psychological Research programs. The purpose of the club is to support students as they progress through the program and to work with the faculty to strengthen the communication between students and faculty. Please support the club’s activities. The club has an ANGEL site for posting documents and announcements and for communication. Contact any of the club officers to have your name added to the membership, or Dr. LaFountain who is currently the club’s adviser. In addition to the graduate student organization, another group of
particular interest to Psychology majors is Psi Chi, the National Honor Society in Psychology, which has established membership requirements.

**Professional Organizations**

The American Psychological Association (APA) ([www.apa.org](http://www.apa.org)) and the Association for Psychological Science (APS) ([www.psychologicalscience.org](http://www.psychologicalscience.org)) are the world's largest organizations of psychologists. Psychology graduate students are eligible to become student affiliates of both groups, and you are encouraged to join one or both during your first semester in the IUG program. This is a good step towards becoming a “professional.” The advantages of affiliating with these organizations are detailed in their membership material, which is available through the Psychology office. A number of Psychology faculty belong to these organizations and can endorse your applications if you decide to join.

There are also numerous specialized professional organizations (e.g., divisions of APA) that offer student membership. One or more of these might be in your field of interest and, by providing you with publications and networking opportunities in your chosen area, membership in these groups can be very rewarding. Speak to a faculty member who works in a relevant field for information about which of these organizations you might want to affiliate with.

**GENERAL UNIVERSITY POLICIES AND RULES**

University policies and rules that do not relate to academics per se can be found in the Student Guide to General University Policies and Rules at [www.sa.psu.edu/ja/pdf/PoliciesRules.pdf](http://www.sa.psu.edu/ja/pdf/PoliciesRules.pdf). You should familiarize yourself with this site, as many questions that you might have about nonacademic policies are addressed therein. Included on this web page are policies for free expression, intolerance, sexual harassment, and nondiscrimination,
all of which the University, Penn State Harrisburg, and the Psychology program take very seriously.

COLLEGE RESOURCES AND SERVICES

Penn State Harrisburg offers a number of academic and nonacademic resources and services. A detailed description of these can be found in the Student Handbook, in the Guide to Graduate Studies, and on the Penn State Harrisburg web page.

Although it is not possible to discuss them here at length, we want to make you aware of several resources that might enhance your academic experience in the Psychology program. The Learning Center offers tutoring, clinics, and other services tailored to students’ needs.

We also want to introduce you to the Penn State Harrisburg Library, which houses collections of psychology books and journals. However, you should be aware that these holdings are somewhat limited and that some class assignments might necessitate the use of materials that are not available at the Penn State Harrisburg library. Contact the Behavioral Sciences and Education reference librarian, Ms. Bernadette Lear (bal19@psu.edu), for assistance.

The most commonly used database for psychology literature searches is PsycINFO. A member of the Library staff will be happy to assist you until you feel comfortable using it. Please be sure to use professional sources in your academic work. For instance, journal articles should be peer-reviewed and scientifically valid, the latter meaning that the scientific method was employed in obtaining its contents. Generally, websites are not considered to be appropriate sources for research purposes. For example, it is not certain that blogs and wikis contain valid and reliable information.
Interlibrary Loan is another option for obtaining needed information. However, if you use this service, make sure that you allow ample time for the requested material to arrive. Students can also avail themselves of the Hershey Medical Center Library. Students taking Biological Basis of Behavior, Clinical Health Psychology, and related courses find the Medical Center collection to be especially useful. Although the Hershey Medical Center is part of Penn State, Penn State Harrisburg students cannot check out books directly. Rather, this must be done through Interlibrary Loan.
ADMINISTRATIVE AND PSYCHOLOGY STAFF

School Director

Catherine A. Surra, Director, School of Behavioral Sciences and Education (W351, 717/948-6205). Dr. Surra has her doctorate in Human Development and Family Studies and she has provided extensive research on family process and relationship development.

Social Sciences and Psychology Chair

Holly L. Angelique, Ph.D., Professor of Community Psychology and Social Change (W311, 717/948-6047)

Coordinator of Graduate Psychology Programs

MARISSA A. HARRISON, Associate Professor of Psychology, Coordinator of Psychology Graduate Programs (W311, 717/948-6068) Dr. Harrison received her Ph.D. in Biopsychology from the University at Albany, State University of New York. She is a tenured associate professor at Penn State Harrisburg. Her expertise is in evolutionary psychology, and her research focuses on the adaptive significance of physical attraction, sexual behavior, and mate value assessments. She also provides research on mass murders.

