

**UC DAVIS**

**Department  
of  
Psychology**



**Applying to Graduate School  
Guide**

# Questions to ask yourself if you are thinking of going to graduate school

by Christine R.B. Boake, University of Tennessee

Faculty are very concerned about accepting students who will fit into the graduate environment well, and who will progress towards a degree at a reasonable rate. Graduate training is not like undergraduate school; you don't take a certain number of class hours with a certain GPA in order to get a degree. Frequently grad school is like an apprenticeship; the match between student and advisor is central. We faculty have limited resources to give to graduate students (graduate training is only one item on a long list of our responsibilities) and thus we want to choose those who will fit best into our school and our labs. We are looking for applicants who are smart, who show initiative, who share research interests with us, and who have some experience in research.

## 1. Why do you want to go to graduate school?

This is the most important question on the list. Graduate work is arduous and often emotionally draining; you will make barely enough money to live on, and you will have very little private time. Some people apply to graduate school because they can't think of anything else to do; they are the students who are most likely to be unhappy and drop out. Unless you have very strong reasons for wanting to do graduate work, you should not contemplate it. If you are clear on your goals, then the following advice may help you attain them.

## 2. How do I find a program that suits me?

The value of programs is that they have concentrations of faculty who are doing things, which might interest you. Some programs have funding that provides student stipends and various goodies. However, plenty of good faculty in your field are not in programs.

## 3. How do I find a faculty adviser?

Overview: Read professional publications; faculty that are active in research will also be active in publishing. Use the library.

Procedure: Start by recalling undergraduate courses and topics that you enjoyed. Check the textbook; usually you'll find some suggestions for further reading. Look up those materials. Get into the primary literature: this encompasses the original research articles that are published in scholarly journals (rarely in books). Most university libraries receive the major journals in every field that their faculty cover. Ask a professor or a librarian to suggest appropriate journals. Read through the table of contents for the past year or so in each journal, and examine whichever articles grab you. Use the "literature cited" section at the end of the article to find related material. After a while you will begin to get familiar with the names of people who are doing work that interests you. You'll need to figure out from among the authors who is a professor and who is a student (your own faculty can help you with this).

You can also ask faculty at your current school to recommend potential advisors. Then go to the library and read those people's papers. Try to focus on more than one potential advisor, to keep your options open.

## 4. How do I get accepted to work with the person I have chosen?

a) Get undergraduate research experience. First, past research experience is an important indicator of a student's maturity and the ability to get involved in future research. Second, undergraduate research experience will allow you to decide whether a research degree suits your temperament; we want to accept students whom we think will be happy and productive in the lab. Finally, conducting research in someone's lab allows you to get a really strong and detailed letter of reference from a professor who knows you well. The best research experience would be work that leads to a publication with you being one of the authors.

b) Develop a personal contact with a potential adviser. Every graduate program gets far more applicants than can be trained. Successful graduate work depends on a strong mentoring relationship between student and advisor (for everyone except the most outstanding students, who know all this already and don't need my advice). Write to the professor that you want to work with; state that you have read several of his or her papers, and ask whether there will be any spaces for graduate students in that lab. Write early; the professor may get many such

letters, and you need to stand out. If the person has room and is sufficiently impressed with you, he or she will go to bat for you with the Graduate Admissions committee. Strong advocacy from a respected faculty member can lift an otherwise average applicant to the top of the heap.

c) Meet the application deadline. Most graduate programs have one deadline a year, and it is often in January. If you want to enter graduate school the following fall or spring, you must meet the deadline. If you miss it, your file will either be tossed out or languish for a year. The deadline will be clearly marked on the materials that are sent to you. It is your responsibility to make sure that all parts of your application are complete, including letters of reference. If you have difficulties with the application, do not hassle the secretaries; they will just get mad at you and will be less willing to help you.

## **5. What about grades and GREs?**

Most schools have cutoffs; if your GPA or your GREs are too low, your application will not be considered. Similarly, if you have not taken certain courses as an undergraduate psychology courses, you may be out of the running. These requirements are listed in the Graduate Catalog; if it is not sent to you when you receive application forms, find it in the library or request one. If you have only one or two deficiencies, you may be accepted as a provisional student (if everything else about you puts you above the other applicants). If you have a lot of deficiencies you could consider making them up as a non-degree student at your current institution or at a community college. If your psychology GPA and your GREs are low, you should go back to question 1, above.

