ANSWERS TO SOME FREQUENTLY ASKED QUESTIONS ABOUT GETTING INTO GRADUATE SCHOOL

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WHAT DIFFERENT KINDS OF GRADUATE PROGRAMS ARE THERE IN PSYCHOLOGY?

Clinical Psychology:

Chances are the type of graduate program familiar to most undergraduates is clinical psychology. This is also the most competitive program to get into. It is common for clinical programs to receive ten or more applications for each available slot. In clinical psychology programs, graduate students often receive a mixture of training in research and applied endeavors (i.e., therapy and assessment). Clinical programs vary on a number of dimensions, including the emphasis they place on research vs. clinical work, the amount of assessment experience that is required, the length of time it takes students to complete their doctorate, etc.

Fields Related to Clinical Psychology:

There are three kinds of programs that are specifically designed to emphasize clinical-type work. The first type of program offers either a PhD or master’s in counseling psychology. The second type of program offers a Psychology Doctorate (PsyD) or PhD. Finally, the third type of program is called a professional school, offering a PsyD, or in some cases a PhD, in clinical psychology. The differences between these programs and the traditional PhD programs in clinical psychology depend upon whom you ask. There are also PhD and EdD (Educational Doctorate) programs in school psychology and educational psychology. These professional school psychology programs are generally easier to get into and they tend to allow more students in. Also, they are less likely to provide funding for their graduate students and more likely to not offer tuition waivers. However, programs such as these remain a viable option for people who either are not able to get into PhD programs in clinical psychology or who are not primarily interested in research.

Masters Degree Programs:

If you are not interested in earning a doctorate, but still want to work in a field which engages in therapeutic endeavors, you may wish to consider earning a master’s in social work (MSW), a master’s in marriage and family therapy, or a master’s in rehabilitative counseling. Earning a master’s degree can also be used as a stepping-stone to subsequently get into a doctoral program. For information about graduate programs in social work you may wish to contact UWM’s School of Social Welfare (229-4851). For information on Marriage & Family Therapy programs, you can either call (202-452-0109) or write to

American Association of Marriage
Family Therapy Education
1100 17th Street N.W.
10th Floor, Suite 402
Washington, D.C. 20036

Experimental Psychology & Related Fields:

Most graduate programs offer one or more branches of experimental psychology. The difference between experimental vs. clinical-type programs is that graduate students are not trained to do therapy or assessment in the former. Instead, these programs emphasize the development of the empirical tools necessary to conduct basis research in psychology. Experimental programs may be divided into any or all of the following subsections: physiological psychology (a.k.a. neuroscience), cognitive psychology, developmental psychology (a.k.a. child), health psychology, behavior analysis, perceptions, conditioning and learning, industrial-organizational psychology (a.k.a. personnel or human factors) and social psychology. You should be warned that the actual title a program is using to describe the emphasis of the
training you will be receiving may vary across programs. For example, in some situations you might be in the clinical program, but you end up studying developmental psychology. You may be a student in a neuroscience program and be required to take a great many traditional psychology courses. And finally, some programs may not use the term ‘experimental’ at all.

**HOW WILL I DECIDE WHICH PROGRAMS I AM INTERESTED IN APPLYING TO?**

It is never too early in your undergraduate education to educate yourself about different graduate opportunities in psychology. Therefore, you may want to request several application packets now to familiarize yourself with the kinds of questions admissions committees ask. Do not wait until the first semester of your senior year.

The American Psychological Association publishes a Guide to Graduate Study In Psychology. This book lists graduate programs in psychology by the alphabetical order of each state. It provides a description of the graduate program, the application deadline, and information on obtaining an application. Included in this guide are the average GPA and GRE scores of their current students. The main office of the Psychology Department (224 Garland Hall) has a copy of this book and so does the Psi Chi Office. You can also purchase this book from the bookstore.

Once you get a sense of the graduate programs you might be interested in, you should begin requesting information and an application packet. This can be done online, by mail or telephone. You should request more applications than the number of programs you will likely end up applying to. The information mentioned in the above guide is brief, whereas more information will come in the application packets and this will help you to solidify your choice of programs to apply to.