Social Sciences and Psychology Program Staff Assistant
MARY ANN SIM (W311, 717/948-6034, mus19@psu.edu). Our talented staff assistant is an excellent resource for many of the day to day administrative questions and tasks.

Full-Time Psychology Faculty

These individuals serve as advisers and mentors as well as teach classes. In addition, they are qualified to serve as master’s committee chairs or members.

MICHAEL A. BECKER, Associate Professor of Psychology (W311, 717/948-6037), is a social psychologist with interests in a number of areas of social behavior. His research has focused on Type A behavior and human sexual behavior. He is currently investigating the nature and function of sexual fantasy, online sexual addiction, and issues involved in interpersonal attraction and romantic relationships. He is the coauthor of a popular introductory statistics textbook, Statistics for the Behavioral Sciences, which is now in its fifth edition.

THOMAS G. BOWERS, Associate Professor of Psychology (W311, 717/948-6063) received his Ph.D. in Clinical Psychology, and is a licensed psychologist specializing in neuropsychology. He conducts research on brain-behavioral relationships, learning disorders, attention disorders and similar areas. He has conducted research on forensic issues including the detection of malingering, the prediction of violence and gender role influences on sex offenders. His early research interests have included factors influencing alcohol consumption, smoking cessation and behavioral medicine. He has also conducted research on the efficacy of psychotherapy, indicators of brain-behavioral dysfunction, attention and learning disorders. Dr. Bowers frequently publishes in a variety of scientific journals.

GINA BRELSFORD, Associate Professor of Psychology, (W311, 717/948-6759). Dr. Brelsford received her Ph.D. in clinical psychology from Bowling Green State University. Dr. Brelsford is a tenured associate professor and is also an active licensed clinical psychologist. Her
research interests focus on the psychology of religion and spirituality in the family, parent-child relationships, and cognitive-behavioral therapy with children, adolescents and families.

**RICHARD M. FOXX, Professor of Psychology** (W 311, 717-948-6041). Applied Behavioral Analysis Program. He is an Adjunct Professor of Pediatrics in the College of Medicine of the Pennsylvania State University. Dr. Foxx has published eight books. He co-edited two books *Making a Difference: Behavioral Intervention for Autism and Controversial Therapies for Developmental Disabilities*. His latest book is *Interventions for Treating the Eating Problems of Children with Autism Spectrum Disorders and Developmental Disabilities*. He has written over 130 scientific publications, made 13 training films, and given over 2000 talks on applied behavior analysis. He has lectured in 17 foreign countries and 47 U. S. states. He is the editor-in-chief of Behavioral Interventions and is on the editorial board of six scientific journals. Dr. Foxx is a Fellow in five divisions of the American Psychological Association, the American Psychological Society, The Association for Behavior Analysis- International, and the American Association on Mental Retardation. He was the President of the Society for the Advancement of Behavior Analysis; the Association for Behavior Analysis; and the Division of Mental Retardation and Developmental Disabilities of the American Psychological Association. His awards included Lifetime Achievement Award (1998) and Significant Contributions to Behavior Analysis Award (2001) from the New York State Association for Behavior Analysis, honorary member of the Norwegian Association for Behavior Analysis (1998), Society for the Advancement of Behavior Analysis Award for Effective Presentation of Behavior Analysis in the Mass Media (2003), and the inaugural John Jacobson award from Division 33 of the American Psychological Association (2007). He cofounded the Pennsylvania Association for Behavior Analysis, was its first President and serves as its executive director. He was president
of the Pennsylvania chapter of the American Association on Mental Retardation. He has served as an expert witness in many court cases involving individuals with special needs. He is a licensed psychologist and Board Certified Behavior Analyst.

**REBECCA M. LAFOUNTAIN, Associate Professor of Psychology** (W331 717/948-6219) is a licensed psychologist and a Diplomate in Adlerian Psychology. She received her doctorate from the College of William and Mary. She was previously a professor for 14 years at Shippensburg University. She served as the Executive Director of the North American society of Adlerian Psychology from 2001-2010 and continues on the Board as Conference Coordinator and has that as her focus in her clinical work and research. She has a part-time private practice.

