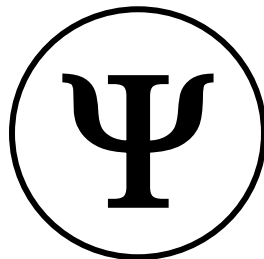


Clemson University
Department of Psychology

Psychology
Undergraduate
Handbook
2011-2012



Dr. Pamela Alley

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Section I: Psychology Department

Historical Overview and Acknowledgments

Psychology courses were initially offered at Clemson University as a subdivision of the Social Sciences, providing service courses for other disciplines. In 1972, the Psychology Department became an autonomous department within the College of Liberal Arts with nine faculty members and 250 undergraduate majors. By the Fall of 1988, the Psychology Department had grown to eighteen faculty members, approximately 300 undergraduate majors and ten graduate students in the Department's newly established Master's Program (MS) in Applied Psychology.

Since the Fall of 1995, the Department has been a member of the School of Social Sciences within the College of Business and Public Affairs. In the Fall of 1997 the Psychology Department began offering a Bachelor of Science (BS) degree in addition to the Bachelor of Arts (BA) degree. In July 2001, the College of Business and Public Affairs officially changed its name to the College of Business and Behavioral Science to recognize the contribution of Political Science, Psychology, and Sociology to the College Mission.

At the present time, the Psychology Department has twenty-six full-time faculty members and one adjunct instructor, between 500 and 600 undergraduate majors, and approximately forty graduate students. In addition to a Master's Program in Applied Psychology, the Department now sponsors Ph.D. programs in Industrial/Organizational and Human Factors Psychology. A specialization in Occupational Health Psychology is also offered as part of any of the three graduate programs.

The Psychology Department today has a three part mission focusing on teaching, research, and public service. It continues to grow both in size and in opportunities.

This handbook will introduce you to the faculty and the program as well as provide you with information on a wide variety of enriching experiences available to the Psychology undergraduate at Clemson University. Special thanks to the faculty for their contributions and to undergraduate Jessica Dean for her assistance in the revision of this edition of the handbook.

On behalf of the faculty of the Psychology Department, we wish you well in your academic and professional pursuits.

Information in this Psychology Undergraduate Handbook is not intended to supersede information presented in the Undergraduate Announcements.

Administration

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Faculty

Pamela R. Alley palley@clermson.edu, Brackett 310A, (864) 656-7634

- *Ph.D. in Clinical Psychology*, 1983, University of Connecticut
- Courses: Introduction to Psychology (201), Human Sexual Behavior (306), Lifespan Human Development (340), Abnormal Psychology (383)

Thomas R. Alley alley@clermson.edu, Brackett 310J, (864) 656-4974

- *Ph.D. in Experimental Psychology*, 1981, University of Connecticut
- Research: Psychological aspects of physical appearance, perception and cognition, