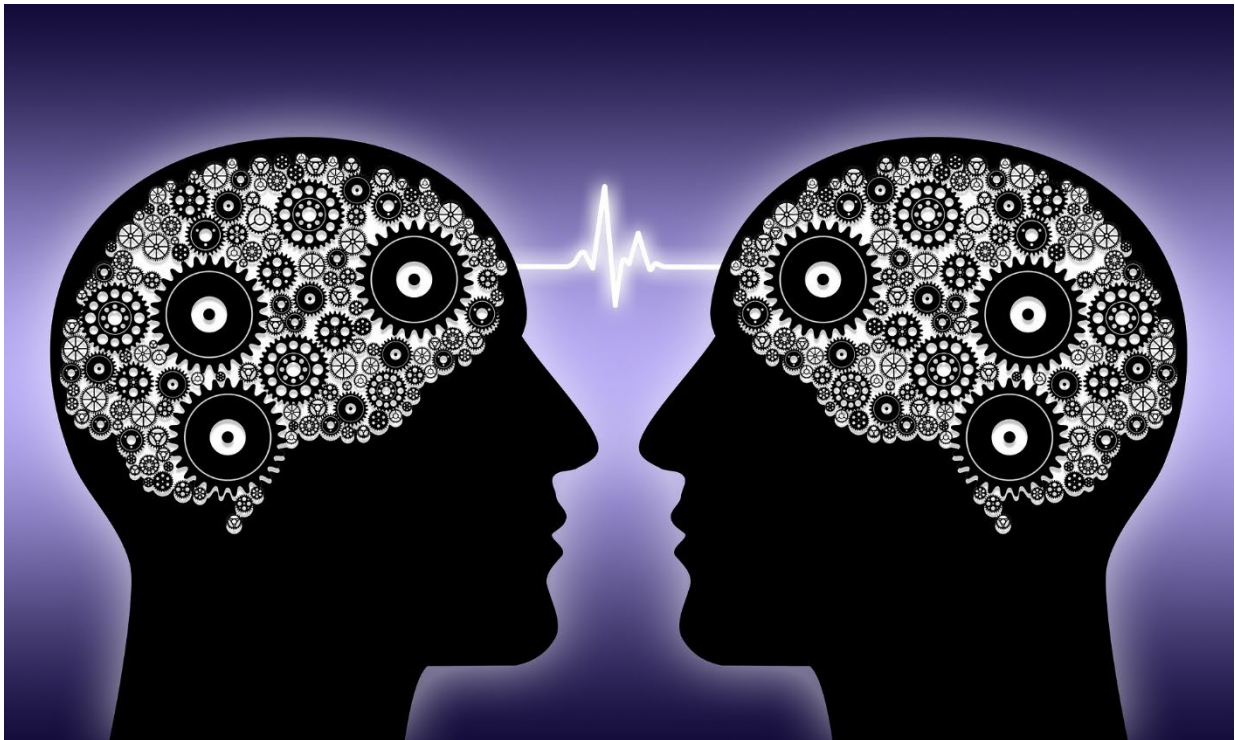


Applied Psychology Graduate Program

Student Handbook



Department of Psychology



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Master of Science in Applied Psychology

Online Graduate Program: Overview

Welcome to the Shippensburg University Department of Psychology. The department is housed within the College of Arts & Sciences and offers both undergraduate and graduate degrees in psychology. The graduate program was created in 1982 and has a longstanding history of being a reputable program in the state, as well as the region. The current graduate program is a Master's of Applied Psychology (MAP), is delivered **100% online asynchronously**, and can be completed in 1-year of full-time study or 2-years of part-time study. In addition, we have rolling admissions so you can begin the program in any term. The department also offers a Behavior Specialist Certificate for individuals working toward the Behavior Specialist License in Pennsylvania.

We have an engaging graduate program. Our graduate program faculty have degrees from some of the finest institutions of higher education in the United States, and we are all actively involved in research and/or service related to our specialized fields of psychology. The interests and expertise of our faculty members span the majority of content areas in psychology.

As a department, our priority is the academic and professional development, and eventual professional success of our students. Our student-centered focus extends beyond the classroom as Psychology faculty members are engaged with students on a variety of activities ranging from scholarly research, academic advising, career advising, and mentoring. We encourage our students to take advantage of the many learning opportunities available to them, whether in the classroom or in the community. We are constantly examining market forces and trends to gauge the relevance of our curriculum to position our students for success. And, we have consistently adapted to the changing times to better prepare students for employment in the field or advancement in their current position by offering courses that provide a balance of application, theory, and methodological skill sets with an applied emphasis.

The Psychology graduate program has existed for over 35 years and we have some very distinguished alumni. Alumni have secured leadership positions in government and industry in many different fields. Some of the job titles of our recent graduates include: program evaluator, survey researcher, data scientist, marketing researcher, director of research, institutional researcher, teacher, event manager, health program manager, senior research analyst, data analyst, publications manager, advisory analyst, business analyst, quality assurance specialist, behavioral and health services director, behavior specialist, research consultant, and data quality control analyst. In addition, some recent graduates have continued to pursue doctoral degrees; some of those institutions include: West Virginia University, University of Massachusetts-Lowell, Southern Illinois University, SUNY-Stony Brook, SUNY-Albany, SUNY-Binghamton, Wright State, Miami University, Texas Tech University, and Ohio University.

The faculty and staff in the Psychology Department are dedicated to helping you succeed as a student and professional. In an effort to provide you with comprehensive perspective of our program, we have created a handbook detailing relevant university and departmental policies, procedures, and information. Shippensburg University and the Department of Psychology is an outstanding place to pursue a graduate degree in Applied Psychology that can assist you on your way to a successful future. On behalf of the faculty, thank you for choosing this program and we look forward to get to know you. Welcome!

1. Department Mission

The Department of Psychology in the College of Arts & Sciences at Shippensburg University of Pennsylvania adheres to the mission of the College and the University. The mission of the Department is to provide a high quality, affordable, accessible, and comprehensive educational experience that prepares students to succeed in business, non-profit, government, health, and educational settings.

2. Program Goals

As the field of psychology continues to evolve, individuals with a background in this area are working in more diverse areas than ever before. Societies are becoming increasingly complex and an understanding of psychological factors in these complicated systems are important for all stakeholders. Our graduates work in a very diverse number of settings, but what is common is that they all have a firm understanding of individual and group behavior and how to apply that knowledge to the particular field they are in. In that vein, the Department of Psychology has developed specific goals for its graduate program:

- Provide opportunities to apply psychological principles and strategies across a wide variety of settings.
- Develop an understanding of the impact of diversity on individuals and groups.
- Provide students with the knowledge and skills to engage in independent research and critically evaluate others' research.
- Prepare students to enter or advance within a profession.