**ERIN FINK MILLER, Assistant Professor of Psychology** (W311 717/948-6362). Dr. Miller received her Ph.D. in clinical psychology from Florida State University and completed her pre-doctoral training at the West Virginia University Medical Center. Prior to this she received a B.A. in psychology from Bucknell University. Broadly, her research interests include topics in the field of health psychology. More specifically, her areas of expertise include disordered eating, weight management, and suicidality. Dr. Miller teaches courses in both the undergraduate and graduate psychology programs, including introduction to psychology, positive psychology, and health psychology.

**SENEL POYRAZLI, Associate Professor of Counseling Psychology** (W311, 717/948-6040) received her Ph.D. in Counseling Psychology from the University of Houston and is licensed as a psychologist in the Commonwealth of Pennsylvania. Her clinical background includes working with adolescents, college students, and war veterans and dealing with issues related to relationships, adjustment, depression, and trauma. Her research involves college
student adjustment process and cross-cultural counseling. Dr. Poyrazli held numerous leadership positions within the APA. She served as the editor of APA Division 52 International Psychology’s official publication *International Psychology Bulletin* for a five-year term. She is currently serving as the associate editor of Division 1’s General Psychology and co-editor of the Eurasian Journal of Educational Research. Dr. Poyrazli is a Fellow of APA and EPA. Dr. Poyrazli received Penn State Harrisburg’s Excellence in Teaching Award and also the Faculty Diversity Award.

**KIMBERLY A. SCHRECK, Coordinator of Applied Behavior Master’s Program**

(W 311, 717/948-6048) She is a licensed psychologist and a board certified behavior analyst. Her research and clinical expertise include autism, intellectual and developmental disabilities, early intervention, feeding problems, children’s behavior problems, and childhood sleep disorders. She has published over 30 articles, reviews, and portions of books and given over 100 presentations on these subjects. While serving on several editorial review boards and as a guest reviewer for a variety of psychology journals, Dr. Schreck also served as a past associate editor of Behavioral Interventions.

**MARIA A. TURKSON, Assistant Professor of Psychology** (W311, 717/948-6065) received her Ph.D. in Counseling Psychology from the University of Maryland-College Park, and is a licensed psychologist. Her research has focused on therapist self-care, the therapy relationship between client and therapist (in particular the working alliance), and career development using personality variables as predictors. Most recently, she authored a book chapter for therapists on “restructuring cognitions” in the recently published book, *Leaving it at*
the Office: A Guide to Psychotherapist Self-Care. Dr. Turkson received an award and grant from the National Career Development Association for her research on career indecision. She has presented her research at the annual convention of the American Psychological Association. Finally, she is also interested in women’s issues as a teaching and research area.

Xu Xu, Associate Professor of Psychology (W311, 717/948-6035) is a cognitive psychologist. General research interests include the relationship between language and thinking, abstract concept representation, and the processing of figurative language. Current research projects focus on the organization and the embodied basis of mental activity concepts, and individual differences in the representation of abstract domains. Interests also include the application of statistical techniques in psychological research.

Affiliated Faculty

J. STEVEN BACKELS, Affiliate Assistant Professor of Psychology (109 Swatara, 717/948-6025) is a licensed psychologist who serves a Director of Counseling & Student Support at Penn State Harrisburg. He has been active in professional organizations including service as President of the Lancaster-Lebanon Psychological Association, and membership on the Virginia Board of Professional counselors Licensure Committee and the Penn State University Counseling and Psychological Services Grant Committee. He is interested in outcome research and has presented at annual conventions of both the American and the Pennsylvania Psychological Associations.
PSYCHOLOGY GRADUATE COURSE DESCRIPTIONS

Some of the following are official University course descriptions and some are expanded
descriptions intended to provide a more detailed understanding of the course content. The official
course descriptions for all graduate psychology courses can be found in the Penn State
Harrisburg Academic Programs, Graduate Program Website:

http://bulletins.psu.edu/graduate/

IMPORTANT EMAIL ADDRESSES, PHONE NUMBERS, AND WEB SITES

School of Behavioral Sciences and Education Staff
Catherine A. Surra (cas87@psu.edu) ................................................................. 717/948-6205

