



PSYCHOLOGY STUDENT HANDBOOK

2019

Department of Psychology

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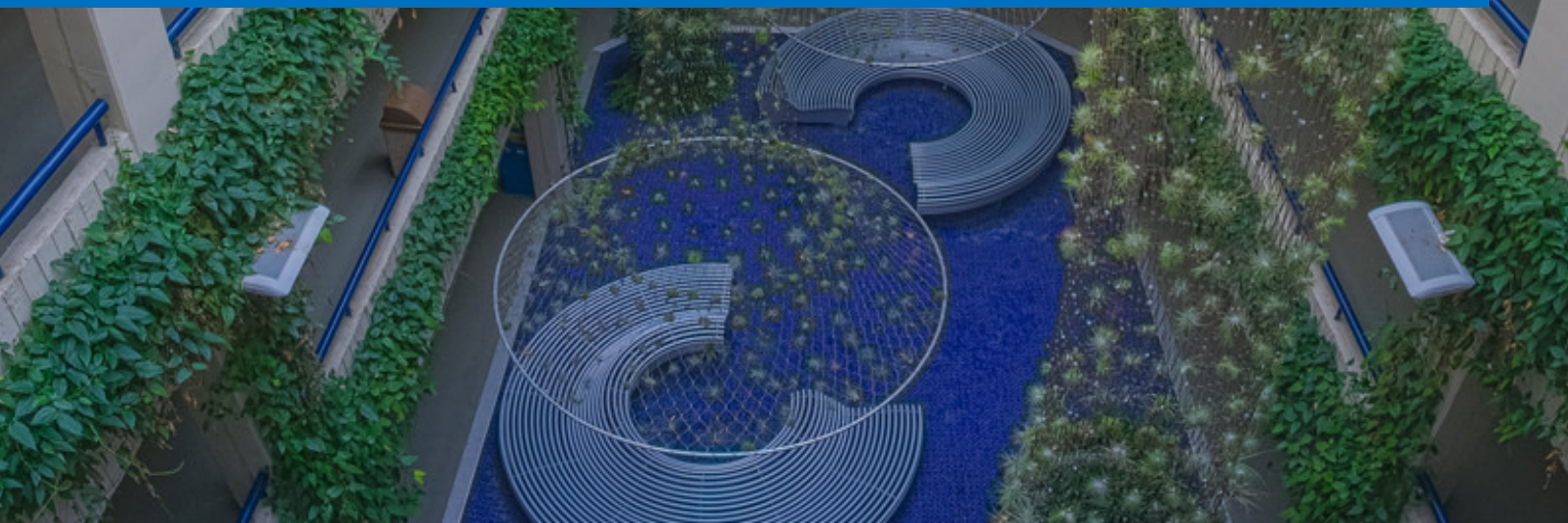


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Welcome Letter

Dear Student,

Welcome to the FIU Psychology Department! The department is housed within the School of Integrated Science and Humanity in the College of Arts, Sciences, and Education. Located in a global city at the cutting edge of 21st-century change, we aim to foster the strong basic science orientation and methodological rigor that are the backbone of the discipline, while drawing on the strengths and resources that are uniquely available in Southeast Florida to address important urban and multicultural issues. We seek to achieve an innovative and integrated balance between basic science and application in ways that serve the people of Southeast Florida, the state, the nation, and the international community by imparting knowledge through outstanding teaching and by creating new knowledge through strong research programs. We are among the leading producers of psychological science in the nation, holding external grant awards totaling over \$50 million and producing over 200 scientific publications in the last year. We also are leaders in pedagogical reform efforts, committed to preparing a diverse group of students for a wide range of careers.

We are committed to providing you with the best cutting-edge training in psychology. Our world has changed rapidly in the last decade, faster than at any point in history, and all signs indicate that it will continue to change at a rapid pace. As such, it is essential for you to acquire, and for us to provide training in, the skills that are in high demand in today's competitive job market. We are confident that your degree in psychology from FIU will position you to succeed because our courses will sharpen your ability to think critically, solve problems, manage projects and interpersonal relationships, and adapt to changing situations.

During your time at FIU, you may encounter courses that are challenging in nature. We are invested in your success and encourage you take full advantage of the resources available to you on campus, including making use of faculty office hours and meeting with your academic advisor regularly. The Psychology faculty, staff and administrators are excited to get to know you as we work together to help you meet your academic goals. We look forward to making your time at FIU meaningful, exciting and rewarding, and preparing you to succeed both at FIU and following the completion of your degree. Please do not hesitate to reach out to us if we can be of assistance.

Jeremy Pettit, PhD., Department Chair

Kristin Nichols-Lopez, PhD., Associate Chair

Rachel Ritchie, PhD., Director of Undergraduate Studies

Department of Psychology

Important Contacts

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Academic Advising

All psychology majors and minors are strongly encouraged to meet with an Academic Advisor at least once each semester. To message or schedule an appointment with your advisor, or to find your advisors contact information. Log onto your student dashboard link via <https://my.fiu.edu/> then click on the panther success network link. See [student manual](#) for instructions

Non-psychology majors should contact the College of Arts Science & Education, Advising center to schedule an appointment with a psychology advisor by calling **305-348-2978**.

Degree Requirements for the Psychology Major

The psychology major offers excellent training in how to understand human behavior using scientifically rigorous methods. A degree in psychology can provide you with a solid foundation of knowledge applicable to such fields as Business, Education, Law, Medicine, and Social work, as well as Psychology. Students who major in Psychology have a variety of opportunities to be directly involved in ongoing research, participate in our active student organizations, and conduct their own studies through our various research labs.

The Psychology major consists of five parts:

(1) **Prerequisites for the major** (12 credits): These are courses you will need to complete in order to progress to upper level coursework.

(2) **Careers in Psychology** course (2 credits): This course is intended to help students plan their career pathway.

(3) **Psychology Research Sequence** (10 credits): This consists of three courses that must be completed consecutively.

(4) **Psychology Area Requirements** (15 credits): The field of Psychology is divided into a number of subfields. At FIU, we expect our undergraduates to complete at least one course from each of the following sub fields:

- Cognitive Psychology/Neuroscience
- Social Psychology
- Applied Psychology
- Clinical/Personality Psychology
- Developmental Psychology

(5) **Psychology Electives** (9 credits): In addition to the aforementioned requirements, students must complete four additional Psychology courses. These courses must have one of the following prefixes: CLP, CYP, DEP, EAB, EXP, INP, PPE, PSY, PSB, SOP and must be 3000-4000 level.

Altogether students must therefore complete 12 credits of lower division coursework (1000-2000 level) and 36 credits of upper division coursework (3000-4000 level) for the Psychology major.

All coursework for the Psychology major, including prerequisites, must be completed for a grade of C or better.

Courses completed with D grades will not count towards requirements for the major but courses with a grade of D can count as general electives. It is therefore important that you consult with an advisor before making the decision to retake a course.

The GPA required to graduate with a Bachelors in Psychology is a 2.0.

For an overview of the specific courses required to complete the Bachelors in Psychology, turn to the next page.

A note on Transfer Credits:

Students can transfer up to 60 lower division and 30 upper division courses to FIU. Only 18 credits of transferred upper division coursework can be used to satisfy the requirements for the Psychology major. To determine whether the courses you completed at another college or university are equivalent to the courses offered at FIU, visit the [Transfer Equivalency Database](#)

If the courses you have completed are not in the database, contact your Academic Advisor to request a course evaluation.

Requirements for B.A. in Psychology

CRITERIA FOR ENTRY INTO THE PSYCHOLOGY MAJOR (must be admitted to FIU)

A.A. or Core Curriculum/Gen. Ed. Requirements met (any deficiencies noted).

- Introduction to Psychology:** PSY-2012
- Another lower division Psychology course:** DEP-2000 Human Growth and Development, or DEP-2001 Psychology of Infancy and Childhood, or CLP-2001 Personal Adjustment, or SOP-2772 Psychology of Sexual Behavior, or PSB 2071 Cognitive Neuroscience in the Media and Pop Culture
- Introduction to Statistics I:** STA-2122 or STA-3111. [STA-2023]
- Human Biology:** BSC-2023. [BSC-1005, BSC-2010/2011, BSC 1085/1086, BSC 2085/2086]

COURSEWORK FOR THE PSYCHOLOGY MAJOR: 36 credits required. Must earn a "C" in better on all courses.

CAREERS IN PSYCHOLOGY (2 credit hours) PSY3024

RESEARCH SEQUENCE: (10 credit hours) Courses must be taken in order (1, 2, and 3).

- 1. Research Methods and Data Analysis in Psychology I:** PSY-3211 (3 credits).
- 2. Research Methods and Data Analysis in Psychology II:** PSY-3215 (4 credits includes lab).
- 3. Senior Seminar in Psychology:** PSY-4931 (3 credits, topics will vary).

AREA REQUIREMENTS: (15 credits total) One course in each of five areas, A to E, listed below:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Area A: Cognitive/Neuroscience (3 credits) EXP-3523: Memory & Memory Improvement EXP-4204: Sensation & Perception EXP-4604: Cognitive Processes PSB-4002: Intro to Bio Psychology PSB-4240: Neuropsychology PSB-4250: Animal Cognition <input type="checkbox"/> Area C: Applied (3 credits) CYP-3003: Community Psychology EAB-3002: Intro to Behavior Analysis EAB-4794: Behavior Modification INP-4203: Personnel Psychology INP-4313: Organizational Psychology PSY-4302: Psychological Testing SOP-4842: Legal Psychology <input type="checkbox"/> Area E: Developmental (3 credits) DEP-3115: Development in Infancy DEP-3305: Adolescence DEP-3404: Adulthood DEP-4164: Children's Learning DEP-4464: Aging | <ul style="list-style-type: none"> <input type="checkbox"/> Area B: Social (3 credits) SOP-3004: Intro to Social Psychology SOP-3015: Social & Personality Development SOP-3742: Psychology of Women SOP-4414: Attitudes & Social Behavior SOP-4731: Global Psychology* (GL) <input type="checkbox"/> Area D: Clinical/Personality (3 credits) CLP-4134: Childhood Psychopathology CLP-4146 Psychopathology CLP-4314: Health & Illness * (GL) CLP-4374: Psychotherapy EAB-3765: Behavior Analysis to Child Problems EXP-3304: Motivation & Emotion PPE-3003: Theories of Personality *GL: Global Learning |
|---|---|

PSYCHOLOGY ELECTIVES: (9 credit hours) Any 3 psychology courses (MUST BE 3000/4000 level).

- 1. _____
- 2. _____

- 3. _____

Students Can take up to 6 credits of independent psychology work courses to fulfill elective requirement: PSY-4916 Independent. Research and/or PSY-4941 Independent Field Experience and/or PSY-4914 Honors Research Project

Psychology Major: Graduation Checklist

FIU Requirements Summary

University Core Curriculum Completed (UCC) University Language Requirement
 or
 General Education Completed Major listed as Psychology (PSYC:BA)

Credit Hour Summary

Psychology

15 Area Requirements
 10 Research Sequence
 9 Psychology Electives
 2 PSY 3024
 36 (minimum) Psychology Major (all grades "C" or better, no P/F)

Electives

9 (minimum) Taken outside Psychology Department
 24 General Electives (in last 60 hours)

University

45 (minimum) Upper Division Credit Hours
 60 (minimum) FIU Hours (students with A.A. degree)

*****NOTE: PEM, PEL, PEN, - 1 & 2 credit courses do not count towards 120 credits needed to graduate.**

GENERAL INFORMATION

- From FIU and transfer courses, you must have at least 120 total hours (including 36 major hours) to earn a B.A. in Psychology from FIU. A "C-" does not count as a grade of "C" or better.
- All courses in the major are taught in the Department of Psychology. Other courses not offered by Psychology **do not** count toward our major. For example, Education Psychology (EDP 3004) is taught by the College of Education. It is not counted toward the major, although it will count as a General Elective.
- "Upper division courses" at FIU are those with 3000 and 4000 level course numbers.

For students with an A.A. degree from a State of Florida community college (MDC, BC, etc.)

- You fulfilled basic education requirements when you earned an A.A.
- The maximum number of credits you may transfer into FIU is 60. This means that you now have to earn at least 60 credits at FIU to receive a Bachelor's degree.
- Introductory (or General) Psychology meets the requirements for entry into the major.
- Additional Psychology courses taken at the lower division level (at a community college) cannot be transferred to satisfy the Psychology major upper division courses at FIU.

For students transferring from any college/university without a Florida A.A. degree

- If you are transferring without a Florida AA Degree, you must meet the requirements of the University Core Curriculum (UCC) as described in the FIU Catalog.
- University Core Curriculum (UCC) may be met by courses transferred into FIU, courses taken from FIU or a combination of FIU and non-FIU courses. Once you are accepted into FIU, your transfer credits will be evaluated and any UCC deficiencies will be noted.

For students transferring who have earned upper division university course credits

- The maximum number of credit hours transferrable into FIU is 90. You may transfer up to 60 hours of lower division credit hours and up to 30 hours of upper division.
- Regardless of the number of upper division credit hours of Psychology that you have taken at another college or university, the maximum number that you may use to meet FIU's requirements is 18. You must take 18 of the 36 required credits for the major at FIU. Additional upper division transfer hours may be counted as general electives.

All students with fewer than 60 transferred credits must have 9 summer credit hours prior to graduating.

NOTE: It is every student's responsibility to make sure they have 120 credits, 45 of which MUST be upper division, prior to graduation.

University Core Curriculum Requirements

The University Core Curriculum consists of 36 units of general education classes in the following areas:

First Year Experience (One 1 credit course)

Communication (Two 6 credit courses)

Humanities (Two 6 credit courses)

Mathematics (Two 6 credit courses)¹

Social Science (Two 6 credit courses)

Natural Science (Two 6 credit courses with corresponding labs)

Art (One 3 credit course)

GORDON RULE REQUIREMENT

Courses in the following areas are considered Gordon Rule: English Composition and Quantitative Reasoning. Additionally, students are required to demonstrate college-level writing skills through six semester hours of Gordon Rule Writing- designated courses (GRW). You can select any two GRW designated courses in the University Core Curriculum. These courses can be from the same or different categories.

A grade of "C" or better is required in all Gordon Rule designated courses. Intensive writing courses require demonstration of college-level writing skills through multiple assignments. Gordon Rule courses must be completed within the first 60 credits.

UCC EXEMPTIONS

a) Natural Sciences: Transfer students who have successfully completed one or both science courses without labs at another institution prior to admission to FIU would have completed the appropriate components of the science requirement.

b) Honors College: Students in the Honors College who have satisfied designated Honors Courses would have met sections of the UCC & GL requirements. Students should check with an advisor for clarification

AP, TRANSFER, AND DUAL ENROLLMENT CREDITS

Students must consult with an advisor about these credits to determine course equivalency toward UCC requirements.