3. Admission to the Program

The Master of Science in Applied Psychology (MAP) program is a 100% online degree program, designed to meet the needs of students in the region, students from diverse geographical areas who are unable to move to Shippensburg area (including international students), and working professionals whose career/family demands prevent them from attending traditional face-to-face classes. Students apply to the MAP graduate program directly through the graduate admissions office. When the application is completed, the department evaluates each application and an admission decision is provided in a short time-frame. Students are accepted on a rolling basis so you can begin the program at any time.

Application Requirements

- A bachelor's degree from a regionally accredited college or university (any field).
- A minimum grade point average of a 2.75 on a 4.0 scale.
- A minimum of 6 credit hours in psychology
- A minimum of one course in statistics
- A statement of interest/goals indicating your reasons for pursuing this program/degree; this should include your professional goals and how this degree will help fulfill those goals (in 300 words or less).

4. Financial Support

Graduate Assistantships

The department is able to provide financial support to several graduate students each semester in the form of graduate assistantships. The number of available graduate assistantships varies each year depending on administrative financial considerations. There are a variety of structures for these assistantships which can be full-time or part-time, on campus or tele-work, and can provide only a stipend or only a tuition waiver or both a stipend and tuition waiver. In return for financial support, graduate assistants will assist faculty and staff in a variety of capacities. The specific duties/tasks will depend on the graduate assistantship position. Assistantships are awarded on a competitive basis based on student prior performance, interviews, student interests, and departmental needs. Assistantship awards are determined by the department chair and department graduate curriculum committee. Assistantships are typically awarded for an academic calendar year. However, graduate assistants are subject to a performance review each semester to determine whether to renew the assistantship which is performed by the department chair and department graduate curriculum committee.

Other graduate assistantships exist outside of the department and students are encouraged to apply to those positions as well.

5. Program Requirements

The MAP Online Graduate Program offers rolling admissions so you can begin any semester. The program curriculum includes 30 credit hours of courses, taught during 8-week terms, primarily focusing on the practical applications of theory and research across various content areas. Full-time students can earn their degree in 1-year, while part-time students can do so in 2-years. This makes the MAP program accessible, flexible, and ideal for individuals across a wide range of interests, backgrounds, and professional goals.

The following sub-sections are excerpts from the current Shippensburg University School of Graduate Studies [Graduate Catalog](#).

As a graduate student at Shippensburg University, you are expected to maintain satisfactory academic standing, which requires a cumulative QPA of 3.0 (B) or better in your total program of courses. If your cumulative QPA drops below 3.0 or you earn one C grade in a graduate course, you will be placed on academic probation.

Students on probation must raise their QPA to 3.0 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the college dean.

All research and course work for the master's degree must be completed **within a seven-year** period beginning the semester you matriculate in the degree program. Extensions must be requested through the Psychology Department chair and approved by the Dean of the College of Arts & Sciences and the Dean of Graduate Studies.

Dismissal for C or F Grades

You may earn only one C grade in any graduate course taken at Shippensburg University. This includes any courses that have been repeated and replaced with a higher grade. If you earn two C grades you will be dismissed from the University. A C grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course.

If you earn an F grade in any graduate course taken at Shippensburg University, you will be dismissed from the university. An F grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course.

Notice and Appeal

If you are academically dismissed you will be notified in writing by the Registrar's Office. You may appeal your dismissal by writing a letter to the Dean of the College of Arts & Sciences (with copies sent to the Psychology Department chair and the MAP Program Coordinator) by the date indicated in the dismissal letter. All appeals will be considered by the Academic Review Committee.

Readmission of Dismissed Students

If you are dismissed for academic reasons, you may not apply for readmission to the university for at least one calendar year following your dismissal. Students who are dismissed may not take classes as a non-degree graduate student and may not apply for admission to a different graduate degree program at Shippensburg.

Students who have had their provisional or conditional admission terminated may not apply for readmission to the university for at least one calendar year. Applicants who have been denied admission to a degree program may take classes as a non-degree student with the permission of the academic department offering the course(s) on a course-by-course basis. To apply for readmission, you must submit the appropriate application form to the Registrar's Office with the regular application fee. Readmission is never guaranteed following academic dismissal. It may only be granted if you present compelling evidence of some fundamental change that will allow you to perform academically at the level needed to graduate.

Repeating Graduate Courses

Students may repeat any course taken previously, regardless of letter grade. Permission from the academic department must be obtained before a course may be repeated. Graduate students are limited to a total of two repeats where the most recent grade of the course will be used in the QPA calculation, regardless of whether that grade is higher or lower. A single course repeat for grade improvement is limited to one time. If you repeat a course, only the most recent grade will be used in calculating your cumulative QPA. If you repeat a passed course and fail, you will lose both the quality points and the credits you had previously earned. After the second repeat instance, any additional course repeats will include both the previous and new grade in the QPA calculation.

A C or F grade earned at Shippensburg University may not be made up at another institution of higher learning for the same course. Independent study or individualized instruction may not be used to repeat a course.

Transfer Credit

In order to meet the needs of individual students who are not transfer students, specialized work at other institutions may be recommended to a maximum of nine credit hours. If you are admitted to Shippensburg's graduate program and wish to take graduate courses elsewhere for transfer credit after starting your program, you must receive prior approval from your advisor and from the Dean of Graduate Studies in order to ensure transfer credit can be granted. A maximum of nine semester hour credits of graduate work earned at another institution will be accepted provided the courses are appropriate for your program at Shippensburg University, and the credits are received on an official transcript with grades of B or higher. Credits transferred to a Shippensburg University graduate degree program from other institutions must not have been applied to a previously earned bachelor's degree.

Grades earned in courses transferred from other colleges and universities are not included in determining your quality point average in the graduate program at Shippensburg.

Credit earned more than five years prior to the date you begin your graduate program at Shippensburg University does not qualify for transfer credit.

Course Grading

Your quality point average or QPA is determined by assigning numerical values to the letter marks and weighing them according to the number of class hours. The values assigned to the letters are:

*Regular Letter Grades**

A	4.0 quality points
A-	3.7 quality points
B+	3.3 quality points
B	3.0 quality points
B-	2.7 quality points
C	2.0 quality points
F	0.0 quality points

*Individual faculty members may choose to use single letter grades and not award plus/minus grades.

Special Grades

I	Incomplete
Q	Deferred Grade
P	Passed
TR	Transfer Credit
N	Audit (no credit)
W	Withdrawal

Temporary Grades (Q and I)

The grades Q and I are temporary grades, which mean you have not completed all the requirements for a particular course. With prior approval of the appropriate College Dean, the grade of Q (deferred grade) may be awarded for courses such as practicum research that are planned from the start to extend over more than one grade period. If you receive a Q grade in a course, it is your responsibility to work closely with the instructor to plan a schedule in order to complete the work

within **three years** at most, or the grade automatically converts to an F.

The grade of I (incomplete) can be given if you are unable to complete the requirements of a course due to a serious illness, death in the family, or other personal emergency. To request an incomplete in a particular course, you should apply directly to the instructor of the course. Apply to your college dean if you are unable to complete the requirements for all your courses in a given term. If the dean or instructor considers your reason for requesting an incomplete satisfactory, he/she/they will approve it. If you do not complete the work for a course in which you received a grade of I by the last day of classes before final exam week of the next full semester, your Incomplete grade will automatically be converted to a grade of F for the course(s). You may not graduate from Shippensburg University with a temporary grade on your record.

