PSYCHOLOGY/APPLIED SOCIAL PSYCHOLOGY (BS/MA)

The five-year program in applied social psychology allows students to earn both the BS in Psychology (https://catalog.luc.edu/undergraduate/arts-sciences/psychology/psychology-bs/) and the MA in Applied Social Psychology (p. 1) degrees in five years. Completing both degrees in five years saves students approximately one year of study.

Graduates of the program obtain skills in basic and applied research methodology, advanced training in statistics and a strong knowledge base for theory and research in social psychology. Upon graduation, students from this program are well prepared for research careers in a variety of settings, including marketing, advertising, education, criminal justice, community intervention and health care, or for further graduate study.

Career Opportunities

Students who have completed the five-year degree in applied social psychology have found employment with the following Chicago-area organizations:

- Evanston Police Department (http://www.evanstonpolice.com/)
- Hines VA Hospital, Research and Development Service (http://www.hines.va.gov/)
- Leo Burnett Advertising (http://www.leoburnett.com/)
- National Opinion Research Center (http://www.norc.org/Pages/default.aspx)
- Pace Suburban Bus Service (http://www.pacebus.com/)

Note: These agencies do not necessarily have open positions currently.

If you have additional questions about the program please contact Dr. Scott Tindale (rtindal@luc.edu) (Graduate Program Director).

Curriculum

The five-year degree in applied social psychology requires the completion of 120 hours of undergraduate coursework toward the BS in Psychology and the completion of 30 hours of graduate coursework toward the MA in Applied Social Psychology. Twelve hours of the graduate coursework also fulfill requirements for the undergraduate degree. The total number of required hours is 138. Successful completion of the MA degree also requires an empirical thesis.

Students must complete a majority of the requirements for the BS in Psychology (https://catalog.luc.edu/undergraduate/arts-sciences/psychology/psychology-bs/) and the University Core Curriculum (https://catalog.luc.edu/undergraduate/university-requirements/university-core/) before applying to the five-year program. Recommended undergraduate courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 275</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 310</td>
<td>Lab in Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Laboratory-Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 362</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
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Students begin taking graduate courses in their senior year and complete the program in their 5th year.

Guidelines for Accelerated Bachelor's/Master's Programs

Terms

- Accelerated Bachelor's/Master's programs: In this type of program, students share limited credits between their undergraduate and graduate degrees to facilitate completion of both degrees.
- Shared credits: Graduate level credit hours taken during the undergraduate program and then applied towards graduate program requirements will be referred to as Shared credits.

Admission Requirements

Accelerated Bachelor's/Master's programs are designed to enhance opportunities for advanced training for Loyola's undergraduates. Admission to these programs must be competitive and will depend upon a positive review of credentials by the program's admissions committee. Accordingly, the admission requirements for these programs may be higher than those required if the master's degree were pursued entirely after the receipt of a bachelor's degree. That is, programs may choose to have more stringent admissions requirements in addition to those minimal requirements below.

Requirements:

- Declared appropriate undergraduate major,
- By the time students begin taking graduate courses as an undergraduate, the student has completed approximately 90 credit hours, or the credit hours required in a program that is accredited by a specialty organization.
- A minimum cumulative GPA for coursework at Loyola that is at or above the program-specific requirements, a minimum major GPA that is at or above the program-specific requirements, and/or appropriate designated coursework for evaluation of student readiness in their discipline.

Students not eligible for the Accelerated Bachelor's/Master's program (e.g., students who have not declared the appropriate undergraduate major) may apply to the master's program through the regular admissions process. Students enrolled in an Accelerated Bachelor's/Master's program who choose not to continue to the master's degree program upon completion of the bachelor's degree will face no consequences.

Ideally, a student will apply for admission (or confirm interest in proceeding towards the graduate degree in opt-out programs) as they approach 90 credit hours. Programs are encouraged to begin advising students early in their major so that they are aware of the program and, if interested, can complete their bachelor's degree requirements in a way that facilitates completion of the program. Once admitted as an undergraduate, Program Directors should ensure that students are enrolled using the plan code associated with the Accelerated Bachelor's/Master's program. Using the plan code associated with the Accelerated Bachelor's/Master's program will ensure that students may be easily identified as they move through the program. Students will not officially matriculate into the master's degree program and be labeled as a graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the undergraduate degree has been
awarded. Once admitted to the graduate program, students must meet
the academic standing requirements of their graduate program as they
complete the program curriculum.

1 Programs that have specialized accreditation will adhere to the
admissions criteria provided by, or approved by, their specialized
accreditors.
2 The program will identify appropriate indicators of student readiness
for graduate coursework (e.g., high-level performance in 300 level
courses). Recognizing differences between how majors are designed,
we do not specify a blanket requirement.
3 If students choose not to enroll in the Accelerated Bachelor’s/Master’s
program, they still must complete all of the standard requirements
associated with the undergraduate degree (e.g., a capstone).