**WHEN SHOULD I BEGIN PREPARING FOR GRADUATE SCHOOL?**

Ideally, you should begin preparing for graduate school as soon as you start college. Graduate programs in psychology are very difficult to get into and most of them have many more applicants than they can possibly admit in their programs. Therefore, it is in your best interest to place yourself in the best possible position to compete for admission by earning good grades, and whenever possible, taking specialized course work in the area you are planning on studying in graduate school. If you are undecided, take a broad range of courses, the more rigorous the better, with lots of laboratory experience.

**WHAT ARE GRADUATE PROGRAMS LOOKING FOR IN THEIR APPLICANTS?**

Graduate programs vary in terms of what they emphasize in their selection process. The basic requirements that many graduate programs are looking for, in one combination or another are: good grades, high Graduate Record Examination scores, research and applied/volunteer experience, writing ability and evidence of maturity.

**HOW HIGH DOES MY GPA HAVE TO BE?**

Obviously, the higher grade point average you have, the better your chances of getting in. Some programs place a very high premium on GPA. This is particularly true of clinical programs. For example, it is very likely that over 75% of the students in traditional PhD programs in clinical psychology have earned a cumulative undergraduate GPA of at least 3.5. Some programs place a greater emphasis on either the GPA earned in psychology courses or the GPA from the last two years, so it is important to earn good grades in those areas. In the event that your GPA is not stellar, there are things you can do to offset this weakness, such as scoring very high on the Graduate Record Exam or getting extensive research experience.
**HOW HIGH DO MY GREs HAVE TO BE?**

Much in the same way you probably took a standardized examination to get into college (i.e., the SAT or the ACT), you will probably need to take the Graduate Record Examination to apply to graduate programs. Student now set up individual appointments to take the general test at computer centers in their areas. Appointments are available year round. To apply to take the general GRE test in the Milwaukee area contact the Sylvan Learning Center, 2665 South Moorland Road, New Berlin, 262-796-0808 or the Sylvan Learning Center at 555 West Brown Deer Road, Fox Point, 414-540-2220. You can pick up a copy of the GRE Information & Registration Bulletin in room 261, Mitchell Hall, or at the UWM Testing Center, room B28, Mellencamp Hall, or write to obtain the bulletin at:

Graduate Record Examinations  
Educational Testing Service  
P.O. Box 6000  
Princeton, NJ 08541-6000

Alternatively, you visit the GRE web site at:

www.gre.org

There is also assistance in preparing for the GRE by taking the Kaplan test described at:

www.kaplan.com

The general test of the GRE is what most programs in psychology require. The same general test is taken by all undergraduates applying to graduate programs in a variety of areas (e.g., chemistry, biology, english, art history, etc.). As of October 1, 2002, the GRE general test is composed of three different subscores: verbal reasoning, quantitative reasoning and analytical writing. Although programs vary, most graduate admission boards will be looking for applicants with GRE subscores over 600, and preferably 700, especially for clinical applicants. However, a high score on one subtest can sometimes make up for a low score on another subtest. A perfect score on each subtest would be 800.

Some programs also require that you take the GRE subtest test in psychology, which is offered in November, December, and April. It is available only via paper and pencil administration. Different programs not only emphasize GRE scores differently than GPA, but the pattern of scores on the GREs is looked at differently. For example, some programs place the greatest emphasis on the Psychology specialty test, whereas other programs ignore that score. It is still a good idea to take the specialty test because in some cases a high score can balance out a low score on the general test. Some programs are only interested in the sum of your score, rather than the pattern of scores.

**HOW SHOULD I PREPARE FOR THE GREs?**

Obviously, your best strategy is to maximize your chances of scoring well on all sections of the GRE. First, it is strongly recommended that you study for the GREs. There are a number of excellent books available for purchase at the bookstore and there is also commercially available software to help you prepare. There are also shortcourses available to help you prepare for the GREs such as the Kaplan Course. For additional preparation, Marquette offers a weekend study course several times a year. To study for the Psychology Test on the GRE, you should review Introductory, Personality, and perhaps History of Psychology text books.
Second, you should take GRE practice tests under the same conditions that you would actually take the GRE itself. For example, the GRE takes at least four hours to complete so you should take the practice tests in four hour blocks so you can get used to fatigue effects.

Third, you should schedule your GREs at a time when you are not consumed with the rest of your workload. For example, if you are going to be taking 18 credits in the fall of your senior year, you probably shouldn’t try to take the GREs in October of that year which would likely coincide with your six midterms! However, you should not take your GRE in December if you have to meet a January deadline. It is also a good idea to take the test for the first time your Junior year. This way, if you did not do as well as you would have liked, you still have plenty of time to prepare to take it again.