6. Description of Curriculum

Graduate level courses are designed to examine content matter in a more robust manner compared to undergraduate courses, thus extensive time will not be spent covering introductory material. The curriculum was purposively designed by examining industry trends, skill sets sought by employers, job advertisement analyses, feedback from alumni, and faculty expertise. The resultant curriculum contains three required methodological courses, a set of four core content areas, two electives, and a capstone course.

The three methodological courses can be taken in any order, but there is a preferred sequence that is provided in the next section. The methodological courses focus on basic statistics and database management using appropriate software, evaluation research applied to various settings, and the identification, creation, administration, and interpretation of surveys.

There are four core content areas referred to as *clusters*. The clusters include the areas of *learning and motivation*, *developmental and social*, *community and abnormal*, and *cognitive*. The emphasis of the courses will be on the application of psychological concepts, principles, and strategies to real world settings and situations.

The Capstone course is a culminating experience and is taken at the end of the student's MAP coursework. It requires students to demonstrate their ability to successfully review/analyze issues in Psychology utilizing the principles and concepts as presented in the core and elective courses of the MAP curriculum. The format is a professional paper and a presentation using Zoom (similar to Skype). This project can take several forms depending on one's focus. Some examples may be a research or policy proposal in an actual setting designed to answer a specific research question, a comprehensive behavioral treatment plan (for those pursuing the BSC), or the completion of a Six Sigma black belt certification. Further details will be provided in the respective course syllabus.

Interdisciplinary Courses (3-6 Credits)

Up to two courses can be taken from other departments at Shippensburg University and count toward the MAP degree. This can be done with approval from the department of psychology and the student must meet the requirements of the department offering the course. Courses numbered 500 and above can be taken from one or more of the following disciplines: Biology, Business, Communication, Counseling, Criminal Justice, Early Childhood Education, Educational Leadership and Policy, Organizational Development & Leadership, Public Administration, and Special Education. These may be substituted for Psychology Electives up to a maximum of 6 credits. The courses, organized by content areas can be seen in the following table:

REQUIRED COURSES (12 CREDITS)	
PSY 500	Advanced Research Design and Statistics I
PSY 502	Program Evaluation
PSY 503	Survey Research
PSY 600	Capstone
CORE COURSES (12 CREDITS) – 1 from each cluster	
<i>Cluster 1: Learning and Motivation</i>	
PSY 516	Motivation
PSY 518	Behavior Analysis
<i>Cluster 2: Developmental and Social</i>	
PSY 517	Applied Psychology of Women and Gender
PSY 529	Adult Development and Aging
PSY 533	Applied Social Psychology
PSY 545	Applied Child Psychology
PSY 590	Introduction to Group Dynamics
<i>Cluster 3: Community and Abnormal</i>	
PSY 530	Child-Adolescent Psychopathology
PSY 539	Community Psychology
<i>Cluster 4: Cognitive</i>	
PSY 531	Cognitive Psychology Applied to the Workplace
PSY 565	Human Factors
ELECTIVES (6 CREDITS) – Choose electives or additional cluster courses	
PSY 512	Learning
PSY 535	Behavioral Assessment
PSY 536	Behavioral Research and Ethics
PSY 543	Behavioral Treatment and Systems Support
PSY 547	Forensic Psychology
PSY 594-596	Selected Topics
PSY 597-598	Independent Study

7. Behavior Specialist Certificate

The Psychology graduate program also offers a Behavioral Specialist Certificate (BSC) which fulfills some of the requirements for a Behavioral Specialist License (BSL) in Pennsylvania. This can be taken as part of the MAP degree requirements (with no additional courses necessary; can still complete the MAP in 30 credits) or as a post-graduate certificate for those that already have a graduate degree. The certificate requires the completion of three courses:

- PSY 518 Behavior Analysis
- PSY 539 Community Psychology
- PSY 543 Behavioral Treatment and Systems Support

In summary, the requirements for a BSL in Pennsylvania are:

- *A Master's (or higher) degree or a Post Master's Certificate in certain specified fields*
- *90 hours of evidence-based coursework in eight specified content areas*
- 1,000 hours of in-person clinical experience
- 1-year of experience involving Functional Behavior Assessments

The department provides a master's degree and the evidence-based coursework. The student is responsible for gaining the necessary 1,000 hours of clinical experience and 1-year experience involving functional behavior assessment. More detailed information on each of the requirements are provided below.

In 2008, Pennsylvania passed Act 62 (Autism Insurance Act) which is a statewide insurance mandate specific to services provided to children and adolescents (under the age of 21) with autism-spectrum disorder (ASD). One section of Act 62 established a licensing process for individuals who provide behavior specialist services to children and adolescents with autism in Pennsylvania. It also required the Board of Medicine, in consultation with the Department of Human Services, to promulgate regulations to provide for licensure of Behavior Specialists. This is a link to the Pennsylvania Department of Human Services which provides comprehensive information on Act 62:

<https://www.dhs.pa.gov/Services/Disabilities-Aging/Pages/Act-62.aspx>

The following is a detailed list of the requirements for the BSL under Act 62 (the Department offer requirements 1-3):

1. *The applicant has completed a master's degree (or higher) or a post-master's certificate from an accredited college/university with a major course of study in school, clinical, developmental, or counseling psychology, special education, social work, speech language pathology, occupational therapy, professional counseling, behavior analysis, nursing, or another related field.*
2. *The applicant has completed 90 hours of evidence-based coursework distributed as follows: (a) ethics approved by the Bureau of Autism Services (3 hrs.), (b) autism-specific coursework or training (18 hrs.), (c) assessment coursework or training (16 hrs.), (d) instructional strategies and best practices (16 hrs.), (e) crisis intervention (8 hrs.), (f) comorbidity and medications (8 hrs.), (g) family collaboration (5 hrs.), (h) specific-skill deficit training (16 hrs.).*
3. *The applicant has completed a major course of study that bears substantial relationship to behavior specialist practice.*
4. The applicant must complete 1-year of functional behavioral assessment experience of individuals under 21 years of age, including the development and implementation of behavioral supports or treatment plans (verified by employer or clinical supervisor).
5. The applicant must complete 1,000 hours of clinical/in-person experience with individuals under 21 years of age with behavioral challenges or autism spectrum disorders (verified by employer or supervisor). Experience gained subsequent to obtaining a bachelor's degree can be counted towards meeting this requirement. The clinical experience can be working with either children OR adults. Examples of experiences that meet the clinical experience requirement include:
 - Employment or verified volunteer work in the following roles:
 - student teacher or teacher in an autistic support class
 - job coach
 - residential program manager
 - Employment or verified volunteer work in the following settings:
 - Special education classroom
 - Community health center
 - Peer support programs/services
 - Group therapy program

- Summer therapeutic activities program
- Outpatient recovery center
- Community based outpatient program
- Trauma center
- Crisis call center
- Suicide prevention lifeline/resource center
- Internship or field experience (e.g., shadowing) within a behavioral or mental health services provider organization, or other setting supporting individuals with ASD or challenging behaviors

8. Course Rotations and Degree Completion

Courses are offered on a specific schedule for full-time and part-time students. There is only one course that has a prerequisite - PSY 600 (Capstone) course. The Capstone course may only be taken after all other courses have been taken OR at the same time as the Capstone and one other course as long as 24 credits have been completed. Although students can enter and graduate any semester, two tables are provided that give a typical course sequence for either full-time or part-time students that enter in the Fall semester. For students entering in a different semester, they will still be able to complete the program in the same timeframe (1-year full-time, 2-years part-time).