A few students have such excellent records that they will be admitted immediately and offered financial perks. The vast majority of applicants will be in some nebulous area; above the cutoffs but not automatically accepted. Many departments have policies of not accepting any student without (a) a potential faculty advisor, and (b) financial support. Chances are, you'll be in the nebulous group: your application will sit in a file cabinet, and unless a faculty member speaks for you, you'll eventually be rejected. That's why your personal contact with a faculty member will pay off.

## **6. What about money?**

You should have grave reservations about attending graduate school without an offer of financial support; grad school is emotionally draining enough without having the additional huge financial burden of loans to finance school. Most graduate students in my field are supported by teaching assistantships; these pay enough money to live on, plus tuition and fees. A faculty member with generous grant funding may be able to support a student on grant funds; such support will tie you in to working on the professor's project but will allow you to spend far more time on research than otherwise. As an aside, being a TA in general psychology is valuable if you seek an academic career in psychology, because it makes you more employable after you get your PhD.

## **7. What if I am accepted at more than one school?**

If you are offered a place in a graduate program, try to visit before accepting the offer (the school may be able to help with your travel expenses). When you visit, make sure that you talk to your potential advisor, the chair of the department, the head of the graduate affairs committee, and to many students. The faculty will tell you the rules, and the students will give you the inside story. You need to figure out the best match between yourself and a graduate program. One common difficulty can be with a famous adviser; scientists who are well known in their field usually spend a great deal of time on research and on traveling (they get invited to meetings and other universities frequently). This can mean that a famous scientist does not have much time to spend with a student; the other students in the department can tell you if such a problem exists. If you encounter this possibility, you need to decide for yourself the relative benefits of being in the laboratory of a well-known person or getting individual attention.

## **8. An issue of particular importance to single students.**

Unfortunately, single students often have a more difficult time in grad school than those in long-term relationships, because partners often provide both economic and emotional support. (Over several decades I have seen that far fewer female than male students have such a strong

built-in support.) Try to find a graduate program where the students interact with each other a lot, because good relations with other students can provide a great deal of emotional support. Also try to find a supportive advisor; the current students can give the best advice in this area. By forewarning you about these additional stresses, I hope I can forewarn you to cope with them.

## SOME TIPS ON APPLYING TO GRADUATE SCHOOL IN PSYCHOLOGY

We hope that you will find the following information helpful in reducing the anxiety, which normally accompanies the graduate school application process. An excellent source of additional information is the Pre-Graduate School Advising Office in Advising Services, South Hall.

The process involves the following stages:

- Selecting the appropriate school
- Preparing for the G.R.E. and M.A.T.(Miller Analogies Test)
- Writing the statement of purpose
- Requesting letters of recommendation
- Sending the application
- Waiting for the results

Before describing each step in detail, we would like to suggest that you take fewer units during the fall quarter of the year in which you apply. Once you start reading these pages and begin assessing the amount of work involved you will probably appreciate this advice.

If you have questions feel free to schedule an appointment with an academic advisor in the Advising Center in 141 Young.

### **Step 1 - Selecting the appropriate schools**

a. Look over a copy of *Graduate Study in Psychology*, which is available in the Advising Center (141 Young) and in Advising Services, South Silo. Browse through the various programs that it describes and make a preliminary list of the schools that seem attractive to you. Talk to faculty members in your area of interest on the relative merits of these programs and ask for suggestions on others you haven't listed. You can also search the Web at <http://www.gradschools.com>.

b. Make a card or a list for each school with the following items:

1. Entrance exams (e.g., do they require G.R.E. general and subject, M.A.T.?) G.P.A. (what is the minimum?)
2. Tuition and financial aid (Do they provide aid for first year students? How much? In what form? Teaching Assistant positions?)
3. What is the rate of accessibility? (Are 90 people applying for one place or is the ratio better?)
4. If in clinical, is it an APA approved program? Check to see if a program is accredited at these Web sites:

Middle States Association of Colleges and Schools	<a href="http://www.msache.org">www.msache.org</a>
New England Association of Schools and Colleges	<a href="http://www.neasc.org">www.neasc.org</a>
North Central Association of Colleges and Schools	<a href="http://www.ncahigherlearningcommission.org">www.ncahigherlearningcommission.org</a>
Northwest Commission on Colleges and Universities	<a href="http://www.nwccu.org">www.nwccu.org</a>
Southern Association of Colleges and Schools	<a href="http://www.sacscoc.org">www.sacscoc.org</a>
Western Association of Schools and Colleges	<a href="http://www.wascweb.org">www.wascweb.org</a>

APA/CPA accredited programs typically meet the requirements for licensure and major credentialing organization in psychology. ASPPB/National Register designated programs typically meet

the requirements for licensure and major credentialing organizations in psychology. Programs not accredited may qualify you for licensure in certain states, but they are not universally accepted by licensing boards. You will not qualify for any of the major credentials if your program is not accredited or designated.

