



GRADUATE STUDY IN
PSYCHOLOGY

2000

American
Psychological
Association

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Washington, DC

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To be listed in *Graduate Study in Psychology, 2000 Edition*, programs must be located in institutions with accreditation from one of the six regional accrediting bodies recognized by the U.S. Secretary of Education. This book, however, should not be used as the sole means of determining the quality or scope of the departments or programs listed herein.

Because inclusion of a program in this publication is self-initiated and graduate programs are listed based solely on the program's self-report of the range and depth of psychological content, it should not be assumed that a listing of a program in *Graduate Study* means that graduates of the program are automatically qualified to sit for licensure as psychologists or to be considered for positions requiring a psychology degree. For accurate information concerning licensure eligibility, candidates or others interested should check with the Board of Psychology Examiners in each state.

Please note the additional inclusion guidelines given in the Foreword of this book.

IMPORTANT

As indicated above, all programs listed in this book are located in institutions with accreditation from one of the six regional accrediting bodies recognized by the U.S. Secretary of Education. There are other programs that have not requested to be included in this book that are offered through accredited institutions. In addition, there are many programs in the United States and Canada that offer graduate training in psychology but are not associated with regionally accredited institutions. While some of these programs may offer quality training in the field, applicants are hereby cautioned that a graduate degree earned from a program that is not located in an institution with full regional accreditation could result in *ineligibility* for admission to examination for licensure or certification for the practice of professional psychology or for membership in the American Psychological Association. Those aspiring to admission to examination for licensure or certification in psychology may wish to consult with the Board of Examiners in the state in which they may choose to be licensed regarding institutional requirements. Furthermore, individuals seeking membership in the American Psychological Association should limit their applications to graduate programs located in institutions with accreditation from one of the regional accrediting bodies recognized by the U.S. Secretary of Education.

Foreword

This is the 33rd edition of a book prepared to assist those interested in graduate study in psychology. From 1951 to 1966, prior to the development of this series, information on graduate programs appeared in articles in the *American Psychologist*. In the years since, the number of programs has increased, and the current edition provides information for more than 500 graduate departments and schools of psychology.

The information presented in this edition was obtained from questionnaires sent to graduate departments of psychology in October 1999 and describes the graduate programs as they were during the 1998–1999 academic year. This information is provided voluntarily by means of self-report from the institutions. The American Psychological Association is not responsible for the accuracy of individual statements in the program entries. Missing information indicates that responses were not provided by the departments.

While inclusion in this publication does not signify APA approval or endorsement, the programs have satisfied the criteria listed below:

1. The program offers a graduate degree and is sponsored by a public or private higher education institution accredited by one of six regional accrediting bodies recognized by the U.S. Secretary of Education (New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; Middle States Association of Colleges and Schools; Western Association of Schools and Colleges); or
2. The program is accredited by the Committee on Accreditation of the American Psychological Association; or
3. The program indicates that it meets *all* of the following criteria:
 - A. The graduate program, wherever it may be administratively housed, is publicly labeled as a psychology program in pertinent institutional catalogs and brochures.
 - B. The psychology program stands as a recognizable, coherent organizational entity within the institution.
 - C. There is an identifiable core of full-time psychology faculty.
 - D. Psychologists have clear authority and primary responsibility for the academic core and specialty preparation, whether or not the program involves multiple administrative lines.
 - E. There is an identifiable body of graduate students who are enrolled in the program for the attainment of the graduate degree offered.
 - F. The program is an organized, integrated sequence of study designed by the psychology faculty responsible for the program.
 - G. Programs leading to a doctoral degree require at least the equivalent of three full-time academic years of graduate study.
 - H. Doctoral programs ensure appropriate breadth and depth of education and training in psychology as follows:
 - 1) Methodology and history. Systematic preparation in scientific standards and responsibilities, research design and methodology, quantitative methods (e.g., statistics, psychometric methods), and historical foundations in psychology.
 - 2) Foundations in psychology, including
 - a. biological bases of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, psychopharmacology),

- b. cognitive–affective bases of behavior (e.g., learning, memory, perception, cognition, thinking, motivation, emotion),
 - c. social bases of behavior (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational behavior), and
 - d. individual differences (e.g., personality theory, human development, individual differences, abnormal psychology, psychology of women, psychology of the handicapped, psychology of the minority experience).
- 3) Additional preparation in the program's area of specialization, to include:
- a. knowledge and application of ethical principles and guidelines and standards as may apply to scientific and professional practice activities;
 - b. supervised practicum and/or laboratory experiences appropriate to the area of practice, teaching, or research in psychology; and
 - c. advanced preparation appropriate to the area of specialization.

It should not be assumed that a listing of a program in *Graduate Study in Psychology* means that its graduates are automatically qualified to sit for licensure as psychologists or to be considered eligible for positions requiring a psychology degree. Further information about licensing in psychology may be found on page ix.

Beginning with the 23rd edition, programs listed in this publication have agreed to honor April 15 as the date allowed for graduate applicants to accept or reject an offer of admission and financial assistance for fall matriculation (see Rules for Acceptance of Offers for Admission and Financial Aid, page viii). A few programs, especially those having admission at a time other than fall, may allow applicants to wait until after April 15 to indicate their decision. However, after April 15, applicants are committed to any acceptances they may have made and may not solicit or accept another offer.

If after reading this book you have questions about a graduate program or you wish to receive application materials, please contact that program. If you have questions about graduate study in general, discuss these questions with your adviser if you are a psychology major, or with faculty in a psychology department or program. A good source of information is the APA publication *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*. Copies may be acquired by writing: Order Department, APA, Book Order Department P.O. Box 92984, Washington, DC 20090-2984.

I would like to acknowledge a number of my colleagues in the Education Directorate who put in many long hours compiling the 2000 Edition. They include Jon Jungjohann, Lawrence Wiggins, Sharon Leiss, Shirley Matthews, and Diane Rosen. I appreciate all of their contributions to the completion of this project. Additionally, I would like to thank Drs. Cynthia Belar, Paul Nelson, and Susan Zlotlow of the Education Directorate and Dr. Jessica Kohout, Marlene Wicherski, Tonja Kyle and Darnell Singleton of the Research Office for their input and support of this publication. Finally, Olin Nettles of APA Books has provided valuable consultation on the development and annual update of this publication. The efforts of these individuals have made this volume possible.

Martha Braswell
Editor

APA Policy Related to Graduate Education

Resolution on the Master's-Level Issue

Adopted by the APA Council of Representatives,
January 1978

The title "Professional Psychologist" has been used so widely and by persons with such a variety of training and experience that it does not provide the information the public deserves.