Curriculum
Level and progression of courses. The Accelerated Bachelor’s/Master’s
programs are designed to be competitive and attractive to our most
capable students. Students admitted to Accelerated Bachelor’s/
Master’s programs should be capable of meeting graduate level learning
outcomes. Following guidance from the Higher Learning Commission,
only courses taken at the 400 level or higher (including 300/400 level
courses taken at the 400 level) will count toward the graduate program.1,2
Up to 50% of the total graduate level credit hours, required in the
graduate program, may come from 300/400 level courses where the
student is enrolled in the 400 level of the course. Further, at least 50% of
the credit hours for the graduate program must come from courses
that are designed for and restricted to graduate students who have been
admitted to a graduate program at Loyola (e.g., enrolled in plan code that
indicates the Accelerated Bachelor’s/Master’s program, typically ending
with the letter “D”).3

In general, graduate level coursework should not be taken prior to
admission into the Accelerated Bachelor’s/Master’s program. Exceptions
may be granted for professional programs where curriculum for the
Accelerated Bachelor’s/Master’s program is designed to begin earlier. On
the recommendation of the program’s Graduate Director, students may
take one of their graduate level courses before they are admitted to the
Accelerated Bachelors/Master’s program if they have advanced abilities
in their discipline and course offerings warrant such an exception.4
Undergraduate degree requirements outside of the major are in no way
impacted by admission to an Accelerated Bachelor’s/Master’s program.5

Shared credits. Undergraduate courses (i.e., courses offered at the 300
level or below) cannot be counted as shared credits nor count towards
the master’s degree. Up to 50% of the total graduate level credit hours,
required in the graduate program, may be counted in meeting both the
undergraduate and graduate degree requirements. Of those shared
credits, students in an Accelerated Bachelor’s/Master’s program should
begin their graduate program with the standard introductory course(s)
for the program whenever possible. So that students may progress
through the Accelerated Bachelor’s/Master’s program in a timely manner,
undergraduate programs are encouraged to design their curriculum such
that a student can complete some required graduate credit hours while
completing the undergraduate degree. For instance, some of the graduate
curriculum should also satisfy electives for the undergraduate major.

The program’s Graduate Director will designate credit hours to be shared
through the advising form and master’s degree conferral review process.
Shared credit hours will not be marked on the undergraduate record
as having a special status in the undergraduate program. They will be
included in the student’s undergraduate earned hours and GPA. Graduate
credit hours taken during the undergraduate program will not be included
in the graduate GPA calculation.

1 If students wish to transfer credits from another university to Loyola
University Chicago, the program’s Graduate director will review the
relevant syllabus(es) to determine whether it meets the criteria for a
400 level course or higher.
2 Programs with specialized accreditation requirements that allow
programs to offer graduate curriculum to undergraduate students will
conform to those specialized accreditation requirements.
3 In rare cases, the Graduate Director may authorize enrollment in a 400-
level course for a highly qualified and highly motivated undergraduate,
ensuring that the undergraduate’s exceptional participation in the
graduate class will not diminish in any way the experience of the
graduate students regularly enrolled.
4 For example, if a particular course is only offered once every 2-3 years,
and a student has demonstrated the necessary ability to be successful,
the Graduate Director may allow a student to take a graduate level
course to be shared prior to the student being formally admitted to the
graduate program. See, also, footnote 4.
5 Students should not, for example, attempt to negotiate themselves
out of a writing intensive requirement on the basis of admission to a
graduate program.

Graduation
Degrees are awarded sequentially. All details of undergraduate
commencement are handled in the ordinary way as for all students in the
School/College/Institute. Once in the graduate program, students abide
by the graduation deadlines set forth by the graduate program. Students
in these programs must be continuously enrolled from undergraduate
to graduate degree program unless given explicit permission by their
program for a gap year or approved leave of absence.

Learning Outcomes
• Explain how classic and contemporary social psychological theory
and research applies to human behavior in social settings
• Learn to conduct a literature review
• Evaluate the scientific rigor of research presented in social
psychological journals and books
• Synthesize principles of basic and advanced research methods to
produce independent, scholarly work
• Understand how to derive novel, previously untested hypotheses.
• Design and conduct basic and applied social psychology research
• Understand how to statistically analyze and interpret data collected
in social psychology research
• Understand how to write up an academic research article
• Understand how to give a high quality professional presentation
• Apply ethical standards to evaluate psychological science and
practice
• Apply knowledge of social psychology to scholarly and/or
professional activities to promote positive social change
• Apply psychological content and skills to career goals
• Acquisition of research and publication skills that will allow students
to pursue an applied job after completing the program