Holly L. Angelique
(hxa11@psu.edu) ............................................................................................. 717/948-6047

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Thomas G. Bowers (dvo@psu.edu) .................................................................. 717/948-6063
Gina Brelsford (gmy103@psu.edu) .................................................................. 717/948-6759
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Richard Foxx (rmf4@psu.edu) ......................................................................... 717/948-6041
Marissa A. Harrison (mah52@psu.edu) .............................................................. 717/948-6068
Rebecca LaFountain (rml19@psu.edu) ............................................................... 717/948-6219
Senel Poyrazli (poyrazli@psu.edu) .................................................................. 717/948-6040
Kimberly A. Schreck (kas24@psu.edu) .............................................................. 717/948-6048

Marina Turkson (mat17@psu.edu) .................................................................... 717/948-6065
Xu Xu (xux10@psu.edu) ................................................................................... 717/948-6035
Mary Ann Sim (mus19@psu.edu) ..................................................................... 717/948-6034

Graduate Studies Office
Peter Idowu, Assistant Dean for Graduate Studies (pbi1@psu.edu) ................. 717/948-6347
Marian R. Walters, Associate Dean for Research and Outreach (mrw16@psu.edu) 717/948-6302
Lisa Murray, Senior Research Support Associate (lam130@psu.edu) .............. 717/948-6482

Miscellaneous
Bursar ................................................................................................................. 717/948-6009
Career Services ................................................................................................. 717/948-6260
Computer & Information Systems................................................................. 717/948-6188
Continuing Education .................................................................................. 717/948-6505
Counseling Center ......................................................................................... 717/948-6025
Enrollment Services
  Academic Records ....................................................................................... 717/948-6021
  Admission .................................................................................................... 717/948-6250
Financial Aid .................................................................................................. 717/948-6307
Health Services .............................................................................................. 717/948-6015
Housing ........................................................................................................... 717/948-6244

Library ............................................................................................................ 717/948-6070
Learning Center ............................................................................................ 717/948-6469
Police Services ............................................................................................... 717/948-6232
Student Activities .......................................................................................... 717/948-6273
Writing Lab ..................................................................................................... 717/948-6469

Web Sites
eLion  www.eLion.psu.edu
Graduate Degree Programs Bulletin ............................................. www.psu.edu/bulletins/whitebook
Penn State Harrisburg Web Page .............................................................. www.hbg.psu.edu
Appendix E. Catalog Copy

Updated Material Marked in Bold.

Applied Psychological Research (APSYR)

Program Home Page (Opens New Window)

MARISSA A. HARRISON, Graduate Program Coordinator
Penn State Harrisburg
W-311 Olmsted Building
777 West Harrisburg Pike
Middletown, PA 17057
717-948-6040

Degrees Conferred:

M.A.

Integrated B.S. in Psychology/M.A. in Applied Psychological Research

The Graduate Faculty

John Steven Backels, Ph.D. (Ball State) Affiliate Assistant Professor of Psychology

Michael A. Becker, Ph.D. (SUNY, Albany) Associate Professor of Psychology

Thomas G. Bowers, Ph.D. (Virginia Tech) Associate Professor of Psychology

Gina M. Brelsford, Ph.D. (Bowling Green) Assistant Professor of Psychology
Psychology

Barbara A. Bremer, Ph.D. (Bryn Mawr) Associate Professor of Psychology

Marissa Harrison, Ph.D. (SUNY, Albany) Assistant Professor of Psychology

Senel Poyrazli, Ph.D. (Houston) Associate Professor of Counseling Psychology

Maria A. Turkson, Ph.D. (Maryland) Assistant Professor of Psychology

Xu Xu, Ph.D. (Northern Illinois) Assistant Professor of Psychology

The Program

The Master of Arts program in Applied Psychological Research focuses on the development of research skills within the context of scientific training in psychology. The program requires 35 credits of course work (29 credits of core courses and 6 credits of electives).

The program is designed to meet the needs of students who plan careers in research or administration within human service or similar organizations, who plan to conduct research in other settings, or who plan to pursue doctoral study. Students can select electives and research experiences to reflect their individual interests in consultation with their adviser.

The program is intended for both part- and full-time students. Students are admitted for fall semester only. The deadline for admission is May 1.