As a consequence, the APA takes the position and makes it a part of its policy that the use of the titles "Professional Psychologist," "School Psychologist," and "Industrial Psychologist" are reserved for those who have completed a doctoral training program in psychology in a university, college, or professional school of psychology that is APA or regionally accredited. In order to meet this standard, a transition period will be acknowledged for the use of the title "School Psychologist" so that ways may be sought to increase opportunities for doctoral training and to improve the level of the educational codes pertaining to the title.

The APA further takes the position and makes it part of its policy that only those who have completed a doctoral training program in professional psychology in a university, college, or professional school of psychology that is APA or regionally accredited are qualified to independently provide unsupervised direct delivery of professional services including preventive, assessment, and therapeutic services. The exclusions mentioned above pertaining to school psychologists do not apply to the independent, unsupervised, direct delivery of professional services discussed in this paragraph.

Licensed or certified master's-level psychologists, having met earlier standards of the profession (i.e., were accorded grandmother/grandfather recognition), are to be regarded as comparably qualified through education, experience, examination, and the test of time, as are present and future doctoral psychologists, and shall be entitled under APA guidelines to include as part of their title the word "psychologist."

Policy on Training for Psychologists Wishing to Change Their Specialty

Adopted by the APA Council of Representatives,
January 1976

Inasmuch as it is to the advantage of psychology and society to provide for a change of specialty or the development of dual specialties so as to encourage unique contributions that might be made by psychologists with broadly diversified backgrounds, Council adopts the following as official policy of APA.

1. We strongly urge psychology departments currently engaged in doctoral training to offer training for individuals already holding the doctoral degree in psychology who wish to change their specialty. Such programs should be individualized, since background and career

objectives vary greatly. It is desirable that financial assistance be made available to students in such programs.

2. Programs engaging in such training should declare so publicly and include a statement to that effect as a formal part of their program description and/or their application for accreditation.

3. Psychologists seeking to change their specialty should take training in a program of the highest quality and, where appropriate, exemplified by the doctoral training programs and internships accredited by the APA.

4. With respect to subject matter and professional skills, psychologists taking such training must meet all requirements of doctoral training in the new psychological specialty, being given due credit for relevant coursework or requirements they have previously satisfied.

5. It must be stressed, however, that merely taking an internship or acquiring experience in a practicum setting is not, for example, considered adequate preparation for becoming a clinical, counseling, or school psychologist when prior training has not been in the relevant area.

6. Upon fulfillment of all formal requirements of such training programs, the students should be awarded certificates indicating the successful completion of preparation in the particular specialties, thus according them due recognition for their additional education and experience.

7. This policy statement shall be incorporated in the guidelines of the Committee on Accreditation so that appropriate sanctions can be brought to bear on university and internship training programs which violate paragraphs 4 and/or 5 of the above.

The following was approved by the Council of Representatives of APA at its January 22–24, 1982 meeting:

The American Psychological Association holds that respecialization education and training for psychologists possessing the doctoral degree should be conducted by those academic units in regionally accredited universities and professional schools currently offering doctoral training in the relevant specialty, and in conjunction with regularly organized internship agencies where appropriate. Respecialization for purposes of offering services in clinical, counseling, or school psychology should be linked to relevant APA-approved programs.

A Note About Respecialization in Psychology

In addition to the departments listed in this publication with formal respecialization programs (see index listing), some doctoral programs will accept students for respecialization as a part of their regular doctoral training group. Acceptance depends in part on space and facilities available, as well as on personal qualifications, and must be determined by the individual programs. Please make direct inquiries of the graduate programs in the institutions in which you are interested. For further information concerning respecialization, please contact the Education Directorate of the American Psychological Association (<http://www.apa.org/ed/respec.html>).

Rules for Acceptance of Offers for Admission and Financial Aid

Fall Admissions

Most graduate programs in psychology and associated fields accept students only for fall admission. However, if you are interested in winter, spring, or summer admission, you should check the application information listed in this publication for the department to which you are applying.

You may make as many applications as you wish, but do not apply for an appointment that you would not consider accepting. Informal notification is often sent by the department, or by an individual who has funds for a research assistant. If you receive and accept such an offer, you may relax, confident that you will eventually receive formal notification of your admission to the graduate school and, if applicable, of your appointment as an assistant. Scholarships, fellowships, assistantships, traineeships, and other stipends for the following academic year are normally offered before April 1.

You may get more than one offer before April 15 and may receive a few statements that you are listed as an alternate. In fairness to the graduate programs, as well as the other applicants seeking admission, you are strongly urged not to hold more than one offer pending at a time. To protect a candidate against premature decisions, graduate schools currently listed in this book have agreed to allow the applicant until April 15 for a final decision. This policy guidance was adopted by the Council of Graduate Schools in 1965 and reaffirmed in 1992. It was endorsed also by the Council of Graduate Departments of Psychology (COGDOP) in 1981 and reaffirmed in 2000. The policy reads as follows:

Acceptance of an offer of financial support (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which the student accepts the offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Accreditation in Professional Psychology

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. In the United States this recognition is extended primarily through nongovernmental, voluntary institutional or professional associations. These groups establish criteria for accreditation, arrange site visits, and evaluate those institutions and professional programs which desire accredited status, and publicly designate those which meet their criteria.

Specialized accreditation of professional and occupational schools and programs is granted by accrediting bodies in such professional fields as business, medicine, dentistry, psychology, engineering, and law. Each of these bodies has its distinctive definitions of eligibility, criteria for accreditation, and operating procedures intended to ensure the quality of educational preparation of members for the profession.

Put simply, accreditation is the evaluation of educational institutions and programs. The American Psychological Association (APA) has been engaged in the accreditation of doctoral programs since 1947, presently through the 21-member Committee on Accreditation. That committee represents academic and practitioner organizations of psychologists, as well as representatives of the public, with perspectives essential to professional education and training in psychology. The committee is

recognized by the U.S. Secretary of Education as well as by the nongovernmental Council for Higher Education Accreditation (CHEA) for its national scope of accreditation in doctoral education and training for professional psychology. The Committee on Accreditation also accredits internship and postdoctoral training programs in professional psychology. The purpose of the accreditation program is to promote excellence in doctoral education and internship and postdoctoral training in professional psychology, and to provide professional and objective evaluation of those programs as a service to the general public, to prospective students, and to the profession.

What can the prospective graduate student in psychology interpret accreditation to mean?