Fourth, you may want to consider NOT taking your psychology subtest on the same day that you take the general test. Taking both on the same day means being tested for more than seven hours and your performance may suffer.

And fifth, you need to take your GREs well in advance of the due date for your graduate applications, because (a) it can take up to six weeks for scores to be sent to graduate programs possibly resulting in your application not being reviewed at all because it will be considered incomplete, and (b) it will give you the opportunity to retake the test if you do poorly.

**WHAT SHOULD I DO IF I DO POORLY ON THE GREs?**

The GREs can be re-taken but this should be done with caution. The Educational Testing Service will send all of the GRE scores you’ve taken in the last five years, no matter what. However, some schools will consider all sets of scores, some schools will consider only the most recent set of scores, some schools will consider only the highest scores, regardless of which time you achieved those scores. Therefore, retaking the GREs should not be done lightly. Obviously if there was an extenuating circumstance for your bad performance (i.e., you had a car accident on the way to the test or you were sick) you should retake them. Alternatively, if you genuinely feel that you will improve because you will study harder or take a short course, you should take them again. Some schools frown upon receiving multiple sets of GRE scores, especially if there is no improvement or worse yet, a decline in scores.

**HOW WILL I KNOW IF I SHOULD RETAKE THE GREs?**

You should consult with faculty in the psychology department and at schools you are applying to. If none of your scores were above 500, it is not very likely that you will be able to get into most graduate programs. For clinical psychology, this would be true if none of your scores are over 600. However, these are just guidelines. These programs are extremely competitive and occasionally people with very high GRE scores do not get into clinical programs, depending on the number and quality of programs they’ve applied to and their other qualifications.

**HOW DO I GO ABOUT GETTING THE LETTERS OF RECOMMENDATION NEEDED TO APPLY TO GRADUATE SCHOOL?**

Graduate programs usually require three letters of recommendation, and some require up to five letters of recommendation. You need to begin thinking about who you will ask to write these letters as early as possible in your undergraduate career. Sometimes the programs stipulate whom the letters must come from. For example, some clinical programs indicate that the three letters must come from clinical psychologists. The best person to ask for a letter is a professor you’ve done research with. (Do not get this letter from a T.A. Meet with the professor in person). Programs look for different things in these letters. Mostly what the programs are looking for is research experience and this will be discussed below.
Sometimes they are looking for evidence of your level of commitment to the field. Sometimes they are trying to eliminate candidates who may be unsuitable for clinical work due to personality factors or immaturity. Occasionally they are looking for a reason to accept a candidate with either low GRE scores or GPA, but who otherwise has terrific qualities not indexed by those measures (i.e., hard working, bright but has a learning disability, had a serious car accident half way through their undergraduate career, had to work part time to support him/herself during college, etc.).

It should also be noted that letters of recommendation can come from instructors you have had, although this should be done with caution. You will want to select instructors who think favorably of you and know enough about you to write a complete recommendation. It is best if you have had an instructor who you’ve taken more than one course from and done pretty well in both courses. Alternatively, if you have taken a small course where you have had a great deal of contact with the instructor, given a strong presentation or written a really good paper you may consider requesting a letter from him/her. Asking a professor to write a letter for you, when you have taken one large class from them, where the professor can’t readily recall you performance, should only be a last resort. It wouldn’t hurt to visit the instructor’s office hours while you are in the course so that they get to know you. Remember, it is up to the professor to decide whether or not to write a letter and even if they’ve agreed, make sure that you have given them positive things to say about you.

Receiving a letter from an employer may be beneficial if the job was in the field of psychology and the letter deals with your accomplishments of certain tasks, your aptitude for this kind of work, etc. Letters from other types of work environments are usually not helpful. Also, it is not recommended that you obtain a letter from public officials or professionals with whom you did not deal with on a professional basis. Letters from the mayor, your priests, rabbi, or minister, or you family physician will generally be of little relevance to your qualifications for graduate school. It is also not a good idea to have your personal therapist send a letter.