Admission Requirements

Students will be admitted on a competitive basis and must submit the following:

- a completed online Graduate School application form and application fee
- two official transcripts of all colleges and universities attended
- three professional letters of recommendation
- a brief (two-page) interest statement
- verbal, quantitative, and analytical scores on the Graduate Record Examinations
The applicant must have either (1) a baccalaureate degree from a regionally accredited U.S. institution or (2) a tertiary (postsecondary) degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country in which it operates. The applicant must have completed at least 18 credits in psychology, and must have a cumulative grade-point average of 3.0 or above in the last 60 credits of coursework. The undergraduate work must include a statistics course and a psychology research methods course with grades of B or higher. A personal interview is required.

Psychology undergraduates may apply for admission to the Integrated Undergraduate-Graduate (IUG) degree program by no later than February 15th the spring of their junior year after completing a minimum of 60 credits, if they meet the following admission requirements:

1. Grade point average of 3.50 or above cumulative.
2. Completion of undergraduate statistics and an undergraduate research course with an A- or above in both.
3. Completing 18 credits or more in psychology with a psychology GPA of 3.67 or above.
4. Typical successful candidates will obtain GRE scores of 146 or above on the both the verbal and quantitative sections, with an analytical score of 3.5 or above.
5. Complete interviews with graduate faculty members.
6. Provide three professional letters of recommendation with at least two from academic references.

Transfer Credits

Penn State allows for the approval of up to 10 transfer credits to graduate programs.

Degree Requirements

The M.A. in Applied Psychological Research requires 35 credits of course work, including 6 credits of supervised research experience and a master's research paper.

Psychology Core Courses (29 credits) (provide a foundation in professional ethics, individual differences and cultural diversity, the scientific bases of behavior, and scientific research skills)

PSYCHOLOGY (PSYC)

- 500. Ethics and Professional Practice in Psychology (3)
- 501. Cultural Competency in Psychology (3)
- 502. Applied Social Psychology (3)
- 520. Research Methods (4)
Elective Courses (6 credits) (should be selected in consultation with the student's adviser in support of the student's research focus). Applied Psychological Research students may take elective graduate-level (500 or above) courses in areas such as human factors or similar areas, with the guidance and approval, in advance, of their adviser, and subject to the permission of the degree program areas.

Possible elective courses include:

PSYCHOLOGY (PSYC)

400. Health Psychology (3)
403. Adult Development (3)
405. Child Development (3)
406. Adolescence (3)
409. Child Behavior Disorders (3)
410. Psychology of the Differently-Abled (3)
415. Abnormal Psychology (3)
421. Behavior Modification (3)
425. Cognition and Perception (3)
427. Learning Theory (3)
465. Psychology of Women (3)
482. Personality Theory (3)

Courses

Graduate courses carry numbers from 500 to 6599 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

The following courses are offered through other Penn State Harrisburg graduate programs as electives for APSYR students.
APSYR students can take courses that are offered through the College of Medicine in Hershey (approximately 8 miles from Penn State Harrisburg) for elective credit, with the permission of their adviser and the College of Medicine. Course descriptions can be found at the following web site: http://www.psu.edu/bulletins/whitebook/courses/hes.htm

PHS 500 RESEARCH ETHICS FOR CLINICAL INVESTIGATORS (1)
PHS 510 CLINICAL RESEARCH METHODS (3)
PHS 516 STATISTICAL GENETICS (3)
PHS 520 PRINCIPLES OF BIOSTATISTICS (3)
PHS 521 APPLIED BIOSTATISTICS (3)
PHS 522 MULTIVARIATE BIOSTATISTICS (3)
PHS 536 HEALTH SURVEY RESEARCH METHODS (3)
PHS 550 PRINCIPLES OF EPIDEMIOLOGY (3)
PHS 551 ADVANCED EPIDEMIOLOGICAL METHODS (3)
PHS 552 MOLECULAR EPIDEMIOLOGY OF CHRONIC DISEASE (3)
PHS 570 HEALTH ECONOMICS & ECONOMIC EVALUATION (3)
PHS 580 CLINICAL TRIALS: DESIGN & ANALYSIS (3)
PHS 581 CLINICAL TRIALS: CASE STUDIES (1)
PHS 594 RESEARCH TOPICS (3)