1-Year (Full-time)

Fall A	Fall B	Winter	Spring A	Spring B	Summer A	Summer B
PSY 500	PSY 502		PSY 503	Cluster 1	Elective	PSY 600
Cluster 3	Cluster 2		Cluster 4	Elective		

2-Year (Part-time)

Fall 1A	Fall 1B	Winter 1	Spring 1A	Spring 1B	Summer 1A	Summer 1B
PSY 500	Cluster 2		PSY 503	Cluster 1	Elective	
Fall 2A	Fall 2B	Winter 2	Spring 2A	Spring 2B	Summer 2A	Summer 2B
Cluster 3	PSY 502		Cluster 4	Elective		PSY 600

***Notes:** For students that do not begin in the Fall semester, PSY 600 can be offered at any time. Modifications from this course schedule may be made by the department of Psychology. Notification of changes will come from the MAP Graduate Coordinator and/or the Psychology Department Chair. Students will be informed of the topic/title of the available Psychology Electives when it is time to schedule those courses. If you experience any difficulty in scheduling courses, please contact the Psychology Department secretary for assistance.

9. Academic Advisor and Scheduling Classes

All students will be assigned an academic advisor based on their professional goals. Admitted

students will be assigned a few weeks prior to the beginning of the semester. Academic advisors are not a binding decision and may change as a student's goals may change. The main duty of the academic advisor is to assist with course selection, satisfying all degree requirements, and offer career guidance. This guide had been prepared to assist students in planning their curriculum leading to the MAP degree. Students are responsible for registering for courses, and satisfying all degree requirements.

Scheduling/Registering for Courses

All scheduling and schedule adjustments are completed online. It is a student's responsibility to follow the recommended course sequence and consult with their advisor. Information on how to schedule graduate courses is available online at:

http://www.ship.edu/Registrar/Graduate_Scheduling_Information/.

Students will schedule courses via the MyShip portal (<https://my.ship.edu>) using the same username and password for their Ship email account. Students are responsible for registering for courses before the specified deadline as well as ensuring that all tuition and fees are paid. Registration deadlines are available through the Registrar's Office and information on tuition and fees can be found at Student Accounts (http://www.ship.edu/student_accounts/). All MAP courses are listed under the "Psychology" subject tab.

Summer courses are offered in the standard online format but may run from 5-10 weeks rather than the eight (8) week format during the regular fall/spring terms. Scheduling summer courses is also accomplished online through the MyShip portal.

Note: The MyShip portal has summer courses listed under the following terms: Summer A and Summer B. MAP courses may be found under both terms.

Student Email Account

Every registered Shippensburg University student is assigned a campus email account, and instructions on how to activate the account. Before sending or receiving messages, you must first activate the account. Activation and use of your email account is the primary avenue of electronic communication with the university, faculty, and your advisor. You should check your email daily to ensure that you do not miss important announcements regarding your classes. Information regarding activation and use of email accounts can be found at https://www.ship.edu/about/offices/technology/e-mail_services/.

*Link to [Registration Instructions](#)

10. Attendance Policy

Students are expected to participate fully in their scheduled classes, even when these classes are held online. If a student is unable to participate, even partially, in a scheduled class, the student must notify the faculty member in advance. Acceptance of an absence is at the discretion of the faculty member (with the exception of religious observations). Furthermore, the department of Psychology stipulates that if a student misses more than 20% of his, her, or their workload for a course for reasons other than extenuating and unforeseeable circumstances, then the faculty member may fail the student or the student should withdrawal from that course (prior to University deadlines). In addition to notification of the faculty, should a student experience extenuating and unforeseeable circumstances preventing that student from participating in more than one week of class, it is the student's responsibility to notify the MAP Graduate Program Coordinator.

***Online courses may include synchronous and asynchronous elements; faculty members have the discretion/academic freedom to impose an "online" attendance policy that differs from the one stipulated above, so students should consult the syllabus for each course that they register for and abide by that attendance policy.**

11. University Honor Code

Shippensburg University is devoted to maintaining the highest level of professionalism in all disciplines. To achieve our goal of strict ethical compliance, the standards of conduct established by Shippensburg University and articulated in the Swatoney student handbook (<https://ship.campusgroups.com/sga/swatoney-student-handbook/>), as well as this Honor Code and the graduate handbook, shall be applicable to all graduate Psychology students at Shippensburg University.

Any violation of this Honor Code as defined below may result in a disciplinary violation noted in the student's academic record and may include a determination whether the student is fit to continue in the Psychology graduate program. Any violation of this Honor Code may also be discussed with any present or future employer who seeks a reference or recommendation from the Psychology Department. The Department of Psychology faculty retains the right to adjudicate and determine the appropriate sanction for violations of this Honor Code. A violation of this Honor Code in no way supersedes any disciplinary action initiated by the Shippensburg University Judicial Board. Psychology students are prohibited from engaging in acts of moral turpitude and in engaging in academic dishonesty. A description of academic dishonesty can be found in the [Graduate Student Catalog](#) and [Swatoney](#).

Per the Shippensburg University School of Graduate Studies current [Graduate Catalog](#):

Academic Dishonesty

It is the policy of Shippensburg University to expect academic honesty. Students who commit breaches of academic honesty will be subject to the various sanctions outlined in this section. This policy applies to all students enrolled at Shippensburg during and after their time of enrollment.

Definition

As used in this policy, the term academic dishonesty means deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit by a means not authorized by the course instructor or university policy. A breach of academic honesty is committed by students who give, as well as receive, unauthorized assistance in course and laboratory work and/or who purposefully evade, or assist other students in evading, the university's policy against academic dishonesty.

Academic dishonesty includes but is not limited to:

- Bribing, or attempting to bribe, faculty or staff personnel in order to attain an unfair academic advantage.
- Possessing course examination materials prior to administration of the examination by the instructor without the instructor's consent.
- Using unauthorized materials or devices such as crib notes during an examination.
- Providing and/or receiving unauthorized assistance during an examination.\
- Using a substitute to take an examination or course.
- Misusing transcripts, records, or identification, such as forgery or alteration of transcripts.
- Allowing others to conduct research for you or prepare your work without advance authorization from the instructor, including, but not limited to, the services of commercial term paper companies.
- Plagiarism, as the term is defined in the section *Plagiarism*.
- Intentionally and without authorization falsifying or inventing any information or citation in an academic exercise, such as making up data in an experiment or observation.