An Associate of Arts degree (AA) from a public community college or university in Florida satisfies the UCC Requirements upon transfer to FIU.

Finish in 4 **SAVE MORE**



¹ Students who come to FIU without completing any college level math must take a math placement test called ALEKS. This test is free unless you decide to repeat the test in order to earn a higher score.

University Core Curriculum

The UCC is required of freshmen admitted to FIU beginning Summer B 2015 and transfer students beginning Fall 2015

FIRST YEAR EXPERIENCE (1 course required)

Students with fewer than 30 transfer credits only.

High-school-earned college credit does not exempt FTIC students from this requirement.

___SLS 1501 First Year Experience (1 cr)

COMMUNICATION (2 three-credit courses required) These are Gordon Rule courses. Must earn “C” or better.

___ENC 1101 Writing and Rhetoric I (3 cr)

___ENC 1102 Writing and Rhetoric II (3 cr)*

HUMANITIES (2 three-credit courses required, one from Group One and one from Group Two.)

Humanities – Group One (State Required): One course must be from the following list.

___ARH 2000 Exploring Art (3 cr) – GL

___HUM 1020 Introduction to Humanities (3 cr)

___LIT 1000 Introduction to Literature (3 cr)

___MUL 1010 Music Literature/Music Appreciation (3 cr)

___PHI 2010 Introduction to Philosophy (3 cr) – GRW ___THE 2000 Theatre Appreciation (3 cr) – GL

Humanities – Group Two (FIU Required):

One course must be from the following list.

___AFH 2000 African Civilizations (3 cr) – GRW/GL

___AMH 2041 Origins of American Civilization (3 cr) – GRW/GL

___AMH 2042 Modern American Civilization (3 cr) – GRW/GL

___ARC 2701 History of Architecture 1 (3 cr) – GRW

___ENG 2012 Approaches to Literature (3 cr)* – GRW

___EUH 2011 Western Civ.: Early European Civilization (3 cr) – GRW/GL

___EUH 2021 Western Civ.: Medieval to Modern Europe (3 cr) – GRW/GL

___EUH 2030 Western Civ.: Europe in the Modern Era (3 cr) – GRW/GL

___HUM 3214 Ancient Classical Culture & Civilization (3 cr) – GRW

___HUM 3306 History of Ideas (3 cr) – GRW

___IDS 3309 How We Know What We Know (3 cr) – GRW/GL

___LAH 2020 Latin American Civilization (3 cr) – GRW/GL

___PHH 2063 Classics in Phil.: Intro. to the History of Phil. (3 cr) – GRW

___PHI 2600 Introduction to Ethics (3 cr) – GRW

___POT 3013 Ancient & Medieval Political Theory (3 cr) – GRW

___REL 2011 Introduction to Religion (3 cr) – GRW/GL

___SPC 3230 Rhetorical Comm.: A Theory Civil Discourse (3 cr) – GRW

___SPC 3271 Rhetoric & Public Address (3 cr) – GRW ___WOH 2001 World Civilization (3 cr) – GRW/GL

MATHEMATICS (2 three-credit courses required, one from Group One and one from Group Two.) These are Gordon Rule courses. Must earn “C” or better. Students who successfully complete a mathematics course in Group Two for which a course in Group One is an immediate prerequisite shall be considered to have completed Group One and will take two mathematics courses from Group Two. However, ONE OF THE TWO MATHEMATICS COURSES MUST HAVE A MAC, MGF, OR MTG PREFIX.

Mathematics – Group One (State Required): One course must be from the following list.

- ___MAC 1105 College Algebra (3 cr)*
- ___MAC 2311 Calculus I (4 cr)*
- ___MGF 1106 Finite Math (3 cr)
- ___MGF 1107 Math of Social Choice & Decision Making (3 cr)
- ___STA 2023 Statistics for Business & Economics (3 cr)

Mathematics – Group Two (FIU Required):

One course must be from the following list.

- ___CGS 2518 Data Analysis (3cr)
- ___COP 2210 Programming I (4 cr)
- ___COP 2250 Programming in Java (3 cr)
- ___MAC 1140 Pre-Calc Algebra (3 cr)*Credit cannot be received for both MAC 1140 and Pre-calculus Algebra & Trigonometry/MAC 1147)
- ___MAC 1114 Trigonometry* (3 cr) Credit cannot be received for both
- ___MAC 1114 Trigonometry* (3 cr) Credit cannot be received for both
- ___MAC 1147 Pre-Calculus Algebra & Trigonometry (4cr)*
- ___MAC 2233 Calculus for Business (3 cr)*
- ___MAC 2312 Calculus II (4 cr)*
- ___MAC 2313 Multivariable Calculus (4 cr)*
- ___MTG 1204 Geometry for Education (3 cr)
- ___PHI 2100 Introduction to Logic (3 cr)
- ___STA 2122 Statistics for Behavioral & Social Sciences (3 cr)
- ___STA 3111 Statistics I (3 cr)
- ___STA 3145 Statistics for the Health Professions (3cr)

SOCIAL SCIENCE (2 three-credit courses required, one from Group One and one from Group Two.)

Social Science – Group One (State Required):

One course must be from the following list.

- ___AMH 2020 American History Since 1877 (3 cr) – GRW/GL
- ___ANT 2000 Introduction to Anthropology (3 cr) – GL
- ___ECO 2013 Principles of Macroeconomics (3 cr)
- ___POS 2041 American Government (3 cr)
- ___PSY 2012 Introduction to Psychology (3 cr)
- ___SYG 2000 Introduction to Sociology (3 cr) – GL

Social Science – Group Two (FIU Required): One course must be from the following list.

- ___AFA 2004 Black Popular Cultures: Global Dimensions (3 cr) – GRW/GL
- ___AMH 3560 The History of Women in the U.S. (3 cr) – GRW
- ___ANT 3212 World Ethnographies (3 cr) – GL
- ___ANT 3241 Myth, Ritual and Mysticism (3 cr) – GL
- ___ANT 3451 Anthropology of Race & Ethnicity (3 cr)
- ___ASN 3410 Intro to East Asia (3 cr) – GRW/GL
- ___COM 3461 Intercultural/Interracial Communication (3 cr) – GL
- ___CPO 2002 Introduction to Comparative Politics (3 cr)
- ___CPO 3103 Politics of Western Europe (3 cr) – GRW
- ___CPO 3304 Politics of Latin America (3 cr)
- ___DEP 2000 Human Growth & Development (3 cr)
- ___ECO 2023 Principles of Microeconomics (3 cr)
- ___ECS 3003 Comparative Economic Systems (3 cr)*
- ___ECS 3021 Women, Culture, and Economic Develop. (3 cr)* – GL
- ___EDF 3521 Education in History (3 cr)

- ___EGS 1041 Technology, Human and Society (3 cr) – GL
- ___EVR 1017 The Global Environment & Society (3 cr) – GL
- ___GEA 2000 World Regional Geography (3 cr) – GL

Natural Science – Group One (State Required):

One course and lab must be from the following list.

- ___AST 1002 & AST 1002L Descriptive Astronomy (3,1 cr)
- ___BSC 2010 & BSC 2010L General Biology I (3,1 cr)
- ___CHM 1020 & CHM 1020L Chemistry for Liberal Studies (3,1 cr)
- ___CHM 1045 & CHM 1045L General Chemistry I (3,1 cr)*
- ___ESC 1000 & ESC 1000L Intro. To Earth Science (3,1 cr)
- ___EVR 1001 & EVR 1001L Intro. To Environ. Sciences (3,1 cr) – GL
- ___PHY 1020 & PHY 1020L Understanding the Physical World (3,1 cr)
- ___PHY 2048 & PHY 2048L Physics with Calculus I (4,1 cr)*
- ___PHY 2053 & PHY 2048L Physics without Calculus I (4,1 cr)*
- ___BSC 1085 & BSC 1085L Anatomy and Physiology I (3,1 cr)

Natural Science – Group Two (FIU Required): One course and lab must be from the following list.

- ___BSC 2011 & BSC 2011L General Biology II (3,1 cr)
- ___BSC 2023 & BSC 2023L Human Biology (3,1 cr)
- ___CHM 1033 & CHM 1033L Survey of Chemistry (4,1 cr)*
- ___CHS 3501 & CHS 3501L Survey of Forensic Science (3,1 cr)
- ___EVR 3013 & EVR 3013L Ecology of South Florida (3,1 cr)
- ___GEO 3510 & GEO 3510L Earth Resources (3,1 cr) – GL
- ___GLY 1010 & GLY 1010L Physical Geology (3,1 cr)
- ___GLY 1101 & GLY 1101L History of Life (3,1 cr)
- ___GLY 3039 & GLY 3039L Environmental Geology (3,1 cr)
- ___HUN 2000 & HUN 2000L Found. of Nutritional Sci. (3,1 cr)
- ___IDS 3211 & IDS 3211L Global Climate Change (3,1 cr) – GL
- ___IDS 3212 & IDS 3212L The Global Scientific Revolution and Its Impact on Quality of Life (3,1 cr) – GL
- ___IDS 3214 & IDS 3214L Coastal Environment from the Bay to the World (3,1 cr) - GL
- ___MET 2010 & MET 2010L Meteor. Atmos. Physics (3,1 cr)
- ___MCB 2000 & MCB 2000L Intro. Microbiology (3,1 cr) – GL
- ___OCB 2003 & OCB 2003L Introductory Marine Biology (3,1 cr) – GL
- ___OCE 3014 & OCE 3014L Oceanography (3,1 cr) – GL
- ___PCB 2061 & PCB 2061L Introductory Genetics and Lab (3,1 cr)
- ___PCB 2099 & PCB 2099L Found. of Human Physiol. (3,1 cr)
- ___PHY 2049 & PHY 2049L Physics with Calculus II (4,1 cr)*
- ___PHY 2054 & PHY 2049L Physics without Calculus II (4,1 cr)*

ARTS (1 three-credit course required) Required course must be from the following list.

- ___ARH 2050 Art History Survey I (3 cr)
- ___ARH 2051 Art History Survey II (3 cr)
- ___COM 3404 Nonverbal Communication (3 cr) – GRW
- ___COM 3417 Communication in Film (3 cr) – GRW/GL
- ___CRW 3010 Creative Writing: Forms and Practices (3 cr)*
- ___DAA 1100 Modern Dance Techniques I (3 cr)
- ___DAA 1200 Ballet Techniques I (3 cr)
- ___ENL 3504 British Literature to 1660 (3 cr)*
- ___ENL 3506 British Literature Since 1660 (3 cr)*
- ___IDS 3336 Artistic Expression in a Global Society (3 cr) – GL
- ___MUH 2018 Evolution of Jazz (3 cr)
- ___SPC 2608 Public Speaking (3 cr)
- ___TPP 2100 Introduction to Acting (3 cr)

*These courses have pre-requisites; please check the catalog or with an advisor.

Other Graduation Requirements

In addition to fulfilling the **University Core Curriculum**, the requirements for the **Psychology major**, **completing 120 credits** and maintaining at least a **2.0 GPA** students must fulfill the following graduation requirements:

Global Learning Requirement:

Global Learning for Global Citizenship is the centerpiece of internationalized undergraduate education at FIU. This integrated curriculum and co-curriculum initiative engages every student in multiple opportunities for active, team-based, interdisciplinary exploration of real-world problems.

Students who did not complete the UCC prior to transferring to FIU must take one Foundations and one Discipline-Specific course. Students who completed the UCC prior to transferring to FIU must take at least one Discipline-Specific course. For a complete list of courses visit: <https://goglobal.fiu.edu/> The following Psychology courses can be used to satisfy the Global Learning Discipline-Specific Requirement: SOP 4731 and CLP 4314. For more information, [see guidelines](#)

Summer Enrollment Requirement:

Students who transferred to FIU with less than 60 credits must take 9 credits of coursework during summer session. For more information, [see guidelines](#)

Post-Secondary Civics Literacy Requirement:

Students must demonstrate understanding of American Civics via completed course work or test credit. For more information, [see guidelines](#).

FLENT/FLEX Foreign Language Requirement:

Students must demonstrate college level proficiency in a foreign language. To meet this requirement, students must either “enter” (FLENT) with a foreign language or “exit” (FLEX) with a foreign language. The foreign language is a language other than English, including American Sign Language. Consult with an Advisor when seeking to fulfill this requirement. The requirement can be met by two years of foreign language in high school, two terms of the same language in a post-secondary institution, or credit by exams. Other exemptions such as foreign credentials or earning a previous bachelor’s degree also applies. For more information, [see guidelines](#)

College of Arts and Sciences Upper Division Coursework Requirement:

Students must complete at least 45 credits of 3000-4000 level courses. Transfer courses can be used towards satisfying this requirement.

Summary of credits needed to complete BA in Psychology:

| | |
|--|-----|
| University Core Curriculum | 36 |
| Prerequisites for the Psychology Major (If prerequisites are used to satisfy the UCC requirements, additional elective courses will need to be completed) | 12 |
| Upper Division Psychology Requirements | 36 |
| Additional credits need to satisfy the Upper Division Coursework Requirement | 9 |
| Electives needed to reach 120 credits | 27 |
| <hr/> | |
| Total credits needed to graduate | 120 |

Test or Transfer Credits and Graduation Requirements

| | Florida AA complete | Bachelors completed | Florida AA (not complete) | Out of State transfer |
|--|--|---------------------|--|--|
| <i>UCC</i> | ✓ | ✓ | Speak you're your academic advisor | Speak with your academic advisor |
| <i>FLENT/FLEX Foreign Language</i> | This requirement will be fulfilled upon completion of two years of foreign languages in high school, or a second level foreign language taken at the college level | ✓ | This requirement will be fulfilled upon completion of two years of foreign languages in high school, or a second level foreign language taken at the college level | This requirement will be fulfilled upon completion of two years of foreign languages in high school, or a second level foreign language taken at the college level |
| <i>Global Learning</i> | Foundations GL not required At least one GL must be discipline specific. | ✓ | If UCC is not complete, 1 Foundations GL and 1 Discipline specific GL is required | If UCC is not complete, 1 Foundations GL and 1 Discipline specific GL is required |
| <i>Summer Learning Requirement</i> | ✓ | ✓ | Exempted if you transferred with 60 units | Exempted if you transferred with 60 units |
| <i>College of Arts and Sciences Upper Division Requirement</i> | Students must complete at least 48 credits of 3000-4000 level courses. Up to 30 upper level transfer courses can be used towards satisfying this requirement. | ✓ | Students must complete at least 48 credits of 3000-4000 level courses. Up to 30 upper level transfer courses can be used towards satisfying this requirement. | Students must complete at least 48 credits of 3000-4000 level courses. Up to 30 upper level transfer courses can be used towards satisfying this requirement. |

Subfields of Psychology

Your undergraduate Psychology degree at FIU will establish a sound foundation in research principles and areas within the field of psychology. In essence, the undergraduate psychology major gives students a basic and well-rounded coverage of most of the principal subfields within the broad field of psychology. However, graduate programs are designed to narrow the scope of study and are organized into specific subfields of interests. The following are examples, which highlight some of the common subfields of psychology. Although the areas outlined are a partial inventory, this guide serves to narrow down your career choices in the field of psychology, and to allow you to reflect on selecting a major within the graduate program. Career Resources can be found via the [APA website](#).

