

DEPARTMENT OF PSYCHOLOGY
Illinois State University
(revised June 2003)

Graduate Programs

The second goal of the Department of Psychology is to provide excellent graduate programs in selected areas that serve the needs of the region, build on strengths of the department, complement other graduate programs in the state university system, and meet relevant licensure or accreditation standards. One outcome of accomplishing this goal is to enable students to secure doctoral positions or professional jobs appropriate to the training goals of the programs. To achieve this goal, graduate students in psychology should demonstrate at a more advanced level the six competencies targeted for undergraduates. The department also has the following student learning objectives, listed by program. Graduate students in psychology should be able to:

M.A., M.S., Psychology

Developmental Sequence

1. Explain how age-normative, history-normative, and nonnormative influences affect stability and change across the life-span.
2. Understand broad metatheoretical arguments within the discipline, such as the nature vs. nurture, continuity vs. discontinuity, organismic vs. mechanistic vs. dialectic debates and explain how major theories of development stand on these metatheoretical arguments.
3. Be sensitive to developmental issues facing individuals from varying cultures, gender, and ethnic groups.
4. Appreciate the scientific nature of the field and understand how developmental designs can capture basic developmental processes.
5. Appreciate the fact that there are multicontextual (e.g., family, peers, schools) influences on development.
6. Understand and appreciate the multidisciplinary nature of the discipline.

Quantitative Sequence

1. Design data collection with analysis in mind, including both experimental paradigms and survey/correlational paradigms
2. Construct, develop, and evaluate tests

3. Understand univariate and multivariate statistical procedures as part of the general linear model
4. Be proficient with SPSS and other computer programs
5. Use effectively communication skills in consultation
6. Critically evaluate research from a quantitative and analytic perspective
7. Interpret quantitative procedures, identifying strengths and weaknesses of various quantitative procedures and their applications to research problems

Cognitive and Behavioral Sciences Sequence (to be added)

Industrial/Organizational-Social Sequence (to be added)

M.S., Clinical-Counseling Psychology (currently a sequence in the above program but petitioning to become a separate program)

1. Think critically
2. Be sophisticated consumers of psychological and psychiatric research
3. Integrate research with practice
4. Demonstrate personal and professional competencies needed to provide mental-health services to a diverse clientele
5. Understand multiple philosophies of human development, etiologies of psychological distress, and treatment
6. Take a holistic approach to mental health, incorporating strengths from both traditional clinical psychology and traditional counseling psychology philosophies in their work

S.S.P., Specialist in School Psychology

1. Demonstrate skills in assessment and direct and indirect interventions for youths with academic and learning concerns
2. Demonstrate skills in assessment and direct and indirect interventions for youths with social/emotional/behavioral difficulties
3. Demonstrate professional socialization in psychology and school psychology
4. Understand research methodologies, be an informed consumer of professional research literature, and be a life-long learner

Ph.D., School Psychology

1. Understand basic psychological principles and use them to understand and explain human behavior

2. Develop skills in assessment, intervention and collaborative problem-solving (consultation) from a developmental-ecological perspective for youths with academic/learning concerns and social/emotional/behavioral difficulties
 3. Demonstrate professional socialization in psychology and school psychology
 4. Demonstrate professional-level knowledge about research and skills to conduct it
 5. Develop additional competence in the knowledge and skills in a chosen area of emphasis.
-