5. If in clinical, what is the emphasis of the program (applied/research) and what is the orientation (behavioristic, psychoanalytic, etc.)?
  6. What is the deadline for financial aid, fellowships, and applying?
- c. After you've selected a few schools, take a look at the bulletin board for graduate information across from 169 Young Hall. You may be able to eliminate some schools from further consideration.
  - d. Send e-mail to more schools than you consider applying to and request applications and more information regarding their programs. (Some brochure/requirements will probably make you enthusiastic, some dismayed.) You can now narrow the number of schools to which you apply. We suggest sending the requests to each school at the beginning of August during the year in which you're applying. Be sure to ask for a list of faculty publications and areas of faculty research interest.
  - e. Apply to a range of schools, e.g., some top schools, some good schools, some adequate-plus schools, some Ph.D. programs, and some M.A. programs.

### **Step 2 - The G.R.E.**

You can find out which schools require G.R.E., M.A.T., etc., from *Graduate Study in Psychology*. If you are like most psychology majors, not having had much math for four years, you might want to brush up on your math skills. A practice test is available on the Web at <http://www.ets.org>

- a. Pick up a GRE information and registration bulletin at Advising Services, South Silo. Obtain one or more of the various math review booklets for the G.R.E. at any bookstore. Find out in which sections you are weak and work on them. We suggest timing yourself according to the time limits set by the book. You may find that although you remember a lot of the math, it may take you a long time to work out the problems.
- b. How is your English? Are you good at analogies? You may wish to go over some of these also and to familiarize yourself with the structure of the test.
- c. There are also practice test books for the M.A.T
- d. For the G.R.E. subject test in Psychology, we suggest reviewing a good Psychology 1 textbook. You may also want to browse through a book, which has short descriptions of major psychological theoreticians. Norby and Hall's *A Guide to Psychologists and Their Concepts* published by W. H. Freeman and Co. might be useful. If you haven't had courses in social, clinical, physiological, history of psychology, etc., you may want to look over some of the introductory paperbacks in these areas also. Check the G.R.E. information on the Web at [ets.org](http://ets.org) to see exactly what areas will be covered on the exam.
- e. It takes 15 working days for the E.T.S. to report the scores. Take the tests early enough so you don't miss the deadlines. The December subject test is the last regularly scheduled exam you should sign up for since many schools have a January 15 or earlier deadline for application materials. TA computerized test is available six days a week at area locations.
- f. Keep records of your score reports. As in every bureaucracy, you may find that E.T.S. did not send the scores, or that they reached the wrong department, etc.

- g. The main thing is to not allow yourself to feel that your whole future rests upon the G.R.E. test. Prepare to the best of your ability then relax prior to the exam--a calm and confident mind-set will yield the best results.

### **Step 3 - Writing the statement of purpose**

Make sure to include what is unique about you since each school is interested in different aspects of one's life, work, schooling, etc. Attempt to briefly convey a convincing picture of yourself and your abilities. We suggest including your related experiences (internships, etc.), your areas of interest, why the school's program is attractive to you (including reference to particular faculty members' research) and your future goals and aspirations. The pre-grad school adviser at Advising Services has an excellent handout on writing the statement of purpose and will critique your statement of purpose for you.

Have friends or professors in your area of interest read and criticize it before you write the final draft. What may seem obvious to you may not be too clear to others.

Writing the essay may take a considerable amount of time and thinking. Do not let yourself get discouraged. Try to write the best statement you can. It is one of the most important aspects of your application. Type it and try not to exceed two pages—you want the committee to read it!

### **Step 4 - Letters of recommendation**

Asking a professor to write a recommendation letter may seem a daunting task, but it would be worth your while to overcome any personal inhibitions and drop in to see professors early in fall quarter of your senior year.

#### **Suggested Tips**

- a. Ask three professors to write letters for you. Now that you have the option to read these letters, it might be beneficial for you to determine which of these letters are helpful and which are not.
- b. If in clinical, request a letter from your field setting also.
- c. When you go to professors to request a letter, it might help if you provide them with copies of your transcripts, your statement of purpose, the list of schools to which you intend to apply, and a solid Psychology term paper you have written. Professors appreciate this kind of information.
- d. Did you take a seminar, 199, 198, or 194H from that professor or were you just an anonymous student in a huge class in which the professor didn't even know you were present? Don't forget that the professors might have difficulty writing you a letter if they don't know who you are.
- e. A graduate letter service is offered by Advising Services in South Silol.