Clinical Psychology*

Counseling Psychology*

Developmental Psychology*

Educational Psychology**

Environmental Psychology

Experimental Psychology

Forensic/ Legal Psychology*

Health Psychology

Human Factors Psychology

Industrial Organizational Psychology*

Cognitive/Neuropsychology/Physiological Psychology*

School Psychology*

Social Psychology

Sport Psychology

* Graduate Programs may be offered at FIU- Department of Psychology

** Graduate Program may be offered at FIU

Clinical Psychology. Clinical psychologists assess and treat people with psychological problems. They may act as therapists for people experiencing normal psychological crises (e.g., grief) or for individuals suffering from chronic psychiatric disorders. Some clinical psychologists are generalists who work with a wide variety of populations, while others work with specific groups like children, the elderly, or those with specific disorders (e.g., schizophrenia). They are trained in universities or professional schools of psychology. They may be found working in academic settings, hospitals, community health centers, or private practice. Visit the homepage of Division 12 (Clinical Psychology) at <http://www.div12.org> for more information.

Suggested courses:

CLP 2001 Personal Adjustment

CLP 4146 Abnormal Psychology

CLP 4444 Personality Disorders (elective)

PPE 4514 Dreams & Dreaming (elective)

SOP 3932 Psychology of Drugs (elective)

CLP 4134 Childhood Psychopathology

CLP 4374 Psychotherapy

PPE 3003 Theories Personality

PSY 4302 Psychological Testing

SOP 4774 Female Sexuality (elective)

Counseling Psychology. Counseling psychologists do many of the same things that clinical psychologists do. However, counseling psychologists tend to focus more on persons with adjustment problems rather than on persons suffering from severe psychological disorders. Visit the homepage of Division 17 (Counseling Psychology) at <http://www.div17.org> for more information. Suggested courses:

| | |
|---|--------------------------------------|
| CLP 2001 Personal Adjustment | CLP 4134 Childhood Psychopathology |
| CLP 4144 Abnormal Psychology | CLP 4374 Psychotherapy |
| CLP 4444 Personality Disorders (elective) | PPE 3003 Theories of Personality |
| PPE 4514 Dreams & Dreaming (elective) | PSY 4302 Psychological Testing |
| SOP 3932 Psychology of Drugs (elective) | SOP 4774 Female Sexuality (elective) |

Developmental Psychology. Developmental psychologists study how we develop intellectually, socially, and emotionally over the lifespan. Some of the areas they are interested in are: Children's peer relations, language comprehension, computational models of cognitive development, parent-infant interactions, social and communicative behavior in infants, and language acquisition across languages and cultures. Visit the homepage of Division 7 (Developmental Psychology) at <http://ecp.fiu.edu/APA/div7> for more information. Suggested courses:

DEP 2001 Psychology of Infancy and Childhood
 DEP 3115 Development in Infancy
 DEP 3305 Psychology of Adolescence
 DEP 3404 Psychology of Adulthood
 DEP 4014 Parenting and Parenthood
 DEP 4046 Psychology of Adoption
 DEP 4164 Children's Learning
 DEP 4464 Psychology of Aging
 SOP 3015 Social and Personality Development

Educational Psychology. Educational psychologists conduct research and develop theories about teaching and learning. They attempt to understand the basic aspects of learning and then develop materials and strategies for enhancing the learning process. Their efforts are applied to improve teacher training and help students learn more efficiently. Visit the homepage of Division 15 (Educational Psychology) at <http://www.apa.org/divisions/div15> for more information.

Environmental Psychology. Environmental psychologists focus on the relationship between people and the physical environment they live in. As such, they are interested in the effects of the physical environment on a person's behavior and mental processes. For example, they examine how environmental stimuli such as noise, temperature, and weather affect a person's emotions, cognitive processes, performance, and social interactions; the effects of the social environment, crowding, personal space; and the psychological effects of environmental disasters. Visit the homepage of Division 34 (Population and Environmental Psychology) at <http://apa34.cos.ucf.edu> for more information.

Experimental Psychology. This area includes a diverse group of psychologists who do research in the most basic areas of psychology (e.g., learning, memory, cognition, perception, motivation, and language). Their research may be conducted with animals instead of humans. Most of these psychologists work in academic settings. Suggested courses:

EAB 3002 Intro to Experimental Analysis of Behavior

EXP 3304 Motivation and Emotion

EXP 3523 Memory and Memory Improvement

EXP 4204 Sensation and Perception

EXP 4604 Cognitive Processes

PSB 4002 Introductory Bio-Psychology

PSB 4240 Neuropsychology (elective)

PSB 4250 Animal Cognition (elective)

Forensic/Legal Psychology. Forensic psychologists study questions and issues relating to law and the legal system. A forensic psychologist offers an expert psychological opinion in a way that it impacts one of the adversarial arenas, typically the courts. Forensic psychologists evaluate various areas, such as expert testimony, jury selection, child testimony, pretrial publicity, repressed memories, the death penalty, battered woman syndrome, domestic violence, drug dependence, and sexual disorders. Although many people think of forensic psychologists as focusing on criminal matters, this is certainly not always the case. Visit the homepage of the American Academy of Forensic Society at www.aafs.org for more information or the American Psychology-Law Society at <http://www.apadivisions.org/division-41/index.aspx> Suggested courses:

EXP 3523 Memory and Memory Improvement

EXP 4604 Cognitive Processes

SOP 3004 Introductory Social Psychology

SOP 4522 Social Motivation

SOP 4842 Legal Psychology

Health Psychology. Health psychologists are concerned with psychology's contributions to the promotion and maintenance of good health and the prevention and treatment of illness. They recognize the importance of life style and behavioral factors that contribute to physical disease, the search for ways to contain health care costs, and the potential of health-oriented psychological interventions. They may design and conduct programs to help individuals stop smoking, lose weight, manage stress, and stay physically fit. They are employed in hospitals, medical schools, rehabilitation centers, public health agencies, academic settings, and private practice. Visit the homepage of Division 38 (Health Psychology) at <http://www.health-psych.org> for more information.

Human Factors Psychology. Human Factors psychologists study the human/machine interface. They may help make appliances such as cameras user-friendly, or they may do studies of safety-related issues in the design of machinery, airplane controls and instrument layouts, or they may do basic research on human perceptual and motor abilities as they relate to the operation of machines, computers, and other mechanical devices. Visit the homepage of Division 21 (Applied Experimental and Engineering Psychology) at <http://www.apa21.org> for more information.

Industrial/Organizational Psychology: Industrial/organizational psychologists are primarily concerned with the relationships between people and their work environments. They may develop new ways to

increase productivity or be involved in personnel selection. They are employed in business, government agencies, and academic settings. Suggested courses:

INP 2002 Introductory Industrial/Organizational Psychology

INP 4203 Personnel Psychology

PSY 4302 Psychological Testing

INP 4313 Organizational Psychology

SOP 3004 Introductory Social Psychology

SOP 4525 Small Group Behavior

Neuropsychology / Philosophical Psychology. These psychologists are concerned with brain/behavior relationships. They may be involved in clinical work, in the assessment of brain-damaged patients, or in research, such as attempts to relate cognitive activity to brain activity as seen in brain scans. Visit the homepage of Division 6 (Behavioral Neuroscience and Comparative Psychology).

School Psychology. School psychologists are involved in enhancing the development of children and adults in educational settings. They assess children's psycho-educational abilities and recommend actions to facilitate student learning. They are typically trained in Schools of Education and work in public school systems. They often act as consultants to parents, teachers, and administrators to optimize the learning environments of specific students. Visit the homepage of Division 16 (School Psychology)

Social Psychology. Social psychologists study how other persons affect our beliefs, feelings, and behaviors. Some topics of interest to social psychologists are attitude formation and change, aggression, prejudice, and interpersonal attraction. Most social psychologists work in academic settings, but some work in federal agencies and businesses doing applied research. Visit the homepage of Division 8 (Social Psychology) at <http://www.spsp.org>. Suggested courses:

CLP 4314 Psychology of Health and Illness

PPE 4514 Dreams & Dreaming (elective)

SOP 3004 Introductory Social Psychology

SOP 3015 Social and Personality Development

SOP 3742 Psychology of Women

Sports Psychology. Sports psychologists study the psychological factors associated with participation and performance in sport, exercise, and other types of physical activity. Sport psychologists focus primarily on two areas. First, they focus on helping athletes use psychological principles and skills to achieve optimal mental health and to improve performance. Second, they seek further understanding of how an individuals' participation in sport, exercise, and physical activity affects their psychological development, health, and well-being. Visit the homepage of Division 47 (Sports Psychology) at <http://www.apa47.org> for more information.

SOP 4414 Attitudes and Social Behavior

SOP 4522 Social Motivation

SOP 4774 Female Sexuality (elective)

Behavior Analysis Certification

Fall 2014, the undergraduate behavior analysis Approved Course Sequence (ACS) needed to fulfill the coursework requirements for taking the Board Certified Associate Behavior Analyst (BCaBA) exam consists of the course below. The ACS meets Behavior Analyst Certification Board® (BACB®) 2015 requirements for certification under the BACB **4th** Edition Task List.

- EAB 3002 Introduction to the Experimental Analysis of Behavior (3 credits). Prerequisites: PSY 2012
Note: This is a prerequisite course for the remaining courses and may not be taken concurrently with any other course in the sequence.
- EAB 4794: Principles and Theories of Behavior Modification (3 credits). Prerequisite: EAB 3002
 Note: May be taken concurrently with EAB 4798 or PSY 4931
- EAB 3765 The Application of Behavior Analysis to Child Behavior Problems (3 credits). Prerequisite: EAB 3002
 Note: May be taken concurrently with EAB 4798 or PSY 4931
- EAB 4798 Single Case Research Methods (3 credits). Prerequisite: EAB 3002
 Note: May be taken concurrently with EAB 4794 or EAB 3765 or PSY 4931
- PSY 4931: Senior Seminar in Behavior Analysis (2 credits). Prerequisite: EAB 4798 & EAB 4794 or EAB 3765
 Note: **Only sections with the description "Behavior Analysis" may be taken to fulfill the BCaBA requirements.** Can be taken concurrently with EAB 4798 or EAB 3765

RECOMMENDED SCHEDULES: Students who wish to take more than one course in the sequence during a single semester should do so in an order consistent with one of the schedules options below. Taking more than one course in the summer is discouraged.

| Option | Fall | Spring | Summer | Fall | Spring |
|--------|----------|---------------------------------|----------------------|---------------------------------|---------------------|
| 1 | EAB 3002 | EAB 4794 or EAB 3765 & EAB 4798 | EAB 3765 or EAB 4794 | PSY 4931 | |
| 2 | EAB 3002 | EAB 4794 or EAB 3765 & EAB 4798 | | EAB 3765 or EAB 4794 & PSY 4931 | |
| 3 | | EAB 3002 | EAB 4794 | EAB 3765 & EAB 4798 | PSY 4931 |
| 4 | | EAB 3002 | EAB 4794 | EAB 3765 | EAB 4798 & PSY 4931 |

Courses are open to all FIU students, regardless of major. However, the BACB may have specific degree requirements. Visit www.BACB.com for details about the process and requirements for certification.

If you are not currently an FIU student, you may enroll in courses as a non-degree-seeking student. Enrollment and cost information is available at: <http://onestop.fiu.edu/non-degree-students/non-degree-seeking/index.html>

NOTE: Effective **January 1, 2017**, all BCaBAs must meet increased supervision requirements including changes to:

- supervisor responsibilities and qualifications
- supervision amount and structure
- group supervision
- documentation of supervision

See the BACB [December 2014 newsletter](#) for more details: http://bacb.com/wp-content/uploads/2015/07/BACB_Newsletter_12-14.pdf

Pre-health Tracks

At FIU, students interested in going to medical school or pursuing graduate degrees in areas such as occupational therapy have the option of completing the required prerequisites at FIU. We refer to these classes as tracks. The courses that make up such tracks are meant to complement the courses you are completing for your major by serving as general electives. Unlike a certificate or minor, completing a track will not lead to a notation on your college transcript.

Interested in Occupational Therapy?

Occupational therapy is a healthcare profession that focuses on helping people of all ages regain, develop or master everyday skills in order to live independent, productive and satisfying lives. The Professional Master of Science in Occupational Therapy (MSOT) program at FIU prepares students to become entry-level occupational therapists and is designed for students who hold a baccalaureate degree in any discipline from an accredited college or university.

Here are some of the requirements for admittance to this graduate program:

- Hold a bachelor degree from a regionally accredited college or university.
- Have a minimum of 3.0 GPA average based on a 4.0 scale in upper division courses of the bachelor's degree.
- All applicants must take the Graduate Record Examination (GRE). GRE scores must be received by the Graduate School by the application deadline.

Group advising sessions are held once a month. You can RSVP to occupthe@fiu.edu if you plan to attend an advising session and you can also call 305-348-7730 to find out dates of upcoming sessions.

Interested in Physical Therapy?

Consumers and other healthcare professionals readily seek out DPTs for the diagnosis of, interventions for and prevention of impairments, functional limitations and disabilities related to movement, function and health. The Department of Physical Therapy at Florida International University offers the Doctor of Physical Therapy (DPT) degree, which is a three-year, 113-credit program.

Tip: You can use your non-Psychology electives to satisfy requirements for the pre-health tracks. For more information, speak with your Academic Advisor and the appropriate pre-health advisor about your options.

Here are some of the requirements for admittance to this graduate program:

- A bachelor's degree in any academic field from a regionally accredited institution.
- Applicants are required to take the GRE to meet Graduate School requirements.
- A GPA of 3.0 on upper division coursework. In addition, overall GPA and prerequisite coursework are considered in the admission process.
- At least 60 hours of observation within a physical therapy clinic or facility. This must be completed prior to application to the program.

If you would like to speak to the advisor for the program, please contact Samantha Postigo at spostigo@fiu.edu

Interested in Speech Pathology?

The field of Communication Sciences & Disorders focuses on evaluation, treatment and research in human communication and related disorders. At Florida International University, the graduate program in the Department of Communication Sciences & Disorders (CSD) in the College of Nursing and Health Sciences (CNHS) is a 6-semester program leading to a Master of Science in Speech-Language Pathology degree (MS-SLP).