1. The program is recognized and publicly labeled as one offering doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology. It is located in and supported by an institution of higher education, which itself is accredited by a nationally recognized regional accrediting body in the United States or publicly recognized by the Association of Universities and Colleges of Canada.
2. The program voluntarily applied for accreditation and, in so doing, engaged in extensive self-study of its program philosophy and objectives, educational and training practices, resources, and the resulting training

outcomes. The program also participated in a peer review of its operations by a site visit team of distinguished professional colleagues.

3. The program was thoroughly evaluated by the Committee on Accreditation and determined to be operating in a manner consistent with the “Guidelines and Principles for Accreditation of Programs in Professional Psychology.” Those guidelines against which a program is evaluated include training model, goals, and curriculum plan; sensitivity to cultural and individual differences; faculty, students, facilities, and financial support; student–faculty relations; program self-assessment and quality enhancement; public disclosure of pertinent program information; and the program’s fulfillment of its responsibilities with regard to the accreditation process.

Licensing

All 50 states and the District of Columbia have laws that require psychologists to be licensed by a statutorily constituted Board of Examiners in Psychology to be engaged in the independent and unsupervised practice of psychology. Licensure laws regulate the use of the title “Psychologists” and define those activities for which a license to practice is required. Licensure laws ordinarily exempt from regulation members of other regulated professions employing psychological skills, techniques, or knowledge, provided those professionals do not hold themselves forth to the public as “psychologists” or a variation of the term implying training or expertise in psychology.

Most state psychology laws establish the doctoral degree from a regionally accredited institution in psychology plus two years of supervised experience as the minimum requirement for licensure or certification. Typically, a psychologist trained to the doctoral level has completed at least two extensive research projects, the master’s thesis, and the doctoral dissertation, and has completed a wide variety of courses in the basic science of human behavior, ethics, statistics, and research methodology. Professional psychologists also study techniques of applying their knowledge and complete a year of internship training preceded by a year or more of practicum work under supervi-

Accreditation, in summary, applies to educational institutions and programs, not to individuals. It does not guarantee employment or licensure for individuals, although being a graduate of an accredited program may facilitate such achievement. It does speak to the manner and quality by which an educational institution or program conducts its business. It speaks to a sense of public trust, as well as to professional quality.

For further information concerning accreditation or for a list of accredited programs, please contact the APA Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. Information on accreditation is also available on the World Wide Web at <http://www.apa.org/ed/accred.html>.

sion. State examining boards that administer laws regulating the practice of psychology also require that applicants pass an examination—either written, oral, or both. All state boards utilize the standardized Examination for Professional Practice in Psychology (EPPP), developed by the Association of State and Provincial Psychology Boards (ASPPB) in conjunction with the Professional Examination Service. The ASPPB is an organization separate from and independent of the APA. Some boards supplement the standardized test with an examination of their own. It is essential that students contemplating licensure contact their state licensing board to determine requirements for practice specific to that state.

Ordinarily, licensure for psychologists is generic. That is, licenses issued under state statutes refer to “psychology” and “psychologists,” and not to any specialty grouping within the profession. However, several states do regulate practice in specific specialty areas. It is important to determine the requirements for licensure in a specific state by contacting the board of examiners. Addresses of these boards of psychology examiners are available from the Practice Directorate, APA, 750 First Street, NE, Washington, DC 20002, or from the ASPPB website at www.asppb.org.

Applying to Graduate School*

Should you go to graduate school in psychology? Although a number of career options are available to individuals with a bachelor’s degree in psychology, graduate study offers both diversity and independence in psychology-related careers. A master’s degree will often provide career advancement opportunities not afforded by the baccalaureate. In most cases, however, becoming a psychologist involves earning the doctoral degree. Doctoral study can be a difficult and time-consuming process, but it also can be very rewarding. Psychologists can concentrate in numerous subfields (see the index of this publication!) and are employed in settings as diverse as business and industry, universities, schools, government

agencies, the military, hospitals, clinics and other human service agencies, and independent practice. (Information about careers in psychology at all degree levels is available from the APA Education Directorate website at <http://www.apa.org/ed>.)

Gaining entry into graduate school in psychology can be difficult. In some areas of study, the number of applicants far exceeds the number of positions available. For example, clinical psychology programs on the average accept only about 10% of their applicants, and some programs accept fewer than 2% of their applicants. There are other areas of study that may have fewer applicants (a factor you may wish to consider when selecting a graduate program), but these, too, are likely to require a strong undergraduate record for admission.

The average program length for a master’s degree is two years of full-time study; doctoral programs are usually designed to require four to five years of full-time enrollment (five years in the professional programs of

*For a full discussion of issues and strategies related to graduate admissions, see the APA publication *Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology*, available from the APA Order Department.

clinical, counseling, and school psychology); however, students average close to six to seven years for completion of the doctorate in some areas of psychology. Additional information on getting into graduate school is available at <http://www.apa.org/ed/gradschool>.

Ultimately, you must be able to get a job. Data on employment, education, and demographics can be found at <http://research.apa.org> or through e-mail to research@apa.org. If you incur debt, which many graduate students do, you will need to be prepared to repay it. This has implications for your post degree employment.

Suggestions for Selecting the Right Program

1. Apply to a range of programs, with most being those that offer you a reasonable chance of acceptance. The application process is expensive and time-consuming, both for you and for the graduate schools. Programs for which you do not meet the minimum requirements are unlikely to accept you. The median scores of students entering the program and the relative emphasis placed on other qualifications will give you an even more realistic appraisal of how your application is likely to be perceived by the program. Read the entries in this book carefully for entrance requirements. If a program in which you might be interested has not listed its full entrance requirements, write directly to the program for this information. You may wish to apply to a number of programs, including some you would be comfortable entering if your first choices reject you, in order to increase your likelihood of gaining admission.

2. Whenever possible, apply to programs offering the degree that you ultimately wish to earn. Most doctoral programs accept students who have previously earned a bachelor's degree. Obtaining a terminal master's degree is not the usual way to gain entrance into a doctoral program. Because of doctoral program requirements, obtaining a master's degree at one school may not ensure your entrance into a doctoral program at another school. Furthermore, if you are accepted as a student into a doctoral program after completing a master's degree, you may have to repeat some coursework.

3. Apply to programs that offer the subfield in which you would ultimately like to be employed. If you want a graduate education in a particular subfield, do not apply to a program in which it is not offered.

4. Be aware of the specific areas of research or practice interests of faculty in the program to which you are applying, and of what they are looking for in a student. An applicant with a good "fit" to the program will be more likely to gain admission and will be more satisfied with her/his graduate experience. Faculties, facilities, and program objectives change, so be sure you have current information on the programs to which you are applying. The departments themselves are the best sources of information about the exact nature of their programs and their requirements for admission. Most departments have a brochure, which is available on request, and a website describing their programs in detail.