### **Step 5 - Sending the application**

After finishing the previous steps, start filling out the applications. Useful things to consider might be:

- a. Cost of applying.
- b. Matching your interests with those of the faculty members in your chosen school as well as with the general orientation of the program.
- c. Requesting transcripts. It might be helpful to keep the receipts of your transcript requests; irregularities and extra-pays for lost forms are not uncommon.
- d. Organize your correspondence. Keeping a separate file in which copies of all correspondence with the schools (include dates) are recorded might help you in clearing up confusion as well as in meeting the requirements of your selected schools.

- e. Apply to more than one school. Although it may seem unnecessary to apply to ten schools, it may be well worth it when you get the acceptance notices. It reduces the risk of not being accepted, as well as provides an opportunity for you to later choose the best one of the schools that accepts you.
- f. Send a good paper, a research proposal, or any written work that you are proud of along with your application if required.
- g. Don't get discouraged and don't leave things for the last minute. Being organized and meticulous in attending to details may very well pay off in the long run.

**Step 6 - The waiting period or how to tolerate ambiguity**

The idea of not knowing what the future holds for you if you are accepted. Where will you be spending the next four to six years, will you be willing to leave your friends behind, will you have enough money, etc.? These are things to consider. Be optimistic. Things always come out all right in the end. Just be patient and think positive.

Around April you will start hearing form the various schools. After a long period of waiting, receiving acceptance letters is truly rewarding and relieving. Don't be concerned if you receive some rejection letters. Remember that the remaining schools may be interested in you and that they may be more suited for you.

Now you can really relax and take your last quarter at UC Davis easily and joyfully. You have passed a major "initiation ritual" and you can feel proud of yourself. If things don't work out getting into a program, consider applying again next year. Good luck in graduate school or in whatever interests you pursue!

**GRADUATE DEGREE OPTIONS**

**DOCTORAL LEVEL**

- Ph.D. in Clinical Psychology  
Prepares graduates to be research practitioners
- Psy.D. in Clinical Psychology  
Prepares graduates to provide therapy and clinical services
- Ph.D. in Psychology
- Ed.D. or Psy.D. in School Psychology
- MD with Psychiatry as a specialization

**MASTERS LEVEL**

Some master's programs offer terminal degrees leading to immediate employment or to licensure as an LCSW or MFT and others are designed for students continuing on for a doctorate.

- MA in Psychology
- MS in Psychology
- Master of Social Work (MSW)
- Master of Education (M Ed)
- MA in Educational Psychology
- MA in Counseling Psychology
- MA in Industrial & Organizational Psychology

**LICENSED SPECIALTIES**

This is a brief overview of the licensing requirements for the State of California. Please refer to the specific laws and regulations for complete information.

## **Psychologist**

Psychologists assess and treat people's mental and emotional disorders. They emphasize the understanding, assessment, diagnosis, and treatment of individuals in psychological distress focusing attention on psychological and personality variables as they impact on an individual person.

### Qualifications

- a) Must possess an earned doctorate in psychology, education psychology, and education with the field of specialization in counseling psychology or educational psychology or possess an earned doctorate degree deemed equivalent by the Board. Such degree or training must be from an accredited institution as approved by the Board.
- b) Must have engaged for at least two years (3000 hours) in supervised professional experience under the direction of a licensed psychologist, at least one year of which shall be after being awarded the doctorate in psychology.
- c) Take and pass the exam required by the Board.
- d) Show that he or she has completed training in the detection and treatment of alcohol and other chemical substance dependency, human sexuality and child abuse assessment and reporting.

## **Licensed Clinical Social Workers (LCSWs)**

Clinical Social Workers help people cope with stress stemming from interpersonal or social problems while simultaneously enhancing society's responsiveness to those in need. They apply and provide knowledge of social resources, human capabilities and the part that unconscious motivation plays in determining behavior to help people to achieve more adequate, satisfying and productive social adjustments. They provide counseling of a non-medical nature to individuals, families or groups; provide information or referral services; and help communities to organize, provide, or improve existing social or health services.