If you would like to get more information on the program, you may call their office at (305) 348-2710 or email us them at csd@fiu.edu to request an information packet. You may also schedule an appointment with an advisor by calling their office at (305) 348-2710.

Are you interested in a career in the any of the following health professions?

- Medicine
- Dentistry
- Veterinary Medicine
- Pharmacy
- Optometry
- Physician's Assistant

Admittance to these programs requires completion of pre-requisite coursework in the sciences and in mathematics. Medical school admissions committees, in particular, seek well rounded applicants who have completed a bachelor's degree incorporating an interdisciplinary plan of study emphasizing courses in the sciences but including the social sciences and humanities.

Specifically, the newly implemented 2015 MCAT will require an in-depth knowledge of psychology and sociology in addition to the classical course requirements. A Bachelor of Arts in Psychology allows students the opportunity to complete pre-requisite coursework and attain a strong foundation in the social and behavioral sciences.

Students on a pre-health track are encouraged to visit the Office of Pre-Health Professions Advising in DM-331A. For more information, please visit prehealthadvise.fiu.edu or contact preprofc@fiu.edu.

Important Academic Policies

Excess Credit Surcharge

The state of Florida has passed a statute that affects students who have entered a college or university during or after Fall 2009. Students in these cohorts who attempt more credits than necessary to complete their degree will be subject to increased tuition charges. The a Bachelor's in Psychology at FIU requires students to complete 120 credits so if students attempt more than 120 credits they may be subject to the surcharge. The surcharge rate varies according to the semester you started working towards your degree. For more information please go to:

<http://onestop.fiu.edu/Registrar/policies-procedures/FAQ%20Excess%20Credit%20Hour.pdf>

The good news is that courses used towards a second major or certificate may not count towards the surcharge. To learn how the surcharge can affect you, contact your assigned academic advisor.

Repeat Surcharge

Undergraduate students are required to pay additional charges when attempting a college credit course for the third time. Any undergraduate course taken, from the beginning Fall 1997, and all courses taken after this date will be subject to the repeat surcharge. Attempted hours mean those hours dropped or withdrawn after the drop and add period or when failed. You may file a repeat surcharge appeal by logging on to your MyFIU portal. The appeal is found under the student center under the drop down menu labeled as "other academics."

Forgiveness Policy

The Forgiveness Policy is a method by which you may repeat a limited number of courses to improve your GPA. A course may be forgiven if the initial attempt of the course resulted in an earned grade of "C-" or less. You may use the forgiveness policy a maximum of three times for the purpose of improving your GPA prior to the conferral of your Bachelor's degree. Bear in mind that if this method is chosen, and you have repeated the course, the grades earned in both the initial attempt as well as the second attempt will always be reported on the academic transcript. However, the initial grade earned will be removed from the GPA calculation. To apply for forgiveness, please see instructions [here](#).

Incompletes

An incomplete grade (IN) is a temporary symbol given at the discretion of the instructor for work not completed due to serious interruption, not caused by the student's own negligence. Students receiving an incomplete grade must complete the appropriate coursework within two semesters (including summer). If coursework is not completed in this time frame, the incomplete grade (IN) will automatically default to a failing grade (F). Students should not re-enroll in the same course to make up the incomplete grade. To change an incomplete grade, the student should speak directly to the course instructor to have the appropriate documentation submitted. If a student receives an incomplete grade and has applied for graduation at the end of the term, he or she must complete the incomplete grade prior to the conferral of the degree.

Source: <http://onestop.fiu.edu/index.html>

90 credit mandatory degree check

The University requires students to meet with their academic advisors before the end of the term in which they will earn 90 cumulative credit hours to conduct preliminary degree checks and develop plans that will determine the manner in which students will complete unfulfilled degree requirements. Once students and advisors complete these preliminary degree checks, any changes to student degree programs, majors, minors, or academic tracks that may have an impact on time required to complete degrees or counts of excess credit hours will require written approval from the College Dean. Please note that students who have declared dual degree or double majors as part of their program plans and do not complete the requirements of these program plans will not be eligible for refunds of excess credit hour surcharges associated with incomplete portions of their program plans.

Source: catalog.fiu.edu (2017-2018)

Dismissal from the University

Each semester, a certain number of Psychology majors at FIU who were on academic probation find themselves dismissed from the university. Dismissal forces you to stop, to recognize that something is not going right with your academic plan, and to either commit to a serious change or stop attending until whatever issues are negatively affecting your studies have subsided or otherwise resolved themselves.

If you are dismissed from the university, you will be notified. The notification may be sent by your advisor or by email and by a letter. You will be informed that you that you have 10 working days to appeal the dismissal. Understandably, students are often inclined to react emotionally with despair and despondency, or with renewed determination to work even harder. You should decide to return when you have a well-considered assessment of your situation. Once you have decided that you are ready to return to the University and work hard to get back into good academic standing, the following procedures are necessary:

If you are dismissed from the University, you must appeal for reinstatement. Reinstatement is the formal method through which a student can appeal the dismissal decision. In order for a student's appeal to be considered complete, the following documentation must be submitted to the One-Stop Enrollment Services office:

1. Personal Statement, describing the circumstances that led to the student's lack of academic progress; this statement must also include a statement describing a change of conditions that will facilitate improved academic performance.
2. Academic Plan signed by the student's academic advisor. The plan describes the academic steps suggested by the advisor to facilitate improvement in the student's academic performance.
3. Academic Agreement signed by the student's College/School Dean or the Dean's designee (usually the student's Department Chair); the College/School Dean or designee is responsible for approving or denying the reinstatement appeal.

4. Supporting Documentation is required for financial aid recipients; this documentation should support any claims or assertions made the student's Personal Statement. If approved, the Academic Reinstatement specifies the term for which the student has been reinstated and (if applicable) limitations on the number of credit hours in which a student can enroll; please note that the student must enroll during the term specified in the reinstatement decision. Dismissed students reinstated to the university are placed on academic probation.

Source: <http://onestop.fiu.edu/index.html>

If approved, the Academic Reinstatement specifies the term for which the student has been reinstated and (if applicable) limitations on the number of credit hours in which a student can enroll; please note that the student must enroll during the term specified in the reinstatement decision. Dismissed

Academic Salvage (If you have graduated from a Florida state college, after leaving FIU with less than a 2.0) FIU undergraduate students who are academically dismissed from the University or who have a cumulative GPA below a 2.0, and who subsequently receive an Associate in Arts degree from another Florida public institution of higher learning may apply for academic salvage. If re-admitted, students will begin with a new FIU grade point average of 0.0. Students re-admitted under academic salvage will be credited with a maximum of 60 semester credit hours. Students must follow the regular re-admission application process and complete the Academic Salvage form for consideration by the student's academic dean. Re-admission applications and academic salvage applications may be obtained [here](#).

Academic Amnesty (If you have not attended college for six years)

FIU undergraduate students who apply for re-admission (with a prior cumulative GPA below a 2.0) and have not been enrolled in any university or college for at least six calendar years may apply for academic amnesty. If re-admitted, students will begin with a new grade point average of 0.0. No grades previously earned will be included in the University grade point average, however, credit for previous University courses, in which a grade of "C" or better was earned may be applied toward a degree, subject to determination by the College of the student's major. All prior courses attempted and grades received will remain on the student's transcript. Admitted or re-admitted students may not petition for any retroactive change in their academic record utilizing this policy. Students applying for academic amnesty to a limited access program must meet the admission criteria of that program. Students must follow the regular re-admission application process and complete the amnesty form for consideration to be determined by the student's academic dean. Re-admission applications and academic amnesty applications may be obtained [here](#).

What to consider before dropping a class

“Dropping” a course refers to removing a course from your schedule in a given semester. You drop a course the same way that you add it, via your My FIU account.

Is there a deadline to drop a course?

Yes. The deadlines to drop a course vary by semester. A complete list of all important dates and deadlines can be found on the Academic Calendar at on the FIU Enrollment Services website.

Dropping a course does not affect the GPA but it does other consequences:

- Dropping a course is considered an attempt at taking the course. If you began your post-secondary, undergraduate study during or after the Fall 2009 semester, you are liable for the Excess Credit Hour Surcharge in certain circumstances, and dropping a course may result in incurring this liability.
- Dropping a course may have an effect on your financial aid. It affects loans, grants, merit based scholarships, and the bright futures scholarship differently, so we encourage you to contact the Financial Aid office before you decide to drop.
- Although “DR” does not have any bearing on your GPA this is reported on your academic transcript and does show that an attempt has been made to take the course, but that it was not successfully completed. Too many “DR’s” on your transcript may negatively affect your graduate school applications.

Questions to ask yourself when deciding whether or not to drop a class:

Can I pass the course with at least a ‘D-’?

If you are taking an elective course that is not a requirement for your major, a ‘D-’ is the minimum grade you need in order to pass a course. If you can at least earn a ‘D-’ in this course it will count towards the 120 units you need to graduate.

Is this course a required course for my major? If yes, what is considered a passing grade for requirements within my major?

It is important to obtain this information from your advisor as this requirement varies across academic departments. If you are unable to pass a required course with the minimum required grade you will have to repeat the course. For example, a required course for the Psychology major is PSY 2012 Introduction to Psychology. You must pass this course with a grade of ‘C’ or better. If you earn a ‘D’ in the course you must repeat it.

Do I have any grade forgiveness left?

The Forgiveness Policy allows students to repeat courses in which they earned below a C- and to use the new grade to replace the old grade in the calculation of the GPA. If you have already used the Forgiveness Policy three times and you know you are failing a course, it may be beneficial to drop it. Check with your academic advisor to see how a bad grade might impact your GPA before making this decision.

How will this affect my Financial Aid?

If you are receiving Financial Aid or you have a scholarship it is important that you contact either the Student Financials Office or the organization granting you a scholarship to confirm that dropping a course will not affect the aid you are receiving.

Am I on warning or probation?

If you are on warning or probation your goal is to raise your overall GPA to get it to a 2.0. In this case it may be better to drop a course than to receive a grade below a 'C'. To determine the best course of action, speak with your academic advisor.

Questions to ask your advisor before dropping a class:

- I think I can pass this course with a grade between a 'C-' and 'D-'. If I earn such a grade, will this course count towards the requirements for graduation?
- Should I complete the course and use grade forgiveness if I have to retake it?
- Am I affected by the Excess Credit Unit Surcharge rule?
- Can you explain my academic standing?

Questions to ask financial aid before dropping a class:

- If I drop a course, will my financial aid be affected?
- If I remain enrolled in the course but then fail it, how will this affect my financial aid?
- Is there a limit to the number of courses I can drop or fail without affecting my financial aid?
- If I decide to reduce my course load next semester, how many credits do I need to enroll in to remain eligible for financial aid?

There are many considerations to take into account when deciding whether or not to drop a course. It is not always a straightforward or simple decision. It is therefore important that you speak with your advisor about whether or not dropping a course is the right choice for you.

Paying attention to important dates and deadlines

It is very important to keep up with all deadlines and dates issued by FIU Enrollment Services.

The academic calendar can be found [here](#).

The calendar is updated each semester and will include future semesters in order for you to plan ahead. Be sure to make note of the following dates:

- Last day to register without incurring a \$100 Late Registration Fee
- When classes begin
- Last day to change residency status
- Last day to add courses; last day to drop courses or withdraw from the University without incurring financial liability for tuition and fees
- Cancellation of Enrollment for unpaid Tuition and Fee balances not covered by Payment Plan, Scholarships or other awards
- Last day to withdraw from the University with a 25% refund of tuition
- Last day to drop a course with a DR grade, Last day to withdraw from the University with a WI grade
- Last day to apply for graduation

In addition, it is important to make note of deadlines set by your professors. At the beginning of each semester, go through your course syllabus and make note of when discussion posts and assignments are due. If you miss an assignment because you overlooked a deadline on the syllabus, keep in mind that your professor is not required to offer you a make-up exam.

Save this information in a format that works for you. If you use your phone for reminders, save these deadlines there. If you prefer writing things down, so it that way. From time to time you may receive notifications about upcoming deadlines from your academic advisor via your Student Dashboard so it is important that you check your messages often. However, at the end of the day, as a university student you need to keep track of deadlines and to make sure that you meet them.

How not to lose your financial aid

In addition to affecting your ability to graduate and limiting opportunities to pursue a graduate degree, dropping courses, a low Grade Point Average (GPA) and bad grades can also negatively impact the financial aid you have been awarded. The following are some of the common reasons why students lose their financial aid:

- Did not successfully complete required credits
- GPA below that required by financial aid
- Credit limit for degree exceeded
- Degree is not completed within a specified timeframe

The good news is that even if you have a bad semester there are steps you can take to prevent the loss of your aid or have it reinstated. The first step is figuring out the type of aid you have been awarded. You can find information about this [here](#):



Preventing the loss of your Financial Aid

| Type of Aid | Eligibility Requirements | How to remain eligible |
|------------------------|--|---|
| Florida Prepaid | Florida prepaid consists of Educational Saving Plans that are purchased on behalf of a student for a set number of credits (60 to 120). As long as someone has purchased this plan for you, you are eligible to use it. | In order to make the most of Florida Prepaid you must avoid actions that will require you to retake classes as retaking classes will use up the credits that have been paid for. |
| Bright Futures | <p>You must enroll in a minimum of 6 credits to maintain eligibility. If choose to enroll in more than 6 credits, your aid will be adjusted accordingly.</p> <p>You must maintain at least a 2.75 cumulative GPA for the Bright Futures Medallion and a 3.0 for a Bright Futures Academic Scholarship</p> <p>Only 120 credits are funded by Bright Futures</p> | <p>If you enroll in less than 6 credits you will be ineligible for Bright Futures. Graduating seniors who need less than 6 credits may request a memo from their department.</p> <p>If you are only enrolled in 6 credits and drop a course or are failing a course, you must pay back all six credits as 3 credits is not enough to remain eligible.</p> <p>If you decide to drop a course, you must pay back funds for the dropped course to maintain eligibility</p> <p>If you know you will be earning an F/DR you must submit a Bright Futures request form in order to avoid losing eligibility</p> <p>If you exceed 120 attempted credits you are no longer eligible for Bright Futures</p> <p>There are also time limits on the Bright Future awards which means you must complete your degree within a certain number of years. If you do not know your time limit, talk to a Financial Aid Advisor.</p> |

| Type of Aid | Eligibility Requirements | How to remain eligible |
|------------------------------|---|---|
| Admissions Merit Scholarship | <p>3.0 minimum cumulative GPA</p> <p>Successful completion of 30 credits in one academic year. This includes summer, fall and spring semester. This means if you receive a scholarship starting in fall 2014, you will need to complete the 30 credits by the end of summer 2015.</p> | You must maintain at least a 3.0 cumulative GPA. |
| Type of Aid | Eligibility Requirements | How to remain eligible |
| Federal Aid | <p>In order to receive federal aid you must fill out the Free Application for Federal Student Aid (FAFSA).</p> <p>If awarded federal loans, you must enroll in a minimum of 6 credits a semester.</p> | <p>Federal aid will cover 150% of the number of credits required to complete a degree. For example, a Psychology degree requires 120 credits. Students will hit timeframe once they hit 180 credits (120 x 1.5). The 180 credits includes Fs, DRs and Incompletes.</p> <p>The Pell grant only covers the credits needed for your first Bachelor's degree.</p> <p>You need to complete 67% of the credits you have attempted. Fs count as attempted credits. The Financial aid office checks if you meet this requirement. For example, at the end of spring 2014 Jenny had attempted a total of 122 credits (including transfer credits), but only earned 62. Jenny is at 51% and will therefore lose her aid.</p> <p>Academic standing is evaluated at the end of each semester. If dismissed, you will lose financial aid eligibility and will have to appeal.</p> <p>Students who choose to do a medical appeal may have to return a portion of the financial aid funds received.</p> |
| Student Loans | You must be enrolled in at least 6 credits to be eligible for student loans. | |
| | | |