**HOW DO I GET RESEARCH EXPERIENCE?**

Most graduate programs, clinical, and experimental, look for applicants with research experience. Fortunately for psychology majors at UWM, there is an excellent system already in place for you to get hands-on research experience while earning course credit and a possible letter of recommendation. This system includes the following courses: Lower Level Independent Research (Psychology 290) for freshmen and sophomores, Upper Level Independent Research (Psychology 690) for juniors and seniors, Field Placement in Psychology (Psychology 692), Field Placement in Psychology for Seniors (Psychology 697), Senior Thesis (Psychology 698), and Independent Study (Psychology 699).

In order to sign up for these courses you need to approach one of the psychology faculty who is looking for research assistants. Before you do, you should find labs consistent with your interests by talking to other psychology majors. You can also get a list from the department office of each faculty member’s research interests. There are also fliers posted on bulletin boards advertising for research assistants. Psi Chi has information on available research assistant opportunities as well. Once you have determined which faculty members you would like to approach, you should visit these faculty members during their office hours and ask them if they are recruiting research assistants. The best case scenario is to do this well in advance of the semester you wish to sign up for credits. Alternatively, you can approach a professor very early in the semester and ask if they are still accepting research assistants. However, the longer you wait, the more likely it is that their lab will be full or that their training period for that semester will have already passed.

When you speak with the professor, there are a couple of things you should keep in mind. First of all, it is usually not necessary for you to already have had research experience. Professors are used to
training new research assistants from the ground up, so to speak. Second, you should also keep in mind that they are most likely interested in how you are going to fit in with their existing research program, rather than what innovative line of research you would most like to pursue. And finally, sometimes a faculty member might ask you to come back several times. The purpose of this approach to recruiting research assistants is to ensure that you will be dedicated and responsible. Professors often put extensive energy into training research assistants and it is in everyone’s best interest that the individuals are selected. Finally, do not get discouraged if you get turned down by one or more faculty. This can happen for a variety of reasons (i.e., your schedule does not fit the requirements of their research program, you cannot make a two semester commitment, you are taking too many credits, etc.) and may not be a reflection on your potential as a research assistant.

**HOW CAN I EARN A GOOD LETTER OF RECOMMENDATION?**

Once you begin working in a laboratory, you want to try to garner the strongest letters of recommendation possible. From the very beginning you should consider what kinds of things you would like the professor to be able to say about you in the letter of recommendation. Although different faculty members have different expectations, you should at least make sure that you are always on time, don’t miss shifts, follow the chain of command set up in the laboratory and ask questions when you don’t understand directions. Professors are much more likely to give more interesting and important jobs to research assistants who have shown competence and commitment. You may also wish to check in with the professor periodically to get feedback on your performance. You also need to remember that it is entirely up to the professor whether or not he or she agrees to write you a letter of recommendation. In some instances, graduate programs will inquire whether or not you are waiving your right to see the letter of recommendation. You should consider waiving this right because some programs will discount a letter the applicant has seen.

Finally, graduate programs are often impressed by certain kinds of research experiences. For example, some programs are more impressed by the nature of what you did in a specific laboratory than in the number of semesters or number of labs you worked. Obviously, it is more impressive if you ran subjects, learned some laboratory technique or analyzed data. Sometimes, graduate programs don’t like it when you’ve spent only a small amount of time in each laboratory and this tends to produce mediocre letters of recommendation. For example, it is better to spend more than one semester in at least one of the labs.

**HOW SHOULD I GO ABOUT ASKING FOR A LETTER OF RECOMMENDATION?**

Often, professors will indicate from the beginning that they will be happy to provide a letter of recommendation on your behalf, assuming all works well. If the professor does not mention this initially, you should ask the professor if he or she is willing to write you a letter of recommendation, once you have been working in a laboratory for at least most of a semester. If he or she says yes, you may wish to ask him or her if they have any reservations about your performance that you can strengthen in the interim before the letter goes out. You should actually be inquiring about your performance from the very beginning, to strengthen your skills as a research assistant and as part of your professional development.