The preceding list is only for purposes of illustration. Other forms of inappropriate conduct may also be subject to charges of academic dishonesty.

Resolution of Charges

When an instance of academic dishonesty is alleged, the issue should be resolved on an informal basis between the student and faculty member. If an informal resolution cannot be achieved, a formal process of deciding culpability and assessing sanctions will be followed. If the student has committed a previous violation, the formal process must be followed.

Informal Resolution

A faculty member who obtains information that a student has been dishonest should act promptly to resolve the issue. The faculty member should first contact the Dean of Students to determine if this is the first violation for the student. If the suspected incident is not the first, the offense must be handled through the formal resolution process.

For a first violation, the faculty member may attempt to resolve the issue informally with the maximum penalty to be a grade of F in the course. If the faculty member feels the offense warrants a more severe penalty, the matter must be resolved through the formal process.

For the matter to be resolved informally, the faculty member must meet with the student

and present any evidence of a violation. The student will be given an opportunity to provide an explanation after hearing the evidence. If the faculty member determines a violation has occurred, he/she will complete the Settlement of a Charge of Academic Dishonesty form. This form will include the penalty that the faculty member will apply.

The form is then given to the student, who has 72 hours to seek advice and decide whether to sign. If the student agrees to accept the penalty, he/she must sign in the presence of the faculty member. The faculty member will then implement the accepted penalty and forward the settlement form to the Dean of Students. The form will be kept on records for five years and may be used if the student is accused of another academic dishonesty offense or any other violation of the Student Code of Conduct. The information will only be used for internal purposes and will not be disclosed outside the university.

If the student refuses to sign, the faculty member may pursue the matter through the formal resolution process.

Formal Resolution

An allegation of academic dishonesty must be resolved through a formal process if the student disputes the charges or does not accept the penalty proposed by the faculty member. The formal process must also be followed if the incident is not the student's first violation.

In the formal process, an allegation of academic dishonesty will be treated as a violation of the Student Code of Conduct. The charges will be resolved through the Judicial Process administered by the Dean of Students. The Dean of Students and an academic administrator designated by the Provost will consult to determine if sufficient information is present to warrant further action.

If there is sufficient information to proceed with the complaint, the steps outlined in the "Student Code of Conduct and Judicial Process" section of the student handbook *Swataney* will be followed. Academic dishonesty cases must be heard by the university judicial hearing board; the judicial officer option is not available for these cases. Appeals of academic dishonesty decisions will be handled by the Vice President for Student Affairs and the Provost.

Penalties

The Student Code of Conduct contains a list of sanctions, which may be imposed for violations. In addition to those in the Code of Conduct, the following two sanctions may be imposed against students found to have committed acts of academic dishonesty:

- Grade Reduction: The grade for a particular unit of work or for the entire course may be reduced.
- Imposition of a Failing (F) Grade: The student may receive an F for the course.

These two penalties may be imposed through the informal settlement process or the formal hearing process. More severe penalties, including suspension or expulsion, may only be imposed through the formal process. Additional stipulations may be attached to any sanction.

Plagiarism

Plagiarism is a form of academic dishonesty. Shippensburg University will not tolerate plagiarism, and the faculty will make all reasonable efforts to discourage it.

Plagiarism is your unacknowledged use of another writer's words or specific facts or propositions or materials in your own writing. When other writers' words or materials (even short phrases or specific terminology) are used, you should put these words, phrases or sentences inside quotation marks (or else indent and single-space more extended quotations), and you should then cite the source of the quotation either in the text of your writing or in footnotes. Failure to do so may be considered plagiarism. When the propositions of another writer are restated in your own words (paraphrased), you should also indicate the source of the paraphrased material in your own text or in footnotes. Comparable citation should be made for borrowings from media other than printed texts, such as lectures, interviews, broadcast information, or computer programs.

The more flagrant form of plagiarism is your submission of an entire paper or computer program or lab report (or a substantial portion of a longer work) written by someone else and presented as your own work. This can include material obtained from a friend, from a fraternity or sorority file, from duplicated student writings used for analysis in other writing courses, from commercial sources, or from published materials. Another common form of plagiarism is the unacknowledged borrowing from other sources (either words or propositions) and the integration of such material in your own work.

Certain situations may cause conscientious students to fear plagiarizing when they are not really plagiarizing. These include:

Improper format for documentation

Improper documentation is not plagiarism but a technical academic problem. Different professors, different academic departments, and different academic disciplines have various ways of documenting borrowed materials. Each professor should make clear to you how he/she wants borrowed materials documented for given writing or programming assignments. You should make every effort to understand precisely what your professor expects regarding documentation. As long as you make a clear effort to document all borrowed materials, you are not plagiarizing.

Use of supplemental individualized instruction on an assignment

Various tutorial resources are available at the university, including a writing center and assistance from faculty who assist students during the process of composing a paper. When you seek these kinds of legitimate academic assistance, you are not plagiarizing. In fact, you are making an extraordinary attempt to improve your writing and academic performance. In such cases, you should inform your instructor of the fact you have sought assistance from a given source on an assignment. This acknowledgement should be stated on the cover sheet of your paper or program. The prohibition against plagiarism should in no way inhibit or discourage you from seeking legitimate supplemental instruction in developing an assignment.

Use of a proofreader

If you are unsure of your ability to produce finished drafts that are virtually error-free, you may use such resources as hired typists, more editorially proficient friends, tutors, or writing center personnel to ensure your finished papers are relatively error-free. You should indicate on the title page the fact your paper was typed and/or proofread by someone else. The prohibition against plagiarism should in no way inhibit or discourage you from using available reference and/or human editorial resources in seeking to produce an error-free final copy of a paper.

In summary, plagiarism is the unacknowledged borrowing of another writer's, speaker's or programmer's words and/or propositions. To avoid plagiarism, you should acknowledge assistance received in developing and/or proofreading a paper. If you need or desire such assistance, you should not be discouraged from seeking it because of the university policy on plagiarism.

Dispute Resolution for Academic Matters

In the case that a student has a dispute in regard to academic matters, the student should follow the appropriate authoritative chain in seeking a resolution. The student should first approach his/her/their faculty member for the course of instruction.* The MAP Graduate Coordinator is next, followed by the Department Chair, the Associate Dean for the College of Arts & Sciences, and then the Dean for the College of Arts & Sciences. Students may also consult with the School of Graduate Studies for guidance.

***Note: Prior to approaching the instructor, the student should first consult the syllabus for the course of instruction and this student handbook.**

12. Research

If relevant, one of the major prerequisite components of coursework involving research may be obtaining Institutional Review Board (IRB) clearance to conduct research involving human subjects. Information on human subject research and the Committee on Research with Human Subjects (commonly referred to as the Institutional Review Board or IRB) are available at <https://www.ship.edu/about/offices/research/>. The Committee on Research with Human Subjects protects the rights, welfare, and well-being of subjects involved in research conducted or supported by the students and faculty of Shippensburg University and helps ensure that such research is carried out in accordance with the regulations described at 45 CFR part 46.