5. Be informed about issues related to the career opportunities of your area of psychology. After all of the time invested in your graduate studies, you will want to be sure that you will be appropriately trained for your goals. Because of the diversity of careers in which psychologists are engaged, there is no one way of gathering this information. Talk to your undergraduate adviser and other psychology faculty about careers available to graduates in their areas of expertise. Talk to psychologists who are doing what you would like to be doing. There are 53 Divisions of the APA representing special interest areas in psychology (see page xv). Some divisions provide information about graduate training opportunities and special divisions issues related to working in their areas. Contact the APA Divisions Services Office for more information or go to the website <http://www.apa.org/divisions>. For professional psychology, issues such as accreditation, licensing, respecialization, and master's-level

training (as well as sources for additional information on these topics) are discussed elsewhere in this book.

Admission Requirements

Requirements for admission will vary from program to program, so you should refer to the section on Admission Requirements in the entries for the programs in which you are interested. However, some general information may be helpful.

Many psychology programs (especially doctoral-level programs) prefer or require significant undergraduate exposure to psychology, often the equivalent of a major or minor. Specific courses required are relatively few, but many departments prefer that the student receive exposure to a broad range of content areas. Some programs place a heavier emphasis on the more basic/scientific areas of psychology rather than applied courses or experiences. Departments commonly require or prefer undergraduate courses in introductory or general psychology, statistics, and research design and/or experimental psychology. Even though departments list some courses as required, they may occasionally relax these requirements for students who excel in other ways.

Important qualifications for admission to most programs are scholarship, academic ability, and promise of success in scholarly activity. These qualities are judged largely on the evidence of achievement at the undergraduate level and through recommendations from persons in whom the admitting department has confidence. It is important that you get to know psychology faculty members at your undergraduate school and that they get to know you. They can be an excellent source of information about graduate training and may be willing to provide letters of recommendation. In order to write useful letters of recommendation, faculty need to know more about you than they can generally learn from your role as a student in their classes. One good way to get to know faculty and to increase your marketability as an applicant is to get involved in research with one or more faculty members. Many graduate programs, including those in human service areas, consider interest and involvement in research in their evaluation of prospective students.

To assist in the evaluation of academic potential, many graduate departments require the Graduate Record Examination (GRE), and some require the Miller Analogies Test (MAT). Some institutions qualify their use of these measures not as the primary criteria but as helpful supplementary information. However, because of the number of applications received, some programs use specified minimum scores to determine whether the application will receive further review. Scores for successful applicants may be considerably higher than the specified minimum. It should be noted that the departmental or program requirements for admission are sometimes more demanding than the requirements set by the graduate school at that institution.

You should take the GRE, GRE-Subject (Psychology), and the MAT (if these are required by the schools to which you are applying) in time for the scores to be included with your application materials (preferably in October of the year before matriculation or earlier). These tests are given only on certain dates and in certain locations. Information on these tests is probably available in the student services office at your college. You may also write to the Educational Testing Service, Princeton, NJ 08541 for information on the GRE and to the Psychological Corporation, a subsidiary of Harcourt Brace & Company, 555 Academic Court, San Antonio, TX 78204 for information on the MAT.

Prepare for these tests. Buy self-study booklets and practice, or take a study course. For the GRE-Subject (Psychology), review a rigorous introductory psychology text, a text on history and systems, and texts on any major areas of psychology (e.g., perception, develop-

ment) in which you have not yet had courses. Some students find it desirable to take the advanced test on a different date from the verbal and quantitative tests.

Submitting Your Application

Admissions deadlines are often in early January for admission for the following fall. In order to have all of the materials together, you should begin to write to programs to which you may be interested in applying at least one full year before your planned matriculation. Be sure to request both information about the program and application materials.

Your application is a very important document. It is the only piece of information that will represent you to the programs. Make sure it represents you in the best possible manner!

- Confirm the application deadlines and file all application materials on time. Late or incomplete applications will not be considered.
- Submit all application materials neatly typed. Messy, unprofessional-looking applications are likely to give members of the admissions committee negative impressions about you.
- If you are asked to prepare a biographical statement or to write an essay, take this assignment very seriously. Write it carefully, prepare drafts, ask your faculty adviser and friends for their comments, and proofread it after you have typed it.
- Choose your references carefully. Letters of recommendation are important and will do you the most good if they are written by psychologists who know you well and who think highly of you.
- Be courteous to your references. Ask them in advance if you may use their names as references on your application. Furnish them with a copy of your biographical statement and with honest information about your overall GPA and psychology GPA. Tell them about your career plans, your previous experiences, and your work history; in short, tell them anything that might be useful to them in writing about you. Remember that many reference writers are busy and may not have time to write your letter for several weeks; don't ask them at the last minute. Be sure to provide your references with the appropriate recommendation form used by the graduate program. Include envelopes that you have stamped and addressed to the program to help ensure that the letters will reach the appropriate destination.

Interviews

In recent years, there has been an increase in the number of programs requiring on-site interviews as part of the graduate student selection process. Doctoral programs in clinical, counseling, and school psychology are most likely to request interviews. In many cases, applicants must be invited in order to interview with the program. Students are usually expected to pay for the travel, lodging, and other expenses associated with the interview. For those students who are unable to visit the campus, many programs allow a telephone interview or an interview with an alumnus in the applicant's home area to substitute for an on-site interview. However, a few programs indicate that students who are unable to be present for an interview will receive no further consideration in the selection process. Check with the department to determine their policy regarding interviews.

Financial Assistance

You may wish to apply for a scholarship, an assistantship, or another type of stipend. Programs may have some form of financial assistance available, although not all students will receive it. Again, contact the program for specific information.

In addition to stipends, other means of financial assistance for graduate students may be available. Numerous schools offer Perkins Loans (formerly National Direct Student Loans), Stafford Loans, or Supplemental Loans. Clinical psychology doctoral students are also eligible for Health Education Assistance Loans (HEALs). Programs are often asked to recommend students who would be suitable to teach evening classes or courses in nearby smaller colleges. Although first-year students are not ordinarily considered for these positions, they are possibilities for the advanced graduate student.

Accepting an Offer

Students are reminded that the programs listed in this book have agreed to April 15 as the deadline to allow applicants to make a decision about accepting or declining an offer of fall admission and financial aid (see Rules for Acceptance of Offers for Admission and Financial Aid, Fall Admissions, page viii).