### Qualifications

- a) Must possess a master's degree from an accredited school of social work.
- b) Must have 2 years (3200 hours) of postmaster's supervised experience.
- c) Have completed adequate instruction and training in the subject of alcoholism and substance abuse dependency, human sexuality and child abuse.
- d) Must take and pass exam required by the Board.

## **Marriage and Family Therapists (MFT)**

Marriage and Family Therapists provide counseling to families and individuals experiencing difficulty and distress, and are in need of effective counseling in order to enable them to improve and maintain healthy family relationships. Interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments.

### Qualifications

- a) Must possess a doctor's or master's degree in Marriage, Family & Child Counseling, marital or family therapy, psychology, clinical psychology, counseling psychology, counseling with an emphasis in marriage, family and child counseling or social work with an emphasis in clinical social work, obtained from an accredited school, college, or university.

- b) Must have at least 2 years (3000 hours) supervised experience, one half of which must be post master's experience.
- c) Must complete coursework or training in human sexuality, child abuse assessment and reporting and alcoholism and other chemical substance dependencies.
- d) Must take and pass exam required by Board.

## **Licensed Educational Psychologist**

Educational Psychologists provide educational evaluation, diagnosis and test interpretation limited to assessment of academic ability, learning patterns, achievement, motivation, and personality factors directly related to academic learning problems. They also provide counseling services for children or adults for amelioration of academic learning problems and provide educational consultation, research and direct educational services.

### Qualifications

- a) Must possess at least a master's degree in psychology, educational psychology, school psychology or counseling and guidance or equivalent degree as determined by the Board of Behavior Science Examiners.
- b) Must have successfully completed 60 semester hours of postgraduate work devoted to pupil personnel services.
- c) Must furnish proof of 3 years of full-time experience as a credential school psychologist in the public schools.
- d) Furnish written statements from 2 sponsors having personal knowledge of his/her professional competence.

## **PSYCHOLOGY GRADUATE PROGRAMS IN CALIFORNIA**

**Alliant International University** Systemwide Admissions Office (866) 825-5426

<http://www.alliant.edu/wps/wcm/connect/website>

*California School of Professional Psychology Programs:* Marital and Family Therapy; MA, PsyD, Clinical Psychology, PhD, PsyD; Psychopharmacology, MS

**Alliant International University, San Francisco Bay:** (415) 955-2047

**Alliant International University, Fresno:** (800) 416-4885

**Alliant International University, Los Angeles:** (626) 284-2777

**Alliant International University, Irvine:** (949) 833-2651

**Alliant International University, San Diego:** (858) 635-4772

**Alliant International University, Sacramento** (916) 561-3205

**Antioch University, Santa Barbara:** (805) 962-8179 <http://www.antiochsb.edu>

Clinical MA (T), Organizational Management MA, Education & Teaching Credential MA, Education - Social Justice Educational Leadership MA, Doctor of Psychology, PsyD in Clinical Psychology

**Biola (La Mirada):** (562) 903-6000

<http://www.biola.edu>

Clinical Ph.D.: full, Clinical Psy.D.: full

**California, University of, Berkeley, Department of Psychology:** (510) 642-1382  
<http://psychology.berkeley.edu/graduate/index.html>

Clinical Science Ph.D., Behavioral Neuroscience Ph.D., Cognition, Brain & Behavior. Ph.D., Change, Plasticity and Development Ph.D., Social-Personality Ph.D.

**California, University of Davis, Department of Psychology:** (530) 752-9362  
<http://psychology.ucdavis.edu>

Psychobiology Ph.D., Developmental Ph.D., Perception, Cognition, Cognitive Neuroscience Ph.D., Social-Personality Ph.D., Quantitative Ph.D.

**UC Davis, Department of Human Development:** (530) 752-1926  
<http://hcd.ucdavis.edu>  
Human Development Ph.D.

**California, University of, Irvine Cognitive Sciences Program:** (949) 824-6861  
<http://socialecology.uci.edu/psb>  
Health, Development, Social-Personality, Psychopathology, Psychology and Law, Ph.D.

**California, University of, Los Angeles:** (310) 825-2961  
<http://www.psych.ucla.edu/graduate>  
Behavioral Neuroscience, Clinical, Cognitive, Developmental, Health Psychology, Learning and Behavior, Quantitative, and Social Psychology, Ph.D.

**California, University of, Riverside, Department of Psychology:** (951) 827-6306  
<http://www.psych.ucr.edu>  
Social/Personality, Cognitive, Neuroscience, Developmental, Ph.D.