Shippensburg University has a formal agreement with the Office for Human Research Protections (OHRP) to comply with the regulations pertaining to human subject protections.

All research involving human subjects and participants must be approved by The Committee. All students conducting research on human subjects while enrolled at Shippensburg University must comply with the University's policy on human subjects' research.

University Policy on Research Involving Human Subjects/Participants*

Pursuant to action taken by the Council of Trustees, all members of the Shippensburg University faculty, staff, and student body (whether full or part-time) who are conducting research, development, or related activities with human beings as subjects [1], must comply with procedures published by the Office of Research Integrity, Office of the Secretary of Health and Human Services. The completion and filing of the form, Application to Use Human Subjects in Research is required. This form must be completed for each project before any research is conducted (e.g., data is collected) and before support for this research is solicited from any source.

For projects running longer than twelve months, continuing review is required on or before the anniversary date of the initial request. The form indicated above should be used for this continuing review and request for approval.

The person filing an application must be the principal investigator. All applications will be referred to the chairperson of the Committee on Research on Human Subjects. This committee is appointed by the president of the university and meets the criteria for membership established at 45 CFR Part 46.107. If the application satisfies the criteria for expedited review as established at 45 CFR Part 46.110, the chairperson or his/her representative board member will conduct the review. The full committee will consider those applications that do not meet the criteria for expedited review. The criteria to be used by the full committee for review of applications are established at 45 CFR Part 46.111. These criteria are:

1. Risks are minimized.
2. Risks to subjects are reasonable in relation to anticipated benefits to subjects and the importance of the knowledge that may reasonably be expected to result.
3. The selection of subjects is equitable.
4. Informed consent will be sought from each prospective subject or the subject's legally authorized representative.
5. Informed consent will be appropriately documented.
6. Provision is made for monitoring the data collected to ensure the safety of the subjects.
7. Adequate provisions are made to protect the privacy of subjects and to maintain the confidentiality of data.
8. Where subjects are likely to be vulnerable to coercion or undue influence, appropriate additional safeguards are included to protect the rights and welfare of these subjects.

***Source:** Shippensburg University's Committee on Research with Human Subjects, available at <https://www.ship.edu/about/offices/research/policy/>.

13. Graduation

All MAP students must satisfy the following University requirements for graduation:

- The completion of 30 credit hours in the designated curriculum.
- A cumulative grade point average of *at least* 3.0 for the total program coursework.

Applying for Graduation

Full-time students should apply for graduation during the first fall semester of their coursework. Part-time students should [apply for graduation](#) during their second fall of classes. Students select the Summer term for graduation – which is when they intend to finish all their required course work. The application process for graduation is conducted online through MyShip (Under the **Student** tab, **Graduation Tools**, then **Apply to Graduate**). An application fee is required at the time you apply for graduation. In addition, students must print out and sign the **Graduation Application Signature Page** after making payment, and return the completed form to the Registrar's Office. The signature page, instructions for graduation and additional information are available online through the [Registrar's Office](#).

Note to all students: If you do not finish your coursework within six weeks of the end of the term that you selected for your graduation date, you must re-apply for graduation. This should be done **AFTER** all required coursework is completed – the MAP Program Coordinator or Faculty Advisor will advise you of when to reapply (you do not need to reapply every term). You will **not** be required to pay the application fee again, as the fee is paid only once.

MAP students will generally plan on finishing your required coursework over the summer, so they should select August as their graduation date. August graduates will attend the preceding May graduation ceremony, as there is not an August graduation ceremony for master's students. A winter graduation is also offered each year and students who end the program in the Fall semester may attend the December graduation.

Commencement Participation

The Department of Psychology faculty and staff strongly encourages all graduates to take advantage of the graduate commencement ceremony – for many of you this will be your first trip to campus during your graduate program. This will give you an opportunity to meet many of your faculty members and fellow classmates in person. Commencement announcements will be sent out during the spring term.

14. Academic and Social Improvement Services

Shippensburg University offers a variety of services available to all students. Students are encouraged to use the services that may be of assistance to them in successfully completing the MAP program.

Career Center: The Career Development Center provides support to graduate students and alumni up to one year after graduation. Phone: (717) 477-1484. Website: <https://career.ship.edu/>.

Counseling Services: The Counseling Center is accredited by the International Association of Counseling Services, Inc. and is located on the ground floor of Naugle Hall, operating weekdays 8:30 a.m. – 5:00 p.m. More information can be obtained by calling 717-477-1481 or <https://www.ship.edu/life/wellness/counseling-center/>.

Learning Center: The Learning Center is an academic resource center available to the Shippensburg University community. The Center is located in the lower level of Lehman Library. The Center provides tutoring, study skills assistance and other services for students, faculty and staff. Students with learning differences and/or physical challenges can take extended time tests and work with a learning specialist. More information about the learning center is available by calling 477-1420, by Email at learning@ship.edu, or on the website at <http://learning.ship.edu/home>.

Multicultural Student Affairs: Multicultural Student Affairs, located in Gilbert Hall 100, is a student-centered office that assists groups such as the African-American Organization, Minority Affairs, the Latino Student Organization, Cultural Differences Committee, and others with program development and implementation. The office serves as a liaison in areas such as financial aid, residence life, career development, and academic departments. The office works to improve the quality of life for all students enrolled at the University and can be reached at <http://www.ship.edu/msa/> or 717-477-1616.

Pride & Gender Equity Center (PAGE): The PAGE center provides a wide variety of opportunities and support services for students. The center offers a focal point in making Shippensburg a more inclusive and equitable environment for all university students including LGBTQIA2S+ students, trans/cis women, trans/cis men, & nonbinary students. Located in **CUB 232**, the center is a welcoming space where you can connect with resources, events, organizations, and trainings. For more information visit: <https://www.ship.edu/life/resources/page> or 717-477-1291.

Office of Equity and Inclusion: Shippensburg University is committed to ensuring equal opportunity and access to educational, employment, and contract opportunities for all person regardless of race, religion, age, sexual orientation, gender identity, gender expression, marital status, veteran status, or disability. For more information visit: <https://www.ship.edu/eic/>.

Office of Accessibility Resources (OAR): Shippensburg University is committed to serving all students, including those with disabilities. The Office of Accessibility Resources coordinates accommodations and services for students with documented disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The Office of Accessibility Resources works with other departments and university students to lay the foundation of equal educational access to otherwise qualified individuals. Students requesting accommodations should first register with OAR by calling 717-477-1364 or visiting: <https://www.ship.edu/about/offices/oar/>.