We suggest the following procedures in helping you to make a decision:

1. As soon as you have two offers, decide which is the better one for you and politely refuse the other.
2. Repeat this comparison and decision as you receive each new offer.
3. Terminate the process as soon as you get a satisfactory offer from the school you prefer. Accept that offer verbally and in writing and advise the other schools of your decision. They will appreciate your thoughtfulness in opening the way for another student.
4. On occasion you may be pressured to accept an offer before April 15. In the event that you have accepted such an offer, you should be fully aware that you have the right to resign the original acceptance before April 15 to take an alternative offer.
5. When you have voluntarily accepted an appointment, even prior to the April 15 date, do not take your obligation lightly. You are committed to that acceptance. Attempts to be released from an agreement may spoil your reputation with all of the institutions involved and with your sponsors.
6. If you receive no offers by April 15, there is still a possibility that you may be admitted at a later time. Vacancies occasionally occur through illness or changes in career plans, and new openings occur as grants are announced. The APA Education Directorate publishes a list of remaining openings in May. You may write to the Directorate to receive a copy of this list. Information on graduate openings will be posted on the APA Web site (<http://www.apa.org/ed>) by early May.

Discrimination

The American Psychological Association opposes any form of discrimination on the basis of gender, sexual orientation, race, ethnic affiliation, disability, age, religion, creed, or national origin.

Because the science and the profession of psychology have so much to gain from a broad representative base, including psychologists from those groups so often discriminated against, APA encourages and supports graduate application and graduate work by members

of minority groups and other underrepresented groups. Questions, comments, and complaints concerning discrimination in the application process and in the actual course of study in a program should be directed

to the APA Education Directorate or the Office of Ethnic Minority Affairs.

How to Use This Book

Program listings in *Graduate Study in Psychology, 2000 Edition* have been summarized in ways that students and their advisers have reported to be most useful.

The information listed in this edition has been provided by the departments in 1999. Institutions are listed alphabetically by state. The information includes the names and addresses of the schools; application materials to be submitted; tuition rates; types of financial assistance and how to apply for them; goals of the programs; and data on graduate enrollment, staff members, and degrees awarded.

The Index of Programs by Area of Study Offered (see page 605) provides a summary of the fields described in this book. You may find this a convenient starting place to locate programs that offer courses of study in the areas of interest to you. After you determine which programs might interest you, turn to the department listing for detailed information about the department and the program.

For more information on admission requirements and suggestions on application procedures, you may wish to read the section Applying to Graduate School on page ix.

Explanation of Program Listings

The following pages summarize the information solicited from each program.

University Name, Department, Address, and Telephone Number

The first part of the entry is the name of the university or college, followed by the name and address of the specific department or program within the institution. Note that there may be more than one department in an institution that offer degrees in psychology and associated fields. The full name and address of the institution and the department should be used in all correspondence. The telephone number, fax number, and e-mail and World Wide Web addresses of the department are also provided.

Accreditation Status

If a program in clinical psychology, counseling psychology, school psychology, or combined professional-scientific psychology within the department is accredited when this publication goes to press, the accredited program(s) is listed at the beginning of the department listing. (See the section on Accreditation, page viii, for a description of the purposes of accreditation.)*

Departmental Overview

The year the department was established, the name of the department chairperson, and the number of full- and part-time faculty members in the department are provided.

*Changes in accreditation status may occur after publication. For the most accurate information on accreditation status, please contact the APA Office of Program Consultation and Accreditation.

Programs, Certificates, and Degrees Offered

This heading highlights the areas in which degrees are offered in each department/program and the number of degrees at each level that were awarded in 1998–99. For example, a program might note that it awarded 5 PhDs in social psychology in 1998–99.

Degrees listed include:

Doctor of Psychology (PsyD, DPs)
Doctor of Philosophy (PhD)
Doctor of Education (EdD)
Doctor of Juris Prudence/Doctor of Philosophy (JD/PhD)
Doctor of Medicine/Doctor of Philosophy (MD/PhD)
Doctor of Juris Prudence/Doctor of Psychology (JD/PsyD)
Doctor of Psychology/Master of Business Administration (PsyD/MBA)
Doctor of Psychology/Doctor of Public Health (PsyD/DrPH)
Respecialization Diploma
Postdoctoral Diploma
Education Specialist (EdS)
Certificate of Advanced Graduate Study (CAGS)
Master of Arts/Doctor of Juris Prudence (MA/JD)
Master of Arts + Credential
Psychology Specialist (PsyS)
Master of Arts (MA)
Master of Science (MS, MSc)
Master of Science in Education (MSEd)
Master of Psychology (MPs)
Master of Arts in Education (MAEd)
Master of Education (MEd)
Master of Business Administration (MBA)
5-year Bachelor of Arts/Master of Arts (5-year BA/MA)
Master of Philosophy
Master of Arts in Teaching (MAT)
Master of Arts/Advanced Graduate Study (MA/AGS)

Master of Counseling Psychology (MCP)
 Master of Arts/Master of Business Administration (MA/MBA)
 Master of Science + Credential
 Master of Organizational Business (MOB)
 Certificate (CT)
 Specialist
 Diploma
 Certificate of Advanced Study (CAS)
 Master of Arts/Certificate of Advanced Study (MA/CAS)
 Master of Marriage, Family, and Child Counseling (MMFCC)

Application Information

Addresses, deadlines, and fees for the submission of applications are listed here. Larger universities sometimes request that students apply for admission to the deans of colleges or heads of departments. Smaller universities typically request that applications for admission be made to the Graduate School Admissions Office. Students often must apply for admission to the graduate school and then apply to the department for available stipends. Thus, it is sometimes necessary to write two letters of application.

Student Information

This section may be most important when evaluating your chances for admission. It includes program areas and degrees offered, number of applications received for the past year, number of applicants accepted for the past year, number of openings anticipated in the next year, and number of full-time and part-time students in the program. Please note that some schools do not admit part-time students to their regular programs. "Other Student Information" shows the percentage of students first enrolled in 1998–99 who are continuing, thus indicating the dropout rate. If provided by the program, the numbers of women and minorities in the program are also indicated.

Degree Requirements

This section indicates the department's requirements by type of degree: the number of units required, language(s) and computer skills required, and any research, thesis, or dissertation requirements.

Admission Requirements

This section lists the minimum scores acceptable on the Graduate Record Exam Verbal (GRE-V), Quantitative (GRE-Q), and Analytical (GRE-A); the combined GRE-V + Q score; the combined GRE-V + Q + A; and the GRE-Subject (Psychology) score. The minimum grade point averages (GPA) for all undergraduate work, for all undergraduate psychology courses, for the last two years of undergraduate work, or for the master's program also appear. Most schools listed use the 4-point scale (A = 4.0) grading system. Schools may also require the Miller Analogies Test (MAT). The programs have been asked to indicate whether the scores specified are required or preferred for admission.