**California, University of, Santa Barbara, Department of Psychology:** (805) 893-2793  
<http://www.psych.ucsb.edu>  
Perception, Cognition, Cognitive Neuroscience, Sciences, Social Psychology, Neuroscience & Behavior, Developmental & Evolutionary, Ph.D.

**UC Santa Barbara, School of Education:** (805) 893-3375  
<http://education.ucsb.edu/>  
Ph.D. in Counseling, Clinical, or School Psychology; M.Ed. with Pupil Personnel Services Credential in School Psychology; M.A. in Counseling Psychology offered as an option en route to the Ph.D.

**California, University of, Santa Cruz:** (831) 459-2002  
<http://psych.ucsc.edu/>  
Social Psychology Ph.D., Cognitive Ph.D., Developmental Ph.D.

**California Institute of Integral Studies (San Francisco):** (415) 575-6100 FAX (415) 575-6124  
<http://www.ciis.edu/>  
Clinical Psy.D.,  
MA programs: Community Mental Health, Integral Counseling, Drama Therapy, Expressive Arts Therapy, Somatic Psychology

**California Lutheran University:** (805) 493-3175  
<http://www.clunet.edu>  
Clinical MA, Martial & Family Therapy MA, Counseling & Guidance MS

**California Polytechnic State University:** (805) 756-2033  
<http://www.calpoly.edu/~psychhd/masters.html>  
Marriage & Family Therapy MS (T)

**California State University, Bakersfield:** (661) 654-2375

<http://www.csubak.edu>

<http://www.csub.edu/cpsy>

Counseling – Psychology, MS, School Counseling, Marriage & Family Child Therapy

**California State University, Chico:** (530) 898-5147

<http://www.csuchico.edu>

Marriage, Family and Therapy (MFT) (MS), (MA), Pupil Personnel Services credential program (school psychology) (MA & credential), Psychological Science, Ph.D. preparation

**California State University, Dominguez Hills:** (310) 243-3642

<http://www.nbs.csudh.edu/psychology/ma>.

Psychology, MA

**California State University, Fresno:** (559) 278-2691

<http://www.csufresno.edu/>

Psychology, MA, Specialization in Applied Behavior Analysis, MA, School of Psychology, Ed.S.

**California State University, Fullerton:** Phone: (714) 278 3514

<http://www.fullerton.edu/>

Clinical in prep for MFT MS, General Psychology MA

**California State University, East Bay:** (510) 885-3011

<http://www.csueastbay.edu/>

Counseling (MS & Credential), Educational and Psychological Studies, MS

**California State University, Long Beach:** (562) 985-8685

<http://www.csulb.edu/>

General (predoctoral) MA, Industrial/Organizational MS, Counseling School Psychology MA, Human Factors, MS

**California State University, Northridge:** (818) 677-2827

<http://www.csun.edu>

General Psychology MA, Clinical/ Health Psychology MA, Human Factors, General Experimental MA (T), School Psychology MA+credential (T)

**California State University, Sacramento, Department of Psychology:** (916) 278-6254

<http://www.csus.edu/>

Counseling MA (T), Industrial/Organizational MA (T), Doctoral preparation MA (T)

Areas of study: Clinical, Cognitive, Cognitive Neuroscience, Developmental, Experimental, Personality, Social, Quantitative

**College of Education:** (916) 278-6622

Psychology School Counseling Program MA (T)

**California State University, San Bernardino:** (909) 537-5570

<http://www.csusb.edu/>

General-Experimental, MA (T), Clinical Counseling, MS (T), Industrial/Organizational MS (T), Child Development, MA

**California State University, San Marcos:** (760) 750-4102

<http://www.csusm.edu/>

Psychology, MA (T)

**Chapman University:** see Web site for campuses

<http://www.chapman.edu/>

Marriage & Family Therapy MA (T)

**Claremont:** (909) 621-8084

<http://www.cgu.edu>

Social MA (T), Ph.D., Cognitive MA, Ph.D., Organizational Behavior MA (T) Ph.D.,  
Program design, management & evaluation MA (T), Applied Developmental, MA, Ph.D.,  
Human Resources Design MS (T)

**Fielding Institute (Santa Barbara):** (800) 340.1099, (805) 687-1099

<http://www.fielding.edu>

Clinical Ph.D., Human & Organizational System Ph.D. MA, Human Development Ph.D. Media Psychology,  
Ph.D.