15. Department, College, and University Contacts

Department

Dr. Tom Hatvany, *Graduate Program Director*

Contact: FSC 111, 717-477-1514, tchatvany@ship.edu

Dr. Sue Morin, *Department Chair*

Contact: FSC 114, 717-477-1538, smmori@ship.edu

Ruth Hafer, *Department Secretary*

Contact: FSC 114, 717-477-1657, REHafer@ship.edu

College of Arts & Sciences

Dr. Lesley Brown, *Interim Dean*

Contact: DHC 225, 717-477-1151, lrbrown@ship.edu.

Dr. Terry Dean, *Associate Dean*

Contact: DHC 225, 717-477-1151, tadean@ship.edu

DyAnna Stevens, *Administrative Assistant*

Contact: DHC 225, 717-477-1151, drstev@ship.edu

Jeanie Henry, *Administrative Assistant*

Contact: DHC 225, 717-477-1151, jmhenr@ship.edu

College of Graduate Studies

Director of graduate school.

Contact: SHP 352, 717-477-1373,

University Offices

Office of Financial Aid	OM 101	717-477-1131	finaid@ship.edu
Ezra Lehman Library	ELML	717-477-1461	librarian@ship.edu
Office of Student Accounts	OM 100	717-477-1211	studentaccts@ship.edu
Office of the Registrar	OM 111	717-477-1381	registr@ship.edu

Other University Information

<https://ship.campusgroups.com/sga/swataneystudenthandbook/> -- the student handbook

<http://www.ship.edu/catalog/> -- for the university graduate catalog containing university policies

<http://www.ship.edu/Graduate/Resources/> -- for resources for graduate students

<http://www.ship.edu/microlabs/> -- for a list of microcomputer labs, including those open 24 hours

<https://www.bkstr.com/shippensburgstore/home/en> -- for the University Bookstore

Other University Office Phone Numbers

To call these offices from a campus phone, dial the 4-digit extension listed below. To dial these numbers from off campus, use (717) 477- then the number.

Student Accounts (bills, payment) 1211

Financial Aid (loans, grants, work-study) 1131

Registrar's Office (scheduling, transcripts) 1381

University Store 1600

University Police (parking decals, IDs) 1444

Hot Line (for University closings) 1200

16. MAP Graduate Faculty and Staff

Corrine C. Bertram, Ph.D. (The Graduate Center – The City University of New York)

Associate Professor

Contact: FSC 117, 717-477-1298, ccbertram@ship.edu

Graduate courses taught include PSY 517 (Applied Psychology of Women and Gender) and PSY 533 (Applied Social Psychology). Research interests include 1) sexualization of culture as it pertains to girls and women, 2) representations of disability in psychology, and 3) qualitative methodologies.

Jamonn Campbell, Ph.D. (Miami University)

Professor

Contact: FSC 123, 717-477-1146, jacamp@ship.edu

Graduate courses taught include PSY 590 (Introduction to Group Dynamics). Research interests are primarily focused on the effects of computers and technology on our attitudes, identities, and social interactions, as well as sport fan identification and behavior.

James D. Griffith, Ph.D. (Texas Christian University)

Professor

Contact: FSC 101, 717-477-1374, jdgrif@ship.edu

Graduate courses taught include PSY 500 (Advanced Research Design I), PSY 502 (Program Evaluation), and PSY 503 (Survey Research).

Research interests are two-fold: 1) conducting evaluations (process, outcome, cost) across a variety of different types of programs, and 2) sex work.

Steven Haase, Ph.D. (University of Wisconsin - Madison)

Professor

Contact: FSC 115, 717-477-1160, sjhaas@ship.edu

Graduate courses taught include PSY 531 (Cognitive Psychology Applied to the Workplace) and PSY 565 (Human Factors). Research interests include: Attention and consciousness, perception, decision-making, human factors, industrial relations, sustainability/environmental psychology.

Thomas Hatvany, Ph.D. (Oklahoma State University)

Assistant Professor

Contact: FSC 111, 717-477-1514, tchatvany@ship.edu

Graduate courses taught include PSY 500 (Advanced Research Design I), PSY 503 (Survey Research), PSY 516 (Motivation) and PSY 533 (Advanced Social Psychology). Research interests focus primarily on how we include things in our self-concept and how this phenomenon influences motivation. His research also looks at the individual differences that affect motivation, such as differences in what one finds tempting or how intensely one might pursue a goal.

Suzanne Morin, Ph.D. (University of Connecticut)

Professor

Contact: FSC 114, 717-477-1538, smmori@ship.edu

Graduate courses taught include PSY 530 (Child and Adolescent Psychopathology) and PSY 545 (Psychological Development of Children and Adolescents). Research interests include adolescents' identity development; and risk and resilience in children/adolescents who grow up with parents who have disabilities.

Amber Norwood, Ph.D. (University of Maryland, Baltimore County)

Assistant Professor

Contact: FSC 109, 717-477-1581, aenorwood@ship.edu

Graduate courses taught include PSY 502 (Program Evaluation) and PSY 539 (Community Psychology). Research interests are as follows: 1) severe mental illness – treatment outcome effectiveness, especially those that incorporate mindfulness and/or motivational interviewing, 2) criminally involved populations – community reintegration for incarcerated individuals and/or those adjudicated NCR/NGRI, and 3) health behavior change – particularly in the area of substance use, as well as integrative health screening. Dr. Norwood conducts program evaluations in all of the above areas.

Kathryn Potoczak, Ph.D., BCBA-D (Western Michigan University)

Associate Professor

Contact: FSC 225, 717-477-1372, kmpoto@ship.edu

Graduate courses taught include PSY 512 (Theories of Learning), PSY 518 (Introduction to Behavior Analysis), PSY 535 (Behavioral Assessment), PSY 536 (Behavioral Research), and PSY 543 (Behavioral Treatment and Systems Support). Research interests include methods for teaching basic operant processes, the experimental assessment and treatment of behavioral excesses, and the treatment of behavioral deficits.

Ashley Seibert, Ph.D. (Kent State University)

Associate Professor

Contact: FSC 119, 717-477-1203, acseibert@ship.edu

Graduate courses taught include PSY 545 (Psychological Development of Children and Adolescents). Research interests focus on parent-child attachment during middle childhood. Specifically, she is interested in how parent-child attachment affects children's emotional development, peer relationships, and friendships.

Ruth Hafer, Department Secretary. Contact: FSC 114, 717-477-1657, rehafer@ship.edu.

17. Course Descriptions

PSY 500: Advanced Research Design and Statistics I

Concerned with scientific method to the investigation of behavior. Research methods and experimental design and statistics are reviewed along with a survey of the more recent significant developments in the field of psychology. Use of computer statistical packages to analyze data is emphasized. Students demonstrate competency in descriptive statistics.

PSY 502: Program Evaluation

Provides an introduction to the issues and methods of modern program evaluation. This course provides an overview of the tools available to evaluate programs and policies. Program evaluation concepts and methods will be emphasized and applications in business, government, health, and education settings will be provided.

PSY 503: Survey Research Methods

Provides an introduction to the issues and methods of modern survey research. Methodological survey research steps to be covered include: question wording, questionnaire design, defining and sampling populations, data collection modality, data processing and analyses, and ethical issues. Applications in business, government, health, political, and education settings will be covered.