Other criteria considered as admission factors are rated according to their importance for admission. These criteria include previous research activity, work experience, clinically related public service, extracurricular activity, letters of recommendation, statement of goals and objectives, and an interview. Please note that most programs rate letters of recommendation as high in importance for admission

and that an increasing number of programs are requiring an interview (see Admission Requirements, page x, and Interviews, page xi, for more information).

Tuition for Full-Time Study

Average tuition figures per year or per academic unit are indicated here. The words "state residents" and "nonstate residents" are used by state universities that charge out-of-state residents a larger sum than students from the state itself. These fees should be used as rough guidelines and are subject to change.

Housing and Day Care

This section indicates whether the institution has on-campus housing available and its average cost per academic year. The availability of day care facilities on and off campus is also indicated.

Financial Assistance

Schools have stated whether teaching assistantships, research assistantships, traineeships, or fellowships and scholarships are available. The data for each type of assistance include whether first-year, advanced, or all graduate students are eligible; the average annual amount awarded to each student; the average number of hours that must be worked each week; whether tuition remission is granted; and when applications must be submitted.

Many fellowships and scholarships are outright grants or subsidies and require no service to the department or university. Assistantships, however, are forms of employment for services in a department. Teaching assistants may have charge of a class or may assist a professor by grading papers, acting as a laboratory assistant, and so forth. Research assistants ordinarily work on research projects being conducted by program faculty. For some assistantships, skills such as statistical or laboratory methods are prerequisites; therefore, first-year graduate students may not be eligible. Applications for assistantships, scholarships, fellowships, or traineeships may be made directly to the chairperson of the department, unless otherwise stated.

The amount of work required for fellowships, assistantships, and traineeships is expressed in hours per week. The number of hours indicated should be considered an approximation. For example, research assistantships often involve work as part of a research team that is considered to be a part of the student's graduate training, rather than as a job to which a limited number of hours are devoted.

Stipends are expressed in terms of total stipend for an academic year of nine months. Stipends for assistantships usually depend on the difficulty of the work and the training and experience required. Where noted, a stipend is awarded in addition to allowing tuition remissions. Students will wish to inquire, when receiving an offer of financial assistance, as to the amount to be given in terms of tuition remission (not requiring the student to pay tuition) versus a stipend (actual cash in hand).

Additional Comments

This last section gives the department an opportunity to indicate its orientation, objectives or emphasis, and goals; its internship arrangements; and its special facilities or resources.

Information for Special Groups

The APA Public Interest Directorate offers a number of publications detailing course offerings focusing on faculty interested in, and opportunities available to, women, ethnic minorities, and lesbians, gay men, and bisexuals. Four publications were produced by the Commission on Ethnic Minority Recruitment, Retention, and Training (CEMRRAT) in Psychology:

Valuing Diversity in Faculty: A Guide (Free)

How to Recruit and Hire Ethnic Minority Faculty (Free)

Diversity and Accreditation (Free)

Visions and Transformations: The Final Report of CEMRRAT (Free)

Directory of Experts in Multicultural Psychology (1 copy free; additional copies \$10 ea)

Guidebook for College Students of Color (10 copies free; additional copies \$.50 ea)

Guidebook on Applying to Graduate and Professional Programs for Students of Color

Resources for Psychology Training Programs Recruiting Students of Color

Other publications include:

Thriving and Surviving: A Guide for Women and Ethnic Minorities in Academia (1 copy free; additional copies \$10 ea) <http://www.apa.org/pi/oema/surviving/>

Directory of Selected Scholarships, Fellowships and Other Financial Aid Opportunities for Women and Ethnic Minorities in Psychology and Related Fields (Free) <http://www.apa.org/pi/wpo/financial.html>

Graduate Faculty Interested in the Psychology of Women (Free) <http://www.apa.org/pi/wpo/gradfac.html>

Graduate Faculty Interested in Lesbian, Gay, and Bisexual Issues (Free) <http://www.apa.org/pi/lgb/lgbsurvey/>

Graduate Faculty Interested in HIV/AIDS (Free)

Women Psychologists in Academe: Celebrating Successes, Confronting Challenges (1 copy free; additional copies \$10 ea) <http://www.apa.org/pi/wpo/tfwa.html>

Publications may be ordered from the Public Interest Directorate, APA, 750 First Street, NE, Washington, DC 20002-4242 (<http://www.apa.org/pi>).

To reduce the underrepresentation of minorities in the biomedical field and address the problems minority students encounter in higher education, the Office of Ethnic Minority Affairs (OEMA) was awarded a \$750,000 grant from the National Institute of General Medical Science (NIGMS) for a three-year project to increase the number of persons of color in the educational pipeline (postsecondary through graduate school) for biomedical research careers in psychology. The project has established five multi-institutional Regional Centers of Excellence in the recruitment, retention, and training of students of color in biomedical research in psychology, with each Center consisting of a major research university and two minority-serving institutions.

The Office of Ethnic Minority Affairs of the Public Interest Directorate also sponsors the Minority Undergraduate Students of Excellence (MUSE) Program. The MUSE Program is designed to identify undergraduate students of ethnic minority background whose departments believe them to have the greatest potential to succeed in the field of psychology and to bring these students to the attention of graduate programs across the country. A listing of MUSE candidates can be found at web site <http://www.apa.org/pi/oema/muse/homepage.html>. Further information about the MUSE Program is available from the Office of Ethnic Minority Affairs, APA, 750 First Street, NE, Washington, DC 20002, (202) 336-6029.

The APA Committee on Disability Issues in Psychology would be pleased to serve as a source of information both to students with disabilities and to departments considering admitting students with disabilities.

There are also a large number of resources available to students and departments that include recorded textbooks, attendant services, special editions of entrance examinations, and readers and interpreters. Many campus programs have an office of disability services that assists in meeting the needs of students with disabilities. In addition, there are resources that serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on campuses for students with disabilities. The HEATH Resource Center, which operates a National Clearinghouse on Postsecondary Education for Individuals With Disabilities, will provide information directly to students (1-800-544-3284; One Dupont Circle, Suite 800, Washington, DC 20036-1193). The Association on Higher Education and Disabilities (AHEAD) is a professional membership organization that provides a vehicle to strengthen the professionalism and expertise of personnel working with postsecondary students with disabilities (P. O. Box 21192, Columbus, OH 43221-0192). For additional information, please contact the Office on Disability Issues in Psychology, Public Interest Directorate, APA, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6038.