How to get your Financial Aid Reinstated

| Type of Aid | How to regain eligibility |
|-------------------------------------|--|
| Florida Prepaid | Once you have used up your Florida Prepaid Funds this will stop being a source of funding for you. It is therefore important to work closely with your advisor and make good course choices. |
| Bright Futures | Student may have the opportunity to use “restoration” by submitting an appeal to the Financial Aid Office. Restoration depends on the cohort that they are in. For more information, follow this link: http://www.floridastudentfinancialaid.org/ssfad/PDF/BFEligibilityAwardChart.pdf |
| Admissions Merit Scholarship | If you fail to meet the renewal criteria you are eligible to submit only one appeal. If the appeal is approved, the scholarship will be reinstated. |
| Federal Aid | <p>If you earn all F's or a combination of F's and DR's you will be asked to submit a Grade/ Enrollment Certification form. The instructor must fill out this form and indicate your last date of attendance. The LDA will determine if and how much aid you will have to return.</p> <p>If you are dismissed you will need to fill out a Student Academic Progress (SAP) Appeal. You will need to work with your academic advisor to design an academic planning that will help you return to being in good standing at the university.</p> |

Financial Aid Forms; you can find a list of the forms used by the Financial Aid Office [here](#):

Contact Financial Aid

For more information on financial aid and scholarships go to: [link](#)

MODESTO MAIDIQUE CAMPUS

Phone: 305-348-7000

TTD via FRS: 1-800-955-8771

Fax: If you are faxing documents please use the FAX number listed on the form

Location: SASC 1st floor

Mailing Address:

Financial Aid Office

11200 S.W. 8th Street

Modesto Maidique Campus - PC 125

Miami, Florida 33199

BISCAYNE BAY CAMPUS

Phone: 305-919-5750

Fax: 305-919-5403

Location: AC1 100

Office Hours:

Monday, Thursday , Friday 9: 00 a.m. - 5:00 pm

Tuesday, Wednesday 9:00 a.m. - 6: 00 p.m.

*Operating hours may change during peak time

Mailing Address:

Financial Aid Office

3000 N.E. 151st Street

Biscayne Bay Campus - AC1 100

North Miami, Florida 33181

Financial Aid - [Live Chat](#)

Walk in service - no appointment needed!

How to succeed in your courses

Whether you are taking online classes for a semester or you are part of the FIU fully online psychology program, it is important to keep these tips in mind:

1. Get organized and stay organized

Creating an orderly learning space to do schoolwork will put you ahead of the game. Go ahead and create electronic folders for each class on your computer and in your email program.

2. Establish a routine

While online classes do give you a more flexible schedule, having a routine will help keep you on track with your schoolwork.

3. Set personal goals

Think about what you'd like to accomplish, both short-term and long-term. Is there a class you want to ace this semester? Be sure to put your goals in writing and post the list where you'll see it often.

4. Be positive

Everything you learn, whether it's your most favorite or least favorite subject, will help you grow as a person.

5. Make the most of your resources

As an online student, you have many helpful resources available to you such as the library, online tutoring, your professors and your academic advisor. These are all resources that can assist with different challenges you encounter in an online learning environment.

6. Start on track and stay on track

It's always better to be ahead than to be struggling at the last minute! Break down big projects into small, manageable parts and give each one a deadline.

7. Limit your distractions

Breaks are a good thing, but it's important to limit your distractions and keep yourself on task by setting a time limit and sticking to it. Set a timer to keep yourself honest!

Resources that will help you to succeed:

Career and Talent Development

MMC: GC 230/305-348-2423
BBC: WUC 255/305-910-5770

Disability Resource Center

MMC: GC 190/305-348-3532
BBC: WUC 131/305-919-5345

Office of Financial Aid

SASC126/305-348-7000
BBC: AC1 100/305-919-5750

Veteran and Military Affairs

MMC: Tower/305-348-2838

Center for Academic Success

MMC: GL 120/305-348-2441
BBC: AC1 160/305-919-5927

Counseling & Psychological Services

MMC: SHS 270/305-348-2277
BBC: WUC 320/305-919-5305

Fostering Panther Pride Success Coach

11200 SW 8 Street, SASC 205
Miami, Florida 33199

There's a form for that!

- Want to enroll in more than 18 credits in one semester? Download and fill out [the Add/Drop form on onestop.fiu.edu](#) This form requires the approval from your Academic Advisor and the College of Arts and Sciences Dean's Office
- Want to add a course prior to the [deadline](#) , Download and fill out [the Add/Drop form on onestop.fiu.edu](#)
- Need to add or drop or remove a course from your transcripts after the [deadline](#), you will need to fill out a [Student Petition](#). You must also fill out a [Student Acknowledgement Form](#)
 - If you are removing a course due to a medical reason the [Medical Support Form](#) must also be submitted to One-Stop.
 - Advisors
- Need to verify your academic standing to get a discount on your insurance? Download an Employment Verification Form from onestop.fiu.edu
- Missed the deadline for graduation? Download the [Late Graduation Application from](#) Note that you need to fill out this form with your Academic Advisor

Registering for Classes

Before you register for courses

1. Meet with your academic advisor if you are unsure of what courses to enroll in
2. Check your Enrollment Appointment
 - This is located on your my.fiu.edu account under self-service on the right side of the screen.
3. Get Advised
 - Meet with your academic advisor to ensure you are taking appropriate courses for your major.
 - Advise: You should make an appointment at least two months before your enrollment appointment. It is harder to get an advising appointment at the beginning and end of a semester.
4. Clear holds
 - Holds or Outstanding balances to the university may delay your enrollment.
5. Register early
 - Make sure to register for classes prior to the first day of classes to avoid a late registration fee of \$100.
 - Refer to the [Academic Calendar](#) for dates and deadlines.
6. Know your financial status
 - Financial Aid recipients; ensure all your documents are submitted in a timely manner to avoid any delays in the disbursement of your aid.
 - For students without financial aid, make sure you pay your balance in full or sign up for the [payment plan](#) to avoid late fees or cancellation of enrollment.

Add/Drop Classes Tutorial

"Add Course" Procedure for Students:

1. Students log into the [MyFIU portal](#) in order to register for courses.
2. Go to the "Campus Solutions Self Service" area.
3. Go to "Enrollment" and then "Enrollment: Add Classes."
4. Select Term and click Continue.
5. Students are able to search for classes using the course number, course prefix, department, or class number. They then select courses to add to the "Shopping Cart." Adding courses to the Shopping Cart does not officially enroll the student into the course(s).
6. After all desired courses are added to the Shopping Cart, the student must "Proceed to Step 2 of 3" on the Add page and then click on "Finish Enrolling."
- Students can use the tabs at the top of the Enrollment page to drop courses, swap courses, or view their class schedule.

[Tutorial on how to Add/Drop Classes](#)

Source: <https://onestop.fiu.edu/Registrar/sign-up/index.html>

Adding or Dropping after the deadline

Late Adds :

After the [add drop deadline](#), students who wish to add a course must obtain the following:

- [Student petition form](#) and [Student Acknowledgement Form](#)
- Professor signature (or professors approval through email for online courses)
- Department Stamp

Usually, after the first two weeks of courses, more requirements are necessary to add the course to a student's schedule.

Later Adds :

Signatures should be obtained in the order mentioned below.

- [Student petition form](#) and [Student Acknowledgement Form](#)
- Professor Signature (or professors approval through email for online courses)
- Department stamp
- Major Advisor Signature
- Dean (or designee) Signature (for the dept that owns the course)
 - Some colleges may require a memo from the professor/advisor in order to obtain a Dean's designee signature.

Drops

Dropping a class (without liability): If you wish to drop a course after the deadline (not medically related)

- [Student petition form](#)
- Memo of explanation from department AND/OR Student supporting documentation as requested on the form.

Swaps:

- If swapping the same course but a different section please see "Adding a class" instructions above, the professor signature would be for the class being added. You are not allowed to swap classes from one session to the other, such as between Summer A or C to Summer B.
- If requesting a late add and a non-fee liable drop for a different course please submit requirement for adds as explained above **AND** a memo of explanation for the non-liable drop.

Any class dropped after the respective drop date will be assigned a DR grade by default.

Waitlists:

The course is full. What now? Add yourself to a waiting list. If a seat becomes available, the system will automatically enroll you into the wait-listed class. Certain courses are not eligible. Ask department for more information. [See wait list instructions.](#)

Opportunities for Academic Distinction

Minors, certificates and double majors

Minor: A minor program is an arrangement of courses that enables students to develop some degree of expertise in one area of study. A minor is generally comprised of 12-18 credits of upper division courses. Some of the minors that complement the Psychology major include: Statistics, Women's Studies, Sociology, Public Administration, Marketing, Hospitality and Education.

Certificate: A certificate program is a combination of courses with a common base or interest that are selected from one or more academic disciplines to form an area of academic concentration. They consist of 12 to 24 credits. For a list of minors and certificates offered at FIU visit: <https://ugrad.fiu.edu/advising/Pages/MinorsandCertificates.aspx>

Double major vs. Dual degree: To graduate with two majors you must complete the coursework for each major; however, you will only receive one diploma for your primary major. To earn two diplomas you must complete the requirements for your first and second major and a minimum of 150 credits.

Global Learning Medallion

The Excellence in Global Learning Medallion is awarded upon graduation to students who have completed an extensive curriculum and co-curriculum designed to enhance global awareness, global perspective, and an attitude of global engagement in FIU's World Ahead graduates.

Students will require, at minimum, one full academic year to complete the Medallion, even if some criteria are already met. The Medallion can be earned by satisfying each of these five criteria categories:

- Completion of a minimum of four global learning-designated courses, with a grade of C or higher.
- Completion of one of the following: substantial original research project and presentation on a global topic; 4 semesters of study in one foreign language; study abroad; global internship.
- Participating in a minimum number of approved global co-curricular activities.
- Writing a self-reflection of one's personal FIU global learning experience.
- Earning a 3.0 final, cumulative FIU GPA.

Students must fill out the form on <https://goglobal.fiu.edu/medallion/> to sign up for the Excellence Global Learning Medallion. Students will receive emails with additional details and instructions to track their progress. For questions about this program, please contact glmedal@fiu.edu.

Scholarships

The Office of Scholarships and Fellowships is devoted to helping students pursue scholarships both nationally and within the institution. This is done by assisting students in locating the proper resources for researching scholarship opportunities, completing application materials, and mentoring them through the application process. Through coaching, we are able to help students realize their potential as scholarship applicants and ultimately become winners of both institutional and nationally prestigious opportunities. We work with undergraduate and graduate students to develop the necessary aptitude and focus. We ignite a passion in students to seek scholarships and fellowships that are aligned with their academic and career goals.

Applying for scholarships/fellowships has more benefits than just reducing your financial obligation. As a scholarship recipient, it will allow you more flexibility to focus on academic success; financial obligations will no longer be so stressful. In addition, you will have more opportunities to participate in leadership and volunteer opportunities that will enhance your college experience. One of the most important benefits of being a recipient of a national merit scholarship is that you become more attractive to future employers and graduate schools. Employers know that students who are scholarship/fellowship winners are more focused, determined, and competitive; all of which are qualities of excellent employees and graduate students. Don't think of a scholarship as just funding but an opportunity to enhance your collegiate career. To learn about available scholarship opportunities visit: <http://undergrad.fiu.edu/scholarships/>

Honors College

The Honors College at FIU is a community of dedicated scholars—outstanding students and committed teachers—who work together in an atmosphere usually associated with small private colleges, but with all of the resources of a major state university. And the fact that it is located in one of the most important and exciting cities in the world makes the Honors college at FIU an excellent choice for bright, eager students.

Students in the Honors College possess dual academic citizenship. Students may pursue any major available in the University and at the same time complete the Honors College curriculum. In most cases, participation in Honors does not increase the number of credits required for graduation.

In addition to being exposed to a unique interdisciplinary curriculum, honors college students enjoy benefits such as competitive scholarships, leadership training, community serve opportunities, internships and extended library privileges to name just a few. To learn more visit honors.fiu.edu

Psychology Honors Thesis

For the Bachelor's of Psychology Degree with Honors, an application must be made, and departmental approval granted, to undertake an independent project which must be approved by and carried out under the supervision of a full-time faculty member of the Department. Upon completion of an independent project, a satisfactory oral defense of the work must be presented to a Department committee, of at least two members.

Note: The Bachelor's degree offered in this program is a liberal arts degree and not a professional degree. While it is possible to concentrate courses in one's area of interest, it is not possible at the present time to obtain a 'professional specialization' at the undergraduate level in psychology.

Source: <http://catalog.fiu.edu/> p220

Internships and Assistantships

Internships

Internships allow students to gain practical experience of the professional world they wish to enter after college. During an internship students can:

- Develop skills required by their field of interest
- Gain work experience to include in their resume
- Have an opportunity to network
- Make professional connections
- Locate potential mentors.

Of the 65-70% of undergraduate students who complete an internship each year, more than 60% receive a job offer (National Association of Colleges and Employers, 2011). Employers identify internships as the #1 characteristic they look for in college graduates (Chronicle of Higher Education employer survey, December 2012).

Internships can be paid or unpaid. You can locate an internship with the assistance of FIU's Career and Talent Development, through internship fairs, informational interviews academic departments, networking with faculty and other students, and online. The American Psychological Association (APA) also offers listings of undergraduate internship and research opportunities at <http://www.apa.org/education/undergrad/research-ops.aspx>. See the College to Career section for more tips on how to search for these opportunities.