PSY 512: Theories of Learning

Examines the explanations of human learning processes offered by various behavioral and cognitive theorists. Classical and contemporary theories and applications are presented dealing with topics such as conditioning, motivation, memory, and problem solving.

PSY 516: Motivation

Explores and compares different theories in the realm of motivation. Topics may include: Basic human drives, core human motives such as autonomy, competence, and belonging, goal setting, planning, and striving, and the role emotions, individual differences, and the situation plays in motivation. The course will also look to see how principles of motivation can be applied.

PSY 517: Applied Psychology of Women and Gender

This course takes an applied approach to the psychology of women and gender. For five decades, psychologists have studied social phenomena from feminist frameworks. This course is designed to familiarize students with those frameworks, as well as see how these theoretical and epistemological underpinnings lead to different research questions, methodological approaches, data analyses, and implications for practice. Students will move from feminist theory and epistemology to empirical study and practice across current topics in the field which may include sexualization, reproduction and motherhood, work and achievement, sexual and gender categories, immigration, and violence against women.

PSY 518: Introduction to Behavior Analysis

Introduction to applied techniques for assessing and modifying behavior, including descriptive and functional assessment, reinforcement, extinction, punishment, stimulus control, modeling, token economies, systematic desensitization, and counterconditioning.

PSY 530: Applied Child and Adolescent Psychopathology

This course introduces students to the major mental health disorders typically diagnosed in childhood and adolescence. Students in this course will learn about the current issues and knowledge in the field of child and adolescent pathology. Students will learn about the developmental frameworks in the psychopathological paradigm as well as the current empirical and theoretical approaches to the classification and treatment of childhood disorders.

PSY 531: Cognitive Psychology Applied to the Workplace

The modern workplace provides many instances where an understanding of cognitive psychology (how we reason, process information, and make decisions) is crucially important in complex, intensive, and fast-paced work environments. This course will illustrate how cognitive psychology can apply to our understanding of such environments. Topics include mental models, medical and financial decision making, problem solving, cognitive overload and burnout, and the impact of artificial intelligence on work.

PSY 533: Applied Social Psychology

Study of the theoretical and applied aspects of social attitudes, behavior, cognition, and affect from a social psychological perspective. Topics may include social cognition, the self, attitudes, prosocial behavior, aggression, prejudice, stereotyping, discrimination, social influence, intimate relationships, and groups.

PSY 535: Behavioral Assessment

A study of the conceptual background and practical application of behavioral assessment techniques. The focus will not be on the diagnosis of a particular form of psychopathology, but rather on the function a particular behavior or set of behaviors is serving. Methods ranging from interviews with parents and direct care staff to the experimental analysis of function will be discussed, with emphasis on the idea that once function has been identified, it will be possible to design a behavioral intervention to treat a behavioral excess based on its function(s), and thus, improve the effectiveness and efficiency of behavioral treatment.

PSY 536: Research Design in Behavior Analysis

A study of single-case research design, the primary research design utilized for applied research in behavior analysis as well as the implementation of interventions to treat behavioral excesses and deficits in the practice of applied behavior analysis. PREREQUISITE: PSY 518, Introduction to Behavior Analysis.

PSY 539: Community Psychology

Community psychology is concerned with the interrelation and interdependence of individuals and their communities and environments. This involves how individual's thoughts, emotions, and behaviors are shaped by the social, cultural, and physical environments in which they live, as well as how individuals shape their environment. In addition, community psychology takes an active, applied approach to the world, focusing attention and action on social issues and policies, underserved and marginalized groups, social justice and social change, prevention science, health promotion, and the design and evaluation of interventions aimed generally at promoting individual and community competence and empowerment. The goal of this course is to introduce you to the central concepts, theories, strategies, findings, and values of community psychology in order to help develop broader perspectives on individual and community functioning and wellbeing.

PSY 543: Behavioral Treatment and Systems Support

A study of the conceptual background and practical application of behavioral treatment techniques. With behavioral excesses, it is essential to determine the function that the behavior or set of behaviors is serving via behavioral assessment. Then, a functional treatment can be created to decrease excesses, which will be more effective and less restrictive than treatment that ignores function. Treatments to increase existing deficits in behavior will also be considered. Finally, considerations with regard to support of behavioral interventions within different settings (home, school, etc.) will be examined, including ethical considerations. PREREQUISITES: PSY 518, Introduction to Behavior Analysis

PSY 545: Psychological Development of Children and Adolescents

Students in this course will gain an advanced understanding of how individuals grow and develop from infancy through adolescence. Students will investigate the major theoretical perspectives and research methods related to child and adolescent development. Topics covered in this course include physical development, cognitive development, socioemotional development, and contextual influences on child and adolescent development.

PSY 547: Forensic Psychology

A survey of the broad field of forensic psychology, including roles that psychological knowledge, theory and practice have played with respect to issues of law and the legal system. Topics include psychological theories of crime, the psychological evaluation of criminal suspects, factors influencing the reliability of eyewitness testimony and psychological models of jury selection, among others. Students also learn the opportunities, demands and responsibilities associated with careers in the field of applied forensic psychology.

PSY 565: Human Factors

Focuses on the application of psychological principles of human behavior, perception, and cognition to real-world environments. Topics include improving workplace and transportation safety, improving human-computer interaction, and discussing general ways humans can work more easily and naturally with complex technologies in today's society.

PSY 590: Introduction to Group Dynamics

Examines classic and current theory and research on the dynamics of small group interaction. We will examine the motivational, behavioral, social, cognitive, and organizational aspects of groups and their dynamics. The course is taught using recent theory and research from the field of group dynamics. Through online discussion, students are expected to engage in critical analysis of the literature, and actively participate in the weekly class conversations. This course will primarily focus on issues affecting groups in an organizational setting like leadership, cohesion, performance, decision-making, and conflict.

PSY 595: Selected Topics in Psychology

Opportunity to study concepts and research in areas of psychology not covered by the regular course of study in a seminar setting. Areas covered are those in which instructors have special expertise and in which there is a special student request.

PSY 596: Selected Topics in Psychology

Opportunity to study concepts and research in areas of psychology not covered by the regular course of study in a seminar setting. Areas covered are those in which instructors have special expertise and in which there is a special student request.

PSY 597: Independent Study in Psychology

Opportunity for student to pursue in-depth study on a topic or issue of personal interest under the direction and guidance of a department faculty member.

PSY 598: Independent Study in Psychology

Opportunity for student to pursue in-depth study on a topic or issue of personal interest under the direction and guidance of a department faculty member.

PSY 600: Capstone

This capstone course requires students to demonstrate their mastery of the program's learning objectives through their ability to successfully identify a research question in an applied setting, review the issues related to the research question, and develop a comprehensive research proposal. Utilizing the principles and concepts presented in the core and elective courses of the MAP curriculum, students create a research proposal in the form of a paper and deliver an oral presentation via video conference.