APA Divisions

1. Society for General Psychology
2. Society for the Teaching of Psychology
3. Experimental Psychology
5. Evaluation, Measurement, and Statistics
6. Behavioral Neuroscience and Comparative Psychology
7. Developmental Psychology
8. Society for Personality and Social Psychology
9. Society for the Psychological Study of Social Issues—SPSSI
10. Psychology and the Arts
12. Society of Clinical Psychology
13. Consulting Psychology
14. Society for Industrial and Organizational Psychology
15. Educational Psychology
16. School Psychology
17. Counseling Psychology
18. Psychologists in Public Service
19. Military Psychology
20. Adult Development and Aging
21. Applied Experimental and Engineering Psychology
22. Rehabilitation Psychology
23. Society for Consumer Psychology
24. Theoretical and Philosophical Psychology
25. Experimental Analysis of Behavior
26. History of Psychology
27. Society for Community Research and Action:
Division of Community Psychology
28. Psychopharmacology and Substance Abuse
29. Psychotherapy
30. Psychological Hypnosis
31. State Psychological Association Affairs
32. Humanistic Psychology
33. Mental Retardation and Developmental Disabilities
34. Population and Environmental Psychology
35. Society for the Psychology of Women
36. Psychology of Religion
37. Child, Youth, and Family Services
38. Health Psychology
39. Psychoanalysis
40. Clinical Neuropsychology
41. American Psychology–Law Society
42. Psychologists in Independent Practice
43. Family Psychology
44. Society for the Psychological Study of Lesbian, Gay, and
Bisexual Issues
45. Society for the Psychological Study of Ethnic Minority
Issues
46. Media Psychology
47. Exercise and Sport Psychology
48. Peace Psychology
49. Group Psychology and Group Psychotherapy
50. Addictions
51. Society for the Psychological Study of Men and
Masculinity
52. International Psychology
53. Clinical Child Psychology
54. Society of Pediatric Psychology
55. American Society for the Advancement of Pharmacotherapy

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ogy of Gender) virtually every semester, which focuses on issues specific to women. Other undergraduate courses which specifically address issues of gender include physiological psychology, abnormal psychology, and life-span development. In addition, the graduate professional issues seminars for the three clinical specialties (Adult Clinical, Child Clinical, and Psychology-Law) often address issues of gender and the three graduate psychological assessment courses all have components which focus on the assessment of women. Similarly, graduate courses in psychopathology, psychotherapy, social psychology, physiological psychology, and developmental psychology all have content which is women-oriented. Within the last three years, all three graduate professional issues seminars have devoted entire semesters to minority and cross-cultural issues. Content related to minority issues is also contained within the three graduate psychological assessment courses, psychopathology, child treatment, social psychology, and psychotherapy. Within the last several years, undergraduate seminars have focused on minority issues and minority content is prominent in such undergraduate courses as introductory psychology, developmental psychology, and social psychology.

Internships/Practica: There are a number of practica available to graduate students. All doctoral students must take PY695/696, a teaching internship, in which the student teaches an introductory psychology class under the supervision of a faculty member. Two semesters of basic psychotherapy practicum are required of every doctoral student in clinical psychology. In this practicum, students conduct psychotherapy with four to six clients in the Department's Psychological Clinic. Students are required to complete 100 hours of direct client contact to fulfill this requirement. After basic psychotherapy practicum, doctoral clinical psychology students are required to take either one or two (depending on specialty area) advanced practica in their area of specialization. Many of these practica are housed in community service agencies (e.g., state psychiatric hospital, community mental health center, University operated treatment center for disturbed children). In addition to these formal practica, most doctoral students in the clinical program are financially supported at some time during their graduate school years through field placements in various community agencies. These students are supervised by either licensed psychologists employed by these agencies or by Department of Psychological clinical faculty.

In addition to the intervention practica discussed above, all clinical doctoral students must take two of the three graduate psychological assessment courses offered. These courses have a significant practicum component, requiring that 5-10 administrations of commonly used psychological assessment instruments be conducted with Psychological Clinic clients. In addition, students in the Adult Clinical specialization must take advanced assessment and advanced intervention electives, which may have practicum components.

Special Facilities or Resources: The department is housed in a modern three-story building that it shares with the Department of Mathematics. It is directly connected to the department's Psychological Clinic and the University's Computer Center. Facilities include student offices, excellent classroom and seminar space, and several research laboratories. Graduate students have access to microcomputers for research and word processing and videotaping capabilities for instruction and training. A major resource is the department's Psychological Clinic, which provides psychological assessment, referral, treatment planning, and direct intervention for a variety of clinical populations. The department's Child and Family Research Clinic serves as a specialized training and research laboratory. Both clinics include observation facilities. Also affiliated with the department is the Brewer-Porch Children's Center, a training and research facility for seriously disordered young children. The University of Alabama's

Student Health Center also serves as a practicum site. Other research and clinical relationships are maintained with local psychiatric hospitals (Bryce Hospital and the Veterans Affairs Medical Center), Partlow State School (for severe developmental disabilities), the Capstone Medical Center, DCH Regional Medical Center, Family Counseling Services, Institute for Social Science Research, city and county school systems, Indian Rivers Mental Health Center, and the Taylor Hardin Forensic Center. Paid advanced training or research positions are often available in these facilities. Several faculty in the Cognitive Studies area have research grants that include student support. Some 30 adjunct faculty in diverse fields contribute to program enrichment.

Information for Students With Physical Disabilities: All facilities are handicap accessible.

Alabama, University of, at Birmingham

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APA Accreditation: Clinical PhD: full.

Department established: 1969. Chairperson: Carl E. McFarland, Jr. Number of Faculty: *Total*—full-time 29, part-time 58; *women*—full-time 10, part-time 16.

Programs and Degrees Offered: Listed in the following order: Program area, degree type (T if terminal master's), number awarded 7/98-6/99. Medical PhD 6, behavioral neuroscience PhD 1, developmental PhD 3, cognitive science PhD.

Application Information: *Send to:* The Graduate School, University of Alabama at Birmingham, Birmingham, AL 35294. Students are admitted in the Fall, *application deadline January 15.* Behavioral Neuroscience, Developmental—February 1. *Fee:* \$25.

Student Information: *Medical PhD*—Applications 1999–2000, 181. Total applicants accepted 1999–2000, 6. New applicants enrolled 1999–2000, 6. Total enrolled 1999–2000 full-time, 34. Openings 2000–2001, 6. *Behavioral neuroscience PhD*—Applications 1999–2000, 30. Total applicants accepted 1999–2000, 4. Total enrolled 1999–2000 full-time, 15. New applicants enrolled 1999–2000, 4. Openings 2000–2001, 3. *Developmental PhD*—Applications 1999–2000, 33. Total applicants accepted 1999–2000, 4. New applicants enrolled 1999–2000, 4. Total enrolled 1999–2000 full-time, 18. Openings 2000–2001, 4. *Cognitive science PhD*—Applications 1999–2000, 15. Total applicants accepted 1999–2000, 1. New applicants enrolled 1999–2000, 1. Total enrolled 1999–2000 full-time, 4. Openings 2000–2001, 1.