If your professor tells you no, you should find out why. Are they unhappy with your performance? Have you not worked in the lab long enough? You may wish to use this feedback to enhance your performance in another laboratory or if you decide to stay, in the same laboratory. Usually, it is rare for a professor to turn down a student for a letter of recommendation without advance signs that they are unhappy with your performance.
Once the professor had agreed to write the letter, at least four weeks in advance of your first deadline, bring them the following materials: a copy of your statement of purpose, an unofficial copy of your transcripts, a list of activities, honors, etc., a list of all of the schools to which you are applying, including the addresses and deadlines for receipt of the applications, addressed stamped envelopes and any special instructions (i.e., for some letters the recommender must sign over the flap of the envelope once it is sealed). You should then check back with the professor two weeks before the deadline and again three days before the deadline to make sure your letters get out on time. Obviously, you will want to broach the subject politely. And finally, although you should try to give them all the information at once, don’t worry if you come up with an additional school to apply to after you have turned your initial materials over to your recommender. Professors usually keep their letters of recommendation on a computer disk and it often takes just a few minutes to print-off another one.

WHAT SHOULD I SAY IN MY STATEMENT OF PURPOSE?

Most graduate programs require you to write a document called a statement of purpose or letter of intent. The instructions vary in length from 1-5 pages. It is not uncommon for a student to misunderstand the purpose of this letter. They do not want you to summarize your life.

What they want is: 1) a statement of what interests you about psychology and why, 2) what it is you would like to achieve in the field of psychology, and 3) how you feel the program that you are applying to will help you reach these goals. In regard to your interest in psychology and why: try to avoid the cliché that you want to help people. This provides very little information and in applied fields this would be considered an obvious motivation. Try to be as specific as possible. Maybe there is a particular problem you would like to target (the disabled, abused children, or some severe mental disorder). This will tie your serious intellectual interests with emotional motivation.

When describing your reasons for having certain interests in psychology, try to discuss educational or occupational experiences that would explain your interests, rather than focusing on personal experiences. It is a good idea to focus on experiences that reflect an intrinsic and serious interest in the substance of the issues dealt with.

Most importantly, you should probably tailor each statement of purpose differently for each school you are applying to. If an application packet asks that you indicate whom you want to work with, make sure you name one to three professors who work at that institution. It is a good idea to contact your first three choices in advance to see if they personally will be accepting graduate students in the coming year and what aspects of their research they are currently working on. You don’t want to waste one of your choices on someone who you don’t have a chance of working with in the first place. Also, you probably don’t want to go into a great deal of detail, in case you describe some line of research the professor is no longer working in. For example, it is better to say, “I am interested in working with Dr. Jones on his depression research,” as opposed to saying, “I am interested in collaborating working with Dr. Jones on a follow up to his 1991 study on the effects of prolonged divorce litigation on depression in pre-adolescent inner city minorities.”

HOW DO I GET APPLIED/VOLUNTEER EXPERIENCE?

Clinical and other applied graduate programs often look for applied/volunteer experience. The emphasis graduate programs place on applied experience varies considerably. Typically, applied/volunteer experience is not as emphasized as high GRE scores, excellent grades and research experience. However, with many qualified applicants competing for just a few slots this is one area that should not be neglected.
There are many types of experiences that count as applied experience and many types of agencies that are looking for volunteers (i.e., Planned Parenthood, the Humane Society, Big Brothers/Big Sisters, local hospitals, the Milwaukee Boys & Girls Club, etc.). It usually is not difficult to find applied experience, but you will most likely be looking for applied experience that will appear meaningful to the admissions committee. For example, volunteering at a homeless shelter might carry more prestige than cleaning up garbage along a highway. Likewise, the longer you work for a volunteer agency, the more weight this experience is likely to carry (i.e., volunteering for the Special Olympics for just one weekend is not as prestigious as sitting on the council that plans the event year round).

The best way to get volunteer experience is to contact the Volunteer Center of Greater Milwaukee (414-273-7887). They can either send you their newsletter or you can go in for an interview and fill out an interest form. They are open from 8:30 am to 4:30 pm, but do have people who volunteer in the evenings and can do interviews at that time. They work with other 200 local agencies and will try their best to match you up with your interests.

There are three ways to highlight your applied experience in your application packages: 1) by asking someone at the placement where you volunteer to write you a fourth letter of recommendation; 2) by listing your applied experience on the form pages provided by the program you are applying to; and 3) by including a description of your applied experience in your statement of purpose.

WHAT ELSE CAN I DO TO STRENGTHEN MY APPLICATION?

Here are some additional tips to strengthen your application. First, you should eliminate any typos by having a friend or roommates proofread all of your application materials before you send them out. You should try not to use white-out unless it is absolutely necessary. If you really screw up an application badly, you should consider telephoning the program you are applying to and requesting a new application.