Psychology majors can seek internships within the field of Psychology or outside of it, and gain experience in related areas such as (but not limited to): Marketing, Criminal Justice, Education, Public Health, or Social Services.

The Psychology Department offers college credit for Research Assistantship hours completed in FIU Psychology laboratories. Research Assistant positions are similar to internships and provide many of the same benefits.

Learning Assistantship

Learning Assistants (LAs) are undergraduate students who through the guidance of weekly preparation sessions and a pedagogy course, facilitate discussions among groups of students in a variety of classroom settings that encourage active engagement. The FIU LA Program is now the largest in the nation. You can apply to be an LA [here](#). This is a paid position and Payment is arranged through the FIU payroll system. For more information, click [here](#).

Or contact:

Dr. Rachel Richie Instructor

Psychology

DM 281B

rritchie@fiu.edu

Source: <http://laprogram.fiu.edu/>

Extracurricular Activities & Engagement

Studying Abroad

Learning how to interact with people from other countries and cultures is essential in becoming a global citizen and being “worlds ahead.” Participation in study abroad programs gives you valuable experience by providing you with the opportunity to engage in an international experience as an FIU student.

The Office of Study Abroad provides students with the opportunity to spend a semester or academic year studying at one of our foreign partner institutions through the International Student Exchange (ISE) Program, or through FIU Study Abroad programs (ranging from 10 days to a semester).

Students participating in FIU’s Study Abroad programs can use their financial aid towards this program and pay in state tuition for the courses they will complete overseas. Additionally, there are study abroad scholarships available. To learn more visit

<https://ugrad.fiu.edu/studyabroad/Pages/FinancialAid.aspx>

National Student Exchange

National Student Exchange is the domestic version of study abroad. It allows students to spend one or more semester studying at a different university within the United States in Canada. For more information visit <http://undergrad.fiu.edu/nse/>

Alternative Breaks

Alternative Breaks is a fun and exciting way to get your fix of community service. It gives students the chance to travel near and far, push boundaries, and learn about issues that affect all types of communities. This program also provides service-learning through strong direct service, this hands-on approach gives students a greater sense of community and self. Monthly workshops are used to train, educate, and prepare participants for this life-changing journey. Through their aB experience, participants are given the chance to reflect on their days work and create a stronger relationship with their team members. The aB program promotes simple living, diversity, and an alcohol and other drug free experience. For more information, please visit their profile [here](#)

Student Alumni Association

The FIU Student Alumni Association (SAA) is the largest student organization on campus, offering student members many perks and benefits. SAA gives students the opportunity to network with successful alumni, gain access to invaluable professional development opportunities and exclusive SAA scholarships. SAA members also gain access to discounts at more than 100,000 partners nationwide, including Geico, Disney World, Barnes & Nobles and Macy’s. Members even have access to special events and programs, such as Dining with 12 Panthers (D12). Dining with 12 Panthers is an opportunity to enjoy a free, delicious meal while socializing and networking with fellow Panthers. Local FIU alumni host students and professors in their homes or elsewhere for an evening of good food, great conversation and Panther camaraderie. Aside from these monthly events, SAA hosts several larger traditions, such as the annual Trail of the Torch, which kicks off the new academic year each fall and the Sweethearts tradition in the spring around Valentine’s day.

Another terrific benefit of joining SAA is that it makes you eligible to apply for the Alumni Association’s Panther Pride Scholarship and Legacy Scholarship. For more information click [here](#).

Also, be sure to check out the webinar series sponsored by the Alumni Association which provides great tips on career planning, searching for jobs, networking and much

Student Clubs at FIU

FIU is home to a number of student organizations which allow students to explore their professional and personal interests. There are many areas in which students may choose to become involved, including Fraternity & Sorority Life, Homecoming Council, Honors Council, Student Government Council, Multi-faith Council, Panther Rage, Student Organizations Council, and Student Programming Council. Professional staff members are available to assist students in pursuing their interests.

For more information, please visit the Campus Life website at <http://campuslife.fiu.edu/>

For information about specific clubs on campus you will need to create an Orgsync account which you can do here <http://cso.fiu.edu/>

Get involved in your field: Psychology Clubs at FIU

(P)sychology (A)mbassadors for (S)tudent (S)uccess is a student organization that seeks to promote student performance, career preparation and professional development in the field of Psychology. Efforts to improve undergraduate performance and retention, and to encourage professional development skills, mainly with respect to graduate study include, but are not limited to:

- Raising Grade Point Averages, (i.e. teaching study skills and/or test-taking strategies, facilitating study groups),
- Informing students about post-undergraduate career options
- Updating students on developments within the field of Psychology
- Suggesting academic tracks within the Department
- Promoting research and test-preparation opportunities and facilitating mentorship.

PASS also seeks to identify student concerns about FIU's Department of Psychology and searches for methods to improve communication between the undergraduate students, administrative staff, and faculty. For more information, please visit [PASS](#) for more information.

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

Membership in Psi Chi is open to students who have either declared a major or minor in Psychology and have completed at least 9 credit hours in the field. Students must be in the top 35% of their class based on class rankings with a minimum GPA of over 3.0.

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

From College to Career

Step 1: Exploring your career options

Students often ask advisors, “What can I do with a major in Psychology?” You can begin your career exploration by discovering the job opportunities associated with your field of study. Resources to do so include [Careers by Major lists](#) on the FIU Careers Service website and major related career data from posted on <https://mymajor.fiu.edu/> However, there is another way to begin.

Steve Jobs once said, “Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.”² In order to discover if the things you love to do can translate into a career path, consider taking a career interest test.

There are two good, free options. The first is the **Kuder Interests Inventory** that you can access through My Major Match. You can find a link to My Major Match under the “Resources” tab on your Student Dashboard. Another free career interest test is available through **O*NET**, a website managed by the United States Department of Labor. You will find it on the, [My Next Move](#) page. If you are interested in taking other tests, such as the Myers-Briggs Type Indicator (MTBI), you can do so at the FIU Careers Service for a modest \$12 fee.

Once you have completed any one of these tests, you will establish a list of possible professions that would suit your interests. As you are reading the descriptions for these different jobs, pay attention to the roles and responsibilities you would have to fulfill as well as the qualifications you would need to get hired for that position. Make a list of the jobs that appeal to you and then move on to step 2.

Step 2: Narrowing your choices: Researching industries and companies

Once you have identified jobs that interest you, search for companies that hire people to work in these positions. There are a number of job search sites out there, but you should start with [FIU's Handshake](#). Jobs posted on this site are only visible to FIU students and graduates and have been vetted by careers service professionals. Another good website is [Idealist.org](#), which caters to those seeking a career in the nonprofit sector.

After you have a list companies that recruit for the types of positions you are looking for, start researching these organizations. These are a few things that you should consider when evaluating a future employer:

² <http://www.michaelpollock.com/inspiring-quotes-work-you-love/>

- Where are they located?
- Do they offer internships?
- What entry level qualifications do they require?
- What starting salaries do they offer?
- What opportunities exist for upward mobility?

You can find some of this information by visiting a company's website or by using resources such as [Vault.com](https://www.vault.com), which is accessible through FIU's Careers Service webpage. However, it is also important for you to talk to company representatives and employees to get their perspective on the benefits and drawbacks of working for their organization. A good place to start is one of the many Career Fairs or employer events organized by the FIU Careers Service. Go prepared with your questions and be sure to ask the presenter or recruiter for their business card so that you can stay in touch with them. As you build your network of contacts within certain companies, you may want to consider doing a couple of informational interviews.

Step 3: You have to network to get work: The importance of Informational Interviews

What is an informational Interview?

One initiates an informational interview when seeking to enter a particular career, graduate program, company, industry, etc. The goal of the meeting is for the individual to learn about the particular career from someone already established in it, to get an idea of what the day to day operations looks like in that career, what employers are looking for in potential job candidates, among other things. It also serves as a networking tool that often times opens doors to job opportunities and as a way to expand an individual's knowledge of an industry to help make career decisions. While an informational interview can lead to a job interview and a potential job offer, it is a more casual conversation led by the individual seeking the information about the career rather than the employee already in the field.

What are the benefits?

- Networking, increase contacts in professional fields you are interested in
- Insider knowledge on the company
- Can lead to a job opportunity
- Help narrow down interests and clarify educational/ career goals
- Great advice from experts in the field on how to prepare for a particular industry
- Learn about the culture of company
- Shows potential employers desirable qualities you hold (ambition, go getter, confidence, etc)
- Practice interviewing skills in a less stressful situation

How to Initiate and Conduct an Information Interview?

1. Find a contact in a career, industry, graduate program you are interested in through networking, family/ friends, websites, etc.
2. Reach out via LinkedIn, email, or phone call and request an informational interview

3. Be flexible with scheduling, they are doing you a favor- make yourself available on their schedule
4. Research the company, career, program, individual, etc and compile a list of questions to ask
5. Bring a copy of your resume
6. Dress professionally as if on a job interview
7. Relax, enjoy, and be yourself – try to keep the interview in its scheduled time frame
8. Send a follow up thank you email or hand written thank you card

Sample Questions:

- What interested you in this career?
- What is your educational background? What was your major in college?
- What advice would you give to someone interested in pursuing this path?
- Walk me through a typical day. What are some challenges you encounter? What is the most rewarding aspect?
- If you could go back to your college self, what would you have done differently to prepare for this job?
- What are growth opportunities like in this field?
- What entry-level jobs offer the best learning opportunities for this career?
- How much flexibility do you have in your individual approach to performing job duties?
- What is the work schedule like and how is the work/life balance?
- What skills do you have from this job are transferable to other jobs if you had to change careers? What other jobs can you get with this same background?
- How does your employer evaluate your job performance?
- What professional organizations should I join if I want to enter this field?
- Do you know of other people who have similar job in this field I may contact?
- What are admission requirements? What can I do to stand out? How many people do you accept a year?
- What type of internship experience, work experience, research experience, etc do you look for when hiring?
- Would you be willing to look at my resume to see if you have any suggestions?

Sample Email Requesting an Informational Interview:

Career:

Good Morning Dr. Mr./Mrs. (name),

I am currently an undergraduate psychology student at Florida International University. I am finishing up my (junior year) and am trying to narrow down my career options. I noticed on (company/agency/school) website that you are a (position) for (company/agency/ school). I am interested in pursuing a career path that will lead me to a position similar to yours. I would appreciate the opportunity to sit down with you for a brief informational interview to learn about your educational and career path.

Thank you for the consideration.

Sincerely,

(Your Name and contact information)

Sample Email Requesting an Informational Interview:

Graduate Program:

Good Morning Dr. (Name),

I am currently an undergraduate psychology student at Florida International University. I am thinking about pursuing postgraduate work focusing in (area of study). I was referred to speak with you regarding your research by (referral source: professor, advisor, etc.).^{*} I am interested in a career in (career field) and would like to learn more about (graduate program). I would appreciate the opportunity to sit down with you for a brief informational interview on the (graduate program/research opportunity). Thank you for the consideration.

Sincerely,

(Your Name and contact information)

*If you do not have a referral source use the above example for career if you extracted contact information from a graduate program website: "I noticed on (company/agency/ school) website that you are a (position) for (company/agency/ school)."

Through this process, you will be able to learn what skills and experiences prospective employers are seeking. The next section highlights some of the qualities employers across industries look for in new graduates.

Step 4: Developing the skills employers are looking for

In 2013, the American Association of Colleges and Universities (AACU) commissioned the company Hart and Associates to conduct a survey. The survey asked employers what skills they want college graduates to possess. Below, in italics, is a list of some of the responses employers provided followed by tips on how to gain the skills and knowledge they desire while you are studying at FIU.

You can view a complete copy of the report [here](#):

Employers indicate that they prioritize critical thinking, communication, and complex problem-solving skills over a job candidate's major field of study when making hiring decisions.

Every course you take at FIU, especially at the upper division level, will give you an opportunity to develop and improve upon these skills. The Psychology Research Sequence, in particular, is designed to engage students in the process of critical thinking and complex problem solving. It is therefore important that you take your coursework seriously and treat every class assignment like an opportunity to develop the skills you need to become a well-rounded person and a desirable job candidate.

Employers place the greatest degree of importance on the following areas:

- *Ethics: "Demonstrate ethical judgment and integrity" (96%important, including 76%veryimportant)*
- *Intercultural Skills: "Comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds" (96% important, including 63%veryimportant)*
- *Professional Development: "Demonstrate the capacity for professional development and continued new learning" (94% important, including 61%veryimportant)*

Being ethical has many meanings including not taking credit for other peoples work. Students who plagiarize by passing of other peoples work as their own are not ethical. Plagiarizing at university means that you may fail the class or be dismissed from the university. In the workplace, this could mean losing your job and earning a bad reputation in your field. Therefore, develop good habits early, by giving credit where credit is due and being honest about your contribution. You can learn about how to avoid plagiarism here <http://libguides.fiu.edu/plagiarism>

At a University, the best way to develop your intercultural skills is by engaging in group-work. This could be in the context of a class project, a community service activity or a student club. For details on how to get involved on campus turn to page x.

A great way to show that you are capable of new and continued learning is by making the most of your academic experience at university. You can do this by opting to pursue a minor, a second major or a certificate. The university also offers a lot of practical training on how to use software such as Photoshop that may come in handy once you start working. For more information, visit this site: <https://calendar.fiu.edu/events/>

There is broad agreement among employers that all students, regardless of their chosen field of study, should have educational experiences that teach them about building civic capacity, broad knowledge about the liberal arts and sciences, and cultures outside the United States.

FIU offers students many opportunities to broaden their horizons beyond the standard academic curriculum. To start, check out Honors College (p.), the Office of Study Abroad (p.), National Student Exchange (p.) and the Global Learning Medallion (p.).

In addition to a résumé and college transcript, a large majority of employers say an electronic portfolio demonstrating a student's work and key skill and knowledge areas would be useful in evaluating potential candidates for hire.

You can create a portfolio using the Kuder Career Journey accessible via your MyFIU account to keep track of your accomplishments. When you start applying for jobs, you can export your resume to the FIU Careers Service's site:

Employers strongly endorse educational practices that involve students in active, effortful work—practices that involve such things as collaborative problem-solving, research, senior projects, community engagement, and internships.

To learn about how you can gain research experience in the field of Psychology visit the following [page](#). To learn about how to search for internships visit the following [page](#).

Step 5: Job search and Job applications: Getting help from the Career and Talent Development

You have done your research. You know how you would like to start your career and the kinds of companies you would like to work with. You have found jobs through Handshake and you would like to apply. It is time to make sure that your resume and cover letter reflect why you are the right candidate for the job.