Other Student Information: Of 15 full-time students first enrolled in 1999–2000, 10 are women, 1 is Black. Of students first enrolled in 1998–1999, 100% have continued in the program.

Degree Requirements: *PhD*—120 semester hours, dissertation, research. Less emphasis on coursework for nonclinical programs.

Admission Requirements:

Courses: Courses listed include undergraduate psychology and other courses required (R) or preferred (P) for admission. Listings appear as follows: course name, number of hours (R or P). *Undergraduate Psychology Courses:* Statistics 3 (R), Behavioral Neuroscience 3 (P), Learning 3 (P), Cognitive 3 (P), Abnormal 3 (P), Developmental 3 (P), Experimental Methods 3 (R). *Other Undergraduate Courses:* Biology 6 (P), Chemistry 6 (P), Anatomy and Physiology 3 (P), Mathematics 9 (P), Computer Science 3 (P).

Scores/GPAs: Entries appear in this order: required test or GPA, minimum score (if required), *median score of students entering in 1999*. *Doctoral Programs:* GRE-V no minimum stated, 530; GRE-Q no minimum stated, 642; GRE-V+Q no minimum stated, 1190; overall undergraduate GPA 3.20, 3.59; last 2 years GPA 3.20.

Other Criteria (importance of criteria rated low, medium, or high): GRE/MAT scores high, research experience high, work experience low, extracurricular activity low, clinically related public service medium, GPA high, letters of recommendation high, interview medium, statement of goals and objectives medium.

Tuition for Full-Time Study: State residents \$104 per credit hour; nonstate residents \$208 per credit hour.

Housing and Day Care: On-campus housing is available for single students. Average cost of on-campus housing per academic year: \$3,200. Day care facilities are available off campus.

Financial Assistance: *Teaching assistantships* available only for advanced students. Average amount paid per academic year: \$13,000. Average number of hours worked per week: 15. *Research assistantships* available for first-year and advanced students. Average amount paid per academic year: \$13,000. Average number of hours worked per week: 20. Tuition remission given: partial. Apply by January 15. *Traineeships* available for first-year and advanced students. Average amount paid per academic year: \$13,000. Average number of hours worked per week: 20. Tuition remission given: full. Apply by January 15. *Fellowships and scholarships* available only for first-year students. Average amount paid per academic year: \$13,000. Average number of hours worked per week: 15. Tuition remission given: full. Apply by January 15. *For information on financial assistance, contact:* Program Directors. Clinical: Dr. Jesse Milby; Developmental: Dr. Michael Windle; Behavioral Neuroscience: Dr. Alan Randich; Cognitive Science: Dr. Michael Sloane.

Additional Comments:

Orientation, Objectives, and Emphasis of Department: The Department offers four doctoral programs: Clinical/Medical Psychology, Behavioral Neuroscience, Developmental Psychology, and Cognitive Science. Each program promotes rigorous scientific training for students pursuing basic or applied research careers. The programs are designed to produce scholars who will engage in independent research, practice, and teaching. Medical Psychology is a specialty within clinical psychology that focuses on psychological factors in health care. It is cosponsored by the UAB School of Medicine. The Behavioral Neuroscience Program provides individualized, interdisciplinary training for research on the biological bases of behavior. The Developmental Program trains students to conduct research to discover and apply basic principles of developmental psychology across the lifespan in an interdisciplinary context. Students are exposed to the issues of development in its natural and social contexts, as well as in laboratories. The Cognitive Science Program explores systematic, comprehensive issues concerning mind/brain in general and about intelligence and cognition in particular. Faculty research interests include: health psychology,

substance abuse, clinical neuropsychology, psychopharmacology, human psychophysiology, brain imaging, sensation and perception, spinal cord injury, control of movement, aging, mental retardation/developmental disabilities, pediatric psychology, social ecology, cognitive development, developmental psychopathology, psychosocial influences on cancer, pain, and clinical outcomes evaluation.

Special Facilities or Resources: The University of Alabama at Birmingham is a comprehensive, urban research university, recently ranked by *U.S. News and World Report* as the number one up-and-coming university in the country. The UAB Psychology Department, in the School of Social and Behavioral Sciences, ranks among the top 5 psychology departments in the U.S. in federal research funding. The UAB campus encompasses a 65-block area on Birmingham's Southside, offering all of the advantages of a university within a highly supportive city. Resources are available from the School of Medicine, Department of Physiological Optics, School of Public Health, Civitan International Research Center, Sparks Center for Developmental and Learning Disorders, Center for Aging, Department of Pediatrics, Department of Psychiatry and Behavioral Neurobiology, Neurobiology Research Center, School of Education, School of Nursing, Department of Computer and Information Sciences, Department of Biocommunications, University Hospital, a psychiatric hospital, and Children's Hospital.

Alabama, University of, in Huntsville

Department of Psychology

Liberal Arts

Morton Hall 333, University of Alabama in Huntsville

Huntsville, AL 35899

Telephone: (256) 890-6191

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E-mail: jamesr@email.uah.edu or blissj@email.uah.edu

Web: <http://www.uah.edu/colleges/liberal/psychology/>

Department established: 1968. Chairperson: Robert E. James. Number of Faculty: *Total*—full-time 6; *women*—full-time 4; *minority*—full-time 1.

Programs and Degrees Offered: Listed in the following order: Program area, degree type (T if terminal master's), number awarded 7/98-6/99. Experimental-general MA (T) 5.

Application Information: *Send to:* Department Chair, Department of Psychology, Morton Hall 335, University of Alabama in Huntsville, Huntsville, AL 35899. Students are admitted in the Fall, *application deadline June 1*; Spring, *application deadline January 1*. *Fee:* \$35.

Student Information: *Experimental-general MA*—Applications 1999–2000, 13. Total applicants accepted 1999–2000, 7. New applicants enrolled 1999–2000, 7. Total enrolled 1999–2000 full-time, 10. Total enrolled 1999–2000 part-time, 3. Openings 2000–2001, 7.

Other Student Information: Of 5 full-time students first enrolled in 1999–2000, 4 are women. Of 2 part-time students first enrolled in 1999–2000, 1 is female. Of students first enrolled in 1998–1999, 85% have continued in the program.

Degree Requirements: *Master's*—30 semester hours, computer skills, thesis, research.