Second, you should demonstrate your commitment to the field by getting involved in various honor societies. If you are not already a student member of the American Psychological Association (202-336-5500) or the American Psychological Society (202-783-2077), you might consider joining. You should also apply to Psi Chi, the honor society for psychology majors (414-229-5653). There are a number of other honor societies you might be eligible for (e.g., Golden Key, Mortar Board, Phi Kappa Phi, Phi Beta Kappa, etc.).

HOW MANY GRADUATE PROGRAMS SHOULD I APPLY TO?

Obviously, the more graduate programs you apply to, the greater your chances of getting in. However, you will want to always make sure that you are applying to programs that you would really attend if you were admitted there. Generally, it is a good idea to apply to at least ten graduate programs, especially if you are applying to clinical programs. There is almost always an application fee, which generally ranges from $10 to $50. However, some programs will waive the application fee if you can demonstrate financial hardship.

Apply to some programs that you are relatively certain you have a good chance to get into, some that you may not have such a good chance, and others that seem to be out of your reach, but try for programs on all three levels. However, do not apply to the top 10 programs and expect to get offers!

M.S. programs are not a bad way to start if you do not think you are ready for a Ph.D. program. You can get lab time, complete your course work as well as your thesis and then use it as a stepping-stone to get into a Ph.D. program.
Do not give up hope if you are rejected by all your schools the first time around. This happens to a great deal of bright students. Use that time as an opportunity to strengthen your application and reapply next year.

**HOW SHOULD I PREPARE FOR THE GRADUATE SCHOOL INTERVIEW?**

Different schools and faculty members have different approaches to interviewing applicants to their programs. In some instances you might be interviewed solely by the professor who is interested in working with you. Other times you may be interviewed by several faculty members and sometimes even graduate students. Some interviews are done in a group format and others are done individually. It is really impossible to determine specifically what the interviewers are looking for, but there are some general guidelines. First, you should try to relax as much as possible, without coming across as being ridiculously nonchalant. The interviewer will expect you to be somewhat nervous and that is okay. They know you have a lot on the line. Second, be yourself. Don’t try to embellish information about yourself that is not true (i.e., if you never read anything but textbooks, don’t say that you read four books a week). Third, find out when it is appropriate to ask questions and then make sure you do so. Even if you asked the previous interviewer at that school the exact same question, you might get an entirely different answer and you should always appear interested in the program. Fourth, do not cast dispersions on your own undergraduate program, other graduate programs you have visited, or another professor you have previously visited. Why would any professor want to work with someone with such poor judgment that they badmouth others during an interview? And finally, you may not always realize when you are being interviewed. For example, lunch with graduate students may result in solicited or unsolicited feedback to your potential adviser or the admissions committee. Interaction with other applicants and secretarial staff should also be cordial and professional.

Here are some frequently asked graduate interview questions. Familiarize yourself with these and practice giving your own answers. Remember to utilize all of the aforementioned activities, experience, and information that you have acquired, (i.e., research experience, volunteer work, etc.).

Why do you want to be a psychologist?
What qualifications do you have that will make you a successful psychologist?
Tell us a little about yourself as a person.
What are your future plans and goals as a psychologist?
What are your strengths and weaknesses?
Have you ever had personal therapy? If yes, Why? If no, Why not?
What are your research interests?
Tell us about a research project you worked on?
To which theoretical approach do you most closely align yourself?
What are your activities outside of psychology?
What are the most important rewards you expect from your graduate training?
What two or three accomplishments in your life have given you the most satisfaction?
How well do you work under pressure? (How do you handle stress?)
How likely are you to finish your degree and how long will that take?
How do you feel about taking rigorous courses that don’t interest you?
What did you like most about your undergraduate education? What did you like the least?
Is there anything additional we should know about you?
Do you have any ambitions to teach?
Tell us something interesting about yourself.
Tell us something about your creativity.
Tell us something about your maturity.
WHERE CAN I FIND MORE INFORMATION ABOUT PURSuing A GRADUATE EDUCATION IN PSYCHOLOGY?

One of your most valuable information resources has been prepared by Professor Susan Lima. Her web page has a section entitled “Links to career and graduate school resources for psychology undergraduates.” Simply point your web browser to

http://www.uwm.edu/~suelima/

WHEN SHOULD I DO EACH OF THESE THINGS?

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