Once you draft a resume, take it to the Careers and Talent Development so that a professional Career Advisor can review it. Once you get their suggestions be sure to tweak your resume and cover letter so that it fits each job for which you are applying.

If called for an interview, pat yourself on the back! It means that what you have put on paper has gotten people excited to meet you and to learn more about you. In case you would like to practice your interviewing skills, the Careers Service will do a mock interview with you.

On the day of your interview, be sure to get your interviewers business cards so you can stay in touch. Remember to send a thank you notes after each interview, these can be handwritten or via email. Do not use their contact information to ask for updates about your application status. Be patient and give them the time they need to confirm that you are the best candidate for the job.

Step 6: Practice makes perfect

Even after you follow each of these steps, you may not get a job offer. Though this can be disappointing, do not be discouraged. Take a moment to reflect on what you think you could have done better. Were you nervous during the interview? Can you restructure your resume to emphasize your skills? In either case, the Career and Talent Development can help you.

Look at this process as a learning experience that will help you be even better prepared the next time. Though it may take some time, your time, effort and diligence will pay off in the end.

Step 7: Keeping in touch: The benefits of being an engaged alumnus

Once students graduate from FIU, they become alumni. There are more than 200,000 FIU graduates throughout the world. Through a variety of networks, graduates are encouraged to stay connected with FIU. All students are invited to join the FIU Alumni Association, which also hosts professional, career coaching and social events throughout the year. By being a member of the FIU Alumni Association, you expand your network of connections and show your Panther Pride!

Graduate School

A Bachelor's degree in Psychology offers numerous employment possibilities. For an excellent overview of the diverse career paths taken by Psychology majors, consider reading, "Finding a Job with a Psychology Bachelor's Degree" by Eric Landrum. However, for those interested in pursuing a career in research, counselling or therapy, a graduate degree may be required.

Before deciding whether or not to pursue advanced study, it is therefore important that you do your research and have an idea of what you need, as far as experience and education, to work in the field of Psychology. Informational interviews are a great way to get some of the insights you would need to make this decision. Another important consideration is the length and cost of a graduate degree. Many Masters Programs require a two-year commitment, whereas doctoral programs can take four or more years to complete. Even if you receive funding in the form of grants, scholarships, research and teaching assistantships, it is important to think about whether you feel it is worth it to make this additional investment in your education.

Considering Graduate Programs In Psychology

There are many reasons to consider attending graduate school. However, one important consideration for psychology majors is the fact that the Bachelor's degree does not adequately prepare students to enter the field of psychology. Rather, the Bachelor's in Psychology serves as a foundation for a graduate program that allows students to specialize in a subfield of psychology. A graduate degree in psychology can open a wider array of opportunities and allow you to apply theory, research and gain practical experiences that you will need in the field. One other obvious reason to pursue a graduate degree is greater earning potential. Another reason that students enter graduate school is to advance within their current careers. Some popular reasons for attending graduate cited by students were: to enhance their education, to gain research and writing experience and to remain competitive within the job market.

Identifying which graduate program is right for you

There are certain factors to consider when selecting a graduate program. The first is whether to choose a Masters or a PhD. The following points may weigh heavily on your decision to choose a Masters or PhD. It is important to stress that if you are not planning to choose a career in research or teaching as a professor at the collegiate level, then the PhD. is not for you.

Psychologists vs. Psychiatrists

There is a major distinction between a Psychologist and a Psychiatrist. Psychiatrists are trained physicians and must earn an MD (Medical Doctor) degree. Medical Doctors prescribe medication to treat their patients. In Contrast, the Psychologist requires a PhD (Doctor of Philosophy) or PsyD. (Doctor of Psychology) and focuses on therapy and behavioral interventions to treat patients.

If you are weighing your options between practicing as a Psychiatrist, be prepared for medical school. Accordingly, you will be taking heavy science and math courses at the Bachelors level to enter into medical school. Speak to your academic advisor as early as possible about your academic options if you plan to become a Psychiatrist.

Masters vs. PhD.

The curriculum for a Master's degree tends to be career oriented while a PhD is research focused and prepares students for research and teaching within higher education. The Masters curriculum will offer specialized training within a particular field. If you would like to enhance career options within a specific field or if you are looking for promotional opportunities within your current field, then a Masters will work best. If you are not planning on working in research, then a PhD may not be the right choice. If you would like to pursue a career as a professor, then in most cases the PhD is required. Another notable difference is that the Masters may require a thesis whereas a PhD requires a dissertation. The dissertation requires much more commitment and time than the dissertation.

Commitment

Most PhD programs require that students dedicate full-time commitment to their studies. Students enrolled in dedicated full-time PhD programs can be restricted from having full time employment. PhD programs also require a larger commitment and intellectual energy. A great amount of your time will be dedicated to reading, scholarly research, writing, and discourse. In comparison, Masters Programs are more flexible and cater to the working professional. However, you do need to dedicate a great amount of time to your studies as well.

PsyD

The PsyD. (Doctorate of Psychology) is similar to the PhD. in academic standing; however, the curriculum for the PsyD. is designed to train psychologists to work in clinical settings. Moreover, the PhD. places more emphasis on scientific research whereas the PsyD. Prominently stresses training to prepare practitioners for the field of Clinical Psychology. Time and Money

While a Masters may take 2-3 years to complete, a PhD as well as the PsyD. may take 5-7 years to complete and will generate more tuition expenses. All three options for graduate programs may offer scholarships, assistantships, or fellowships to cover full or partial tuition costs; however, these opportunities are most prevalent in PhD programs.

Identifying Funding for Graduate School

There are numerous resources and options for funding graduate school. The department of psychology at FIU offers a variety of scholarship, assistantships, and instructorship opportunities. In addition, the department also qualifies out of state students for in-state tuition. For more information on departmental funding, visit the department of psychology's page, graduate resources, [funding](#).

The University Graduate School offers scholarships, fellowships and assistantships opportunities for new and continuing students. To be eligible for such competitive funding, check award deadlines

and submit an application early. For more information on calendar deadlines and on application, procedures please visit the [University Graduate School](#).

The Office of Fellowships and Scholarship at FIU is another resource that provides funding opportunities for students. This office helps students find university-based opportunities for funding their graduate degree. You can contact this office by calling 305-348-0349, or visiting them in person on the MMC campus: PC249. You can also [visit them](#) online: for more helpful information and resources, including advertised funding and funding deadlines.

Federal Financial Aid

Students may also apply for loans or need-based grants and awards. It is important to note that for any type of award outlined, a student must complete a free application for federal student aid (FAFSA). The office of financial aid at FIU serves to coordinate and disburses sources of your financial funding. To visit the office of financial aid, go to: <http://onestop.fiu.edu/financial-aid/> To fill out a free application for federal student financial aid, go directly to: <https://fafsa.ed.gov/>

National Agencies and Organizations

External Organizations and foundations may also provide means of funding for graduate students-in particular for psychology majors. The American Psychological Association and The American Psychological Science are two agencies, which has supported psychology majors financially. There are an exhaustive number of other external agencies that provide opportunities for funding your graduate school. The vast amount of information on funding resources can be quite overwhelming. Several search engines can allow you to narrow results down by selecting a funding opportunity that bests fits your profile and qualifications. One popular search engine is: <http://www.fastweb.com/>

Applying to Graduate School

Once you decide that graduate school is for you, and have also explored options to fund your education, consider the following requirements common to most graduate school applications:

Admissions Application

Fill out an application for admissions to the graduate program of your choice as early as possible. Check for admissions priority deadlines on the graduate admissions page of the school that you are interested in attending. Be prepared to pay an application fee for each application you submit.

Official Transcripts

Official transcripts must be sent directly from the institution awarding credit to the receiving institution. Transcripts may be required upon application to be considered for admissions, and again after degree and/or final grades have posted.

Letters of Recommendation

Usually two to three recommendation letters are required for consideration into a graduate program. It is best to receive these letters from an instructor who is familiar with your dedication to academic success and your experience and contribution to research. You should give your recommender adequate time to create a letter that would best describe your strengths and how you will be able to contribute to the graduate program. You should provide your recommender with a copy of your resume or CV so that they can include specific information about your background and achievements in their letter

Research Experience

Students who work in labs are often able to assist instructors and graduate students with their research. Whether collecting data, preparing materials, or assessing research participants, Research

experience is an essential asset for gaining research skills and experience, and securing letters of recommendation from faculty mentors. Research experience also opens opportunities for selecting an honors research topic and working with a faculty mentor to complete a Psychology Honors Project. A student who has completed an honors thesis within the undergraduate program will gain a competitive advantage when applying to graduate schools. Most graduate programs recommend that students have research experience if they are planning to apply to graduate school, and in most cases, research experience is required. Students who are planning to pursue a PhD. are required to have research experience.

Work Experience

Your work experience can paint a picture of your skills, experience and background and can positively affect admission decisions. If you have gained any experience from a field directly related to the major that you are applying to, this information should be highlighted in your resume.

Involvement in Student Organizations and the Community

Involvement in extra-curricular activities can only help your image as a well-rounded student. It would be a wise investment of time to get involved in organizations; which in turn provides opportunities to be involved in community service projects. For more ideas on how to graduate with distinction, refer to Chapter 3.

Resume or CV

Your resume or CV paints a vivid picture of who you are, which is why most graduate programs require this documentation. Experiences listed on your resume or CV should create a bold statement of the type of student that you will be in the program. If possible, link experiences to address how you can overcome the rigors and meet the expectations required for students accepted to the graduate program. On campus resources (such as the center for academic success or the Career and Talent Development) are available to assist you with creating a resume or CV.

Interviews

Some graduate programs require interviews. This meeting is primarily designed to match the student's interest of study with faculty background and research interests. The interview also gives the admissions committee an opportunity to assess your interpersonal qualities and how you will be able to contribute to the program. The best way to prepare for an interview is to do your research. You should first research the program. Look at the program requirements, the current courses taught and the future course schedules. It is also important to research the background and research interests of the faculty. Think about how you can contribute to discussions within courses and how you can contribute to any research conducted by faculty. Overall, have a clear understanding of how your interests are aligned with the program's objectives.

Personal Statement

Most graduate programs require you to write a personal statement or to submit a writing sample. Your personal statements should show evidence of clarity in presenting ideas and expressing thoughts. Your writing should also show evidence of how your background and experiences, outlined in your resume or CV, have prepared you for the specific program that you are applying to.

GRE Scores

Most graduate programs require the GRE test. It is best to consult with the program manager or the program's official website to know for sure what an acceptable score. The GRE tests verbal reasoning, quantitative reasoning, and analytical reasoning. The following website serves as a great resource for understanding what to expect on the GRE test: www.ets.org/gre/

GPA

GPA is an important factor in deciding admission to a graduate program. Most graduate programs in Psychology require a 3.0 gpa. Your GPA must remain at a 3.0 throughout your college career. It is always good practice to research the gpa's of previous applicants accepted to the graduate program of your choice. Another important factor considered for admissions into the graduate program is

grades in courses that related to the curriculum within the graduate program. Therefore, it is always good practice to do well in your major courses or courses required as pre-requisites into the graduate program. To keep track of the admissions requirements for the different graduate programs you plan to apply to, use our Graduate School Checklist, which you can find below:

Tip: Thinking of attending Law School?
Connect with FIU's pre law program [here](#)

GRADUATE SCHOOL CHECKLIST

Informaiton _____

Cumulative GPA: _____ Major GPA: _____ GRE Scores: Verbal _____ Quantitative _____

Potential recommendation writers:

1. Professor _____ Department _____ Contact information _____
2. Professor _____ Department _____ Contact information _____
3. Professor _____ Department _____ Contact information _____
4. Professor _____ Department _____ Contact information _____

POTENTIAL GRADUATE PROGRAMS:

| University | Program/Degree | GPA Requirement | GRE Scores: Verbal/Quant | Prerequisites | Letters of Recommendation | Application Deadline |
|--|------------------------------|----------------------|--|---------------|---------------------------|---------------------------------------|
| <i>Example: Florida International University</i> | <i>Masters in Psychology</i> | <i>3.0 or higher</i> | <i>Total score (quant + verbal) of 303 (new GRE or 1120 old GRE) or higher</i> | <i>None</i> | <i>3</i> | <i>February 15th, 2019</i> |
| | | | | | | |
| | | | | | | |

Writing a Personal Statement

Most graduate programs, and, in fact, some of our research labs request a personal statement or letter of intent. This should be approached like an employment cover letter. A common mistake is to use the personal statement as an opportunity to sell yourself. As such, it comes across arrogant.

The personal statement or letter of intent should give the reader a taste of what separates you from other applicants. You should entice the reader to want to learn more about you.

Offer some basic but essential detail that indicates you are the right person for this particular program. Here are some tips for writing a personal statement.

1. If you are given a specific guideline or ask a specific question, make sure to create an outline for your essay that addresses questions asked.
2. Be sure to research the school and department you are applying to before writing your personal statement to see how to best personalize your statement.
3. Include an explanation for why you are applying for the program. Do your research by searching for information on the faculty who are in the department in which you wish to complete your graduate studies. Explain how your research interests are similar or how they can help you to complete your academic and career goals.
4. Continue with what you have to offer to the program. This is where you would include your educational background and or experience in relation to the program. What have you done to set you apart from the rest of the applicants?
5. Explain how your undergraduate experience has prepared you for graduate level coursework.
6. Include how you think you can make a difference in the classroom or what you plan to contribute to courses within the program once admitted.
7. Explain what you plan to do with the degree once you have completed the program. Explain what contributions you plan to make to your community or society.
8. Explain what attracts you to your chosen career
9. Discuss what you plan to get out of the program
10. Include why you chose the particular university you have decided to apply to.
11. Include how your research experience at the undergraduate level can contribute to success at the graduate level.
12. Try to paint a picture of yourself or make a statement about your personality. Explain what makes you different.
13. Revise your essay and/or have someone review and analyze your essay. As an alumnus, most schools allow you to utilize writing centers and services.
14. Check and re-check for errors. Do not send the statement in directly after writing it. You should wait a day or more before re-reading and rechecking.

Graduate Student Interviews

To give you an idea of the experience of a graduate student, a few students explain their views in the following interview.

Iris Broce

What graduate program are you in?

I am in the Ph.D. program for Developmental Science/Cognitive Neuroscience. When I graduate, my diploma will be a Ph.D. in Psychology with a specialization in Developmental Science and Cognitive Neuroscience.

How long have you been in the program?

I am in my 4th year.

What did you major in undergraduate? When did you graduate?

I actually started San Diego State University as a Math major, but realizing I wanted to work with human subjects made me consider changing to psychology. I was hesitant about changing to psychology because I initially thought it was just counseling and therapy work, but a course called Careers in Psychology changed my mind. It showed me different sides to the psychology career, including the research side of it which was what I wanted to pursue. I ended up graduating from San Diego State as a Psychology/Biology major with a Women's Studies minor in 2011 and went straight into the Ph.D program here at FIU.