**Fuller Theological (Pasadena):** (800) 238-5537, (626) 584-5400

<http://www.fuller.edu>

Clinical Ph.D.-full, Clinical Psy.D.-full, Marital & Family Therapy MS, Family Studies MA,

**Humboldt State University:** (707) 826-3755, FAX (707) 826-4993

<http://www.humboldt.edu/>

Academic Research MA (T), Counseling MA (T), School Counseling & Psychology MA (T)

**La Verne (La Verne):** (909) 593-3511, ext. 4244

<http://www.ulv.edu/>

Clinical, Psy.D. , Ph.D., Clinical Community Psy.D., Marriage, Family Therapy MS (T) Counseling: College  
Counseling and Student, MS

**Loma Linda:** (909) 558-1900

<http://www.llu.edu>

Experimental Ph.D. MA, Clinical Ph.D., Psy. D., Psychology MA, Marital & Family Therapy MS, DMFT,  
Ph.D.

**Loyola Marymount (Los Angeles):** (310) 338-2982 (310) 338-7726

<http://www.lmu.edu/>

Marriage and Family MA, (Clinical Art Therapy), General Counseling, Counseling, MA, School Psychology,  
MA

**Pacific, University of the:** (209) 946-2765

<http://www.uop.edu>

Psychology MA, Educational Psychology, MA , Ed

**Pacific Graduate School of Psychology (Palo Alto):** (800) 818-6136, FAX (650) 493-6147

<http://www.pgsp.edu>

Doctor of Psychology Psy.D. Consortium Training Program, Psychology, Ph.D., Forensic and Correctional  
Psychology , MA

**Pepperdine (Culver City):** (866) 503-5460, (310) 568-5605

<http://www.pepperdine.edu/>

Clinical Psy.D.: full, Clinical MA (T), General Psychology MA

**San Diego State University/UC San Diego:** (619) 594-5358

<http://www.sdsu.edu/>

Clinical Ph.D.: full, Psychology MA, Psychology MS, Applied Psychology (Industrial/Organizational Program  
Development Implementation & Evaluation) MS

**San Francisco, University of, School of Education:** (415) 422-6868

<http://www.usfca.edu>

Counseling Psychology MA, School Counseling MA, Marriage & Family Therapy MA

**San Jose State University:** (408) 924-2447

<http://www.sjsu.edu/>

Experimental Psychology MA , Clinical/Counseling MS , Industrial/Organizational MS

**Saybrook Institute (San Francisco):** (800) 825-4480

<http://www.saybrook.edu>

Psychology MA Ph.D., Human Science MA, Ph.D., Organizational Systems, Ph.D.

**Sonoma State University:** (707) 664-2411

<http://www.sonoma.edu/>

Organization development MA, Depth Psychology MA

**Sonoma State University (Department of Counseling):** (707) 664-2544

<http://www.sonoma.edu/Counseling/>

Counseling, MA

**Southern California, University of:** (213) 740-2203

<http://www.usc.edu/>

Clinical Ph.D, Brain and Cognitive Science, Ph.D., Quantitative Ph.D., Developmental Ph.D., Social Ph.D.

**Southern California, University of (School of Education):** (213) 740-3259

Counseling Psychology, MFT, Master of Education, School Counseling

**Stanford University:** (650) 725-2400

<http://www.stanford.edu/>

Developmental Ph.D., Social Ph.D., Personality Ph.D., Cognitive Ph.D., Neuroscience Ph.D.

**Stanford University (School of Education):** (650) 723-2109

<http://www.stanford.edu/dept/SUSE>

Social Science, Policy and Educational Practices, Ph.D., Psychological Studies in Education Ph.D., Social Sciences in Education Ph.D.

**Wright Institute (Berkeley):** (510) 841-9230 FAX (510) 841-0167

<http://www.wi.edu/>

Clinical Ph.D., Psy.D.

**NOTE:** American Psychological Association approves Ph.D. programs in clinical, counseling or school psychology (research programs are not evaluated by APA). (T) =Terminal Masters Degree

## **PSYCHOLOGY GRADUATE PROGRAMS**

### **Commonly Asked Questions**

**Q: What kinds of graduate programs are there?**

In general, there are five graduate psychology degree options:

1. Research-oriented Ph.D. programs
2. Practice oriented Clinical Ph.D. & Psy.D. programs
3. Counseling-oriented M.A. programs – usually leading to M.F.T.
4. Research oriented M.A. programs – Provide experimental training and preparation for research-oriented Ph.D. programs
5. Specialized programs – i.e. Organizational, school, social work, etc.