If took time off in between programs, what did you do during this time?

The only time I had off was the summer between graduating and starting the PhD program. I spent that summer mostly just working on research projects in my lab.

Tell me about the program.

You come into the program already working with a faculty member, who becomes your main advisor for the rest of your graduate career. There are 3 people on your committee (including your main advisor) for your masters, and 5 people for your dissertation. The program is very research-oriented. Usually your first year, your mentor has projects ready and these are the ones you work on. You do 40+ hours of research a week, for your advisor's projects as well as your own. Throughout the program, you learn to be an independent researcher, and together with your mentor you build on ideas. If you're into neuroimaging, it's good to practice with existing data.

More generally as part of the degree requirements, you must complete a series of core courses and earn a masters degree. To advance to candidacy one must first pass QUALS, which is what we call the qualifying exams for our graduate program. It's a one-day exam consisting of 4 questions: 1 theory question, 2 method questions, and 1 specialty question. I've already passed QUALS so I am now officially a doctoral candidate.

What career goal are you pursuing?

The long-term goal is to work in academia, if not then research scientist would be the next best thing. I'm willing to relocate and you have to consider that if you choose a career in academia. I know a lot of researchers who are in different countries than their partner and you have to be able to manage that.

Besides graduate class, what additional things are you doing now?

As a PhD student, your focus is research but you are assigned a TA line, so you work for 20 hours a week. Your first year you are assigned as a TA for a class, usually Intro to Psych. Your second year you are assigned to two courses and you're also trying to finish up your thesis. Third year you are teaching the lab section of research methods (A professor teaches the main lecture). You teach the lab part in sync with the professor's lecture component, but sometimes you can develop your own material. It depends on who you work with. Fourth year you teach your very own course. You develop it and teach it on your own. The idea is to get you teaching independently, but sometimes you're asked to take on classes out of need (e.g. the department doesn't have faculty left to teach it, a professor was assigned to it but can't do it anymore, etc). They [the department] do try to match you with your interests when assigning you to a course. You're also highly encouraged to submit grants; if you decide to go into academia you will be a professional grant writer. Grants and fellowships are encouraged because it frees up your TA line, and you have more time for your research since you don't have to work for the department. You can also come in under a faculty advisor's grant, which also frees up your TA line. Each funding institution has a different percentage of grants that get accepted, less than 10% in some.

As an undergraduate student, what were you involved in?

At the end of my sophomore year, I worked in one lab and worked in it the remaining time of my undergrad career. I was in a class, a child development class, and thought it was interesting. I asked the professor if she had an opening in her lab and got accepted. I was there for a year or two and decided to do an honors thesis. Started doing EEG at UCSD. Tip: Use the last two years of undergrad to find what you want to do, the professors have more to say about you if you have more time in their lab. If you're interested in a PhD, what you want people to see is that you're qualified and you know what you're getting into. For your letters of recommendation, you want someone that has a PhD writing it because they know what it means to get one. I wasn't really part of any clubs. If you're interested in research, there are some paid research assistant positions. Labs actually benefit from paid research assistant positions because those people work more hours in the lab. Volunteers work around 9-12 hours a week, whereas paid research assistants work around 20 hours.

What courses would you recommend as a key to success?

It depends on where you're going to apply. I was interested in studying the neurobiology of language using neuroimaging techniques, therefore I would say neuroanatomy, cognitive neuroscience, biology, child development, and statistics helped with my story. Also, a course called "Careers in Psychology," which was offered at San Diego State University sparked my interest in research.

As an undergraduate, do you wish you had done anything differently?

I would have not procrastinated when it comes to applications. Contact people ahead of time.

Contact your advisor for your application writing (letter of intent) and they may help you. For example, if you work in a research lab, your mentor will help you with your drafts, as well as any grad students in the lab.

How do you feel this program is preparing you for your career?

I feel like it's adequately preparing me. Great communication with your faculty advisor is important, every mentor is different but in general they're good at working through drafts, and they can help with networking. The research experience here is very valuable.

What is the most challenging aspect of graduate school? What was surprise to you in this journey?

What is the most rewarding aspect?

Challenging aspect: time management, prioritizing, commitment. Surprising aspect: you get better at it in terms of managing more. Your first year you're teaching nothing and doing your research, then next year you have all these new tasks thrown at you but research is still the main focus. I would suggest for you to stick to your energy wave: for example, if you write better in the morning, stick to writing in the morning. Rewarding aspect: I'm never bored. You're always learning and problem solving; for what I do, you *have* to love problem-solving and you have to love your research. I started research when I was a sophomore, and it's cool how you see everyone around you progressing. The undergrad is now a grad student, the grad student is now a post-doc, and the post-doc becomes a professor.

How do you achieve balance?

You have to make time, prioritize. You should have boundaries: set a writing day, say 'no', don't overextend yourself. When you're a researcher your time is flexible, which can be a good and bad thing. The key is time management and organization.

What do you do for self-care?

Running and yoga are my hobbies. It's important not lose your hobbies but you can't dedicate all the time to them either.

Is there any advice you can give to students wanting to pursue a Ph.D.?

My Advice: Get involved in research EARLY, ideally sophomore year. If you're looking for research opportunities, you should have some knowledge of what the lab researches. Keep in mind that the subject a professor teaches doesn't necessarily have to do with what they research. Go up to a professor you're interested in working with, make sure your interests align with theirs. The lab personnel are the filter when it comes to getting accepted into a lab. Go to conferences as a research assistant, these are the kind of things you're going to be doing in grad school. It helps show that you're involved. There are also conferences here within FIU for students who can't afford to go to non-local conferences. A plus to presenting within the school is that you're more likely to get first-authorship for posters you present versus non-local conferences. As an undergrad going into PhD, it's important to get first-authorship.

If you're interested in research, you **HAVE** to know what research entails (reading a lot, writing). Think about which courses you like best and use that as a topic of interest and then start looking for opportunities to keep exploring those topics. It doesn't have to be in a lab setting. If you're totally lost, think about a population of interest (typically developing/atypically developing). Nobody wants a floater, so figure something out quick.

A lot of people don't know they *need* to get research experience. I found out through a friend, I didn't even realize or know what it was initially.

Traits for success: you have to be driven, passionate, self-motivated, organized, and fun. Always keep your audience in mind.

Kathleen Ortuno

What graduate program are you in?

Masters in Psychology in the Professional Counseling Psychology program

How long have you been in the program?

A year and a half, the program is 2 years- so I will be graduating this June

What did you major in undergraduate? When did you graduate?

I got my BA in Psychology from FIU in Spring 2013

Tell me about the program.

It is a full time program 60 credits, and it is recommended you don't work during it. You enter with a cohort, mine has 23, and you are given a schedule. It is locked stepped so you have to follow the classes in order- it's not very flexible because you have to stay with your cohort. That is one of the benefits because you build strong relationships with people in your cohort. In undergrad I had 400 students in a class and here I have the same 23 people in my classes, so we have become friends. The program starts practicum your first semester while taking classes- so you are doing the application while learning. This is beneficial in the sense you get to see very early on what the practice of counseling looks like, but it also is a struggle because you have client contact during your first semester when you are still learning what counseling involves.

What career goal are you pursuing?

I am interning in an inpatient adult psychiatric hospital setting and I really enjoy the setting, so I am thinking I want to get a job in that type of setting but maybe with children instead of adults.

Besides graduate class, what additional things are you doing now?

I worked in the research lab with the Summer Treatment Program as a research assistant in charge of recruitment for STP-A and running assessments for intake. I had to stop that when my internship started because it was too much to balance.

As an undergraduate student, what were you involved in?

I did the Summer Treatment Program through CCF as a counselor and that gave me good experience working with adolescents. I also was a research assistant for a doctoral candidate and I helped with a research project that examined social skills with children with ADHD. I also worked as a server to support myself, which taught me how to deal with people and stress. I also did behavior modification working with a 2 year old with Autism in home care- I figured out pretty quickly that it wasn't a good fit but it was a good experience even though I didn't end up wanting to pursue it.

Thinking back to undergraduate, what courses would you recommend that you believe are key to success in pursuing a career similar to the one you are pursuing?

Psychotherapy, Behavior Analysis classes, Research methods, Stats 1 and 2- all helped

As an undergraduate, do you wish you had done anything differently?

I would research the pros and cons more of different graduate programs you apply to and different career paths you can get with different degrees. I would also look to see if programs are accredited and compare and contrast the benefits of different schools.

How do you feel this program is preparing you for your career?

You get a lot of hands on client contact from day 1. If you don't like it from day 1 it's a good sign to think about if the program is a good fit. It builds your confidence with working with all different types of clients throughout the 2 years- I worked with children, adults, minority population, people with disabilities, and different disorders.

What is the most challenging aspect of graduate school? What was surprise to you in this journey?

What is the most rewarding aspect?

Challenging- Time management and prioritizing and knowing your limits as far as workload and not taking on too much.

Surprising- I thought when I finished my Masters degree, I would have my license to practice. I learned we have about 2 more years and about 1000 hours of supervised clinical work before I qualify to sit for the licensure exam to be a LMHC in Florida.

Rewarding- Seeing the positive effect you can have on a client and having satisfaction knowing you are helping people.

How do you achieve balance?

I realized I cannot be superwoman and save the world. Try to help people as much as you can but at the end of the day the client has to want to help themselves. You cannot take on everyone's problems.

What do you do for self-care?

I spend time with my family and try to escape once in a while for a mini vacation. I cannot help others if I myself am not healthy so I try to put my health first.

April Schantz

What graduate program are you in?

Ph.D student in Industrial Organization Psychology program

How long have you been in the program?

3rd year- still in the course work and will be taking comprehensive exam in June. After that, I would be considered a doctoral candidate. The comprehensive exam is a milestone in a Ph. D program and is like the half-way mark.

What did you major in undergraduate? When did you graduate?

Bachelors in Psychology at FIU, 2012.

What did you do in between? What made you decide to go to graduate school? Did you find it beneficial to take a break?

I took time off from high school and college. I started a family. I finished my AA at MDC 1991 and took 20 years off to dedicate to my family before returning to college. I came to FIU as a physics major and had three kids under 5 at the time, so I took a break to be a mom because there was no way I could do well in course work and be a mom. Life happens. During the 20 years off, I was working as a HR coordinator at Lowes. There is a lot of overlap with HR and I/O. When I came back to school and took Intro to I/O class- it clicked to me. It was a natural switch to psychology with my work experience and interests and was a natural evolution over time.

Tell me about the program.

It is a very applied type of psychology the focuses on examining how work places and people interact and the function or dysfunction of those interactions.

What career goal are you pursuing?

It all ties back to what's going on in your life at the time. I am thinking I may be going the academic route because I am 5 years from graduating and am hoping grandkids might be here. Thus, I might want to go academic route to have the flexibility to have time with the grandkids and do my own research and work.

Besides graduate class, what additional things are you doing now?

In the Ph. D you are on an paid assistantship for 20 hr week job and tuition is waived, I just pay the campus fees. My assistantship changes every semester, but I have taught senior seminar, was a TA for research methods, etc. The assistantship gives me great work experience and I put all this on my CV. In addition, I have published my writing and been working on that. I wrote an editorial on how young female psychology majors can approach professional networking without compromising the intent of the meeting. Sometimes being female and putting yourself in a networking situation can get misconstrued for something else. <http://www.siop.org/TIP/April14/NetworkingGuide.pdf>

I get supervised by a faculty mentor to assist with the writing processes. We have a multi-mentor model so if I have a question best suited for one faculty member over another, then I can go to the faculty member my question more aligns with. Not all Universities do that... other universities it is more a dyad relationship where you stick with your mentor the entire time- it has pros and cons to both. That is a good question someone applying to a Ph. D program, might want to ask.

As an undergraduate student, what were you involved in?

I was in Golden Key and tried to get involved as best I could. I was also a part of the math club when I was a physics major. I also watched CARMA broadcasts, they do about 8 broadcasts a year and the University pays for anyone to be able to see the broadcasts. They are all about research methods and high level statistical analysis. I also volunteered in a research lab. I sought out professors in I/O that would allow me to be involved in their graduate students studies. So I did gofer work for graduate students inputting data and making Qualtrics surveys, basically volunteering and getting that experience. It was extremely helpful and as people saw me, more people asked me to assist them and gave me diverse exposure to different projects. I got opportunities because I made myself available to them.

Thinking back to undergraduate, what courses would you recommend that you believe are key to success in pursuing a career similar to the one you are pursuing?

Introduction to I/O class. I in I/O is industrial is the "hard" side with topics on disciplinary action, negotiation, selection process, EEOC (equal employment opportunity commission), etc. O is "softer" side, the more social side with group dynamics and team cohesion and job satisfaction. If you take those two class (INP4313- the O class and INP4203- the I class) it will give an undergraduate student an idea of the whole scope of I/O program.

As an undergraduate, do you wish you had done anything differently?

Get involved with a research lab sooner, even if it wasn't the exact one that I wanted to be involved with long term- I would have had a better clue to different research lab management styles and it would have given me a better scope. When applying to Ph. D programs, you are not just looking at the program, you are also looking to see if you fit well with the professors and their research and are able to work with them on an interpersonal level- it needs to be a good fit.

I would also try to get in connection with current students in the program because they can be more transparent with you. Also, I would recommend students to go to psychinfo to see what professors

are working on so you can know what topics they are interested in. That way when you get into a room with them, you have something of relevance to contribute to the conversation.

What is the most challenging aspect of graduate school? What was surprise to you in this journey?

What is the most rewarding aspect?

Time management is the challenging part. Our program is not prescriptive in the sense that I have flexibility to choose what I want to research. This gives me the challenge to figure out what I want to study because it all falls on you individually to figure it out. Since we have the multi-mentor model- you are not locked into any research under your “mentor” but rather figure that out on your own within a timeline. Figuring out your research focus is hard work, even though it doesn’t look like it. Surprising- I learned how to roll with situations and let go of control.

Rewarding- when I have “Ah-ha” moment. You read a lot of papers and get lost in all the information and it doesn’t make sense, but then you keep reading and going to class and plugging through, and develop this skill to understand the level of information that is expected of me to understand.

Finding your own progress being internalized, that is the most rewarding.

What do you do for self-care? How do you achieve balance?

Go for walks- I aim for one a day outside in the fresh air. I try to always remember what my priorities are such as important relationships. While they have to know I am pursuing a Ph.D and it is time demanding, I also realize all my relationships can pause for 6years, so I need to prioritize those relationships. I also try to plan ahead with deadlines so I can be wise of my distribution of time to help me balance my relationships and responsibilities to the program.

For more information on graduate programs within the department of psychology, click [here](#)