**Q: What is the difference between clinical psychology and counseling psychology?**

Clinical psychologists and counseling psychologists both receive the same license upon meeting the requirements for a clinical psychologist. A clinical psychologist usually deals with individuals who are moderately to severely mentally ill. A counseling psychologist tends to deal with normal or moderately maladjusted people having trouble coping with everyday life stresses.

**Q: What kind of license must I obtain to be a therapist?**

You need to check the licensing laws in each state as they do differ from place to place.

**There are four different licenses in the State of California:**

1. **Psychologist**
2. **Clinical Social Worker**
3. **Marriage & Family Therapist**
4. **Educational Psychologist**

**Q: What is APA accreditation?**

The American Psychological Association approves Ph.D. and Psy.D. programs in clinical, counseling or school psychology. Research programs are not evaluated by APA.

### **Time Line taken from *Insider's Guide to Graduate Programs in Clinical & Counseling Psychology***

#### **Freshman and Sophomore Years**

1. Take the core psychology courses — introduction, statistics, research methods/experimental, abnormal, physiological.
2. Find out about faculty interests and research.
3. Make preliminary contact with faculty members whose research interests you.
4. Explore volunteer opportunities in clinical settings.
5. Investigate various career choices.
6. Join psychology student organizations and become an active member.

7. Attend departmental colloquia and social gatherings.
8. Enroll in courses helpful for graduate school, including biological sciences, mathematics, writing, and public speaking.

## **Junior Year**

1. Take more advanced psychology courses, for example, cognitive, developmental, psychological testing.
2. Being clinical work, both volunteer and practicum.
3. Volunteer for research with faculty and begin researching a potential honors thesis/independent project.
4. Continue contact with faculty and upperclassmen.
5. Enroll in professional organizations, for example, student affiliate of American Psychological Association or American Psychological Society.
6. Apply for membership in your local Psi Chi chapter.
7. Draft a curriculum vitae to determine your strengths and weaknesses.
8. Attend a state or regional psychology convention.
9. Peruse graduate school bulletins and catalogues to acquaint yourself with typical requirements offerings and policies.
10. Surf the Web. Become comfortable with leading Web sites on graduate school admissions.

## **Application Year**

### **June-August**

1. Continue to acquire research competencies, clinical experiences about 20-40
2. Surf the Web and begin to gather information from program Web sites.
3. Begin to narrow down potential schools to 20-40.
4. Prepare for the GREs and perhaps the MATs.
5. Consider taking the GRE General Test if you are prepared; this will afford ample time to retake them in the fall if necessary.

### **August-September**

1. Download program information and applications from program Web sites and/or write to schools for information and applications.
2. Receive information packets and read through them.
3. Consult with advisors regarding various programs, application procedures, faculty of interest, etc.
4. Continue to study for the GREs.
5. Update you curriculum vitae.
6. Investigate possible financial aid opportunities.
7. Begin a file in Advising Services to save letters of recommendations.

8. Gather applications for salient fellowships and scholarships.

## **September-October**

1. Take the GRE test
2. Choose a short list of schools.
3. Record the deadlines for submitting each application.
4. Choose the faculty at each school that most interest you.
5. Research your area of interest, focusing on the work of faculty with whom you would like to work.
6. Write to faculty expressing interest in their work
7. Request a copy of your own transcript and inspect it for any errors or omissions.

## **October-November**

1. Take the GRE Psychology Subject Test. (if necessary)
2. Take the MAT (only if necessary).
3. Request letters of recommendation.
4. Arrange for the registrar to send your transcripts to schools.
5. Begin first drafts of your personal statement.
6. Gather information on financial aid and loans available to graduate students.

## **November-December**

1. Complete applications.
2. Maintain a photocopy of each application for your records.
3. If the opportunity arises, visit professors with whom you have been in contact.
4. Submit applications.
5. Verify that the applications and all necessary materials have been received
6. Request ETS forward your GRE scores to the appropriate institutions.

## **January-March**

1. Wait patiently.
2. Be prepared for surprise telephone interviews.
3. Relax
4. Practice and prepare for interviews.
5. Travel to interviews as invited.
6. Develop contingency plans if not accepted into any programs.

## April

1. If other programs make early offers, call your top choices to determine current status of your application.
2. Accept an offer of admission and promptly turn down less-preferred offers.
3. If not accepted, contact the APA Education Directorate in early May and request a copy of the "Graduate School Openings List." Call (202) 336-5710 or fax (202) 216-7620 or write Graduate Openings List, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-5963 or check the Web at [www.apa.org/ed](http://www.apa.org/ed)
4. Apply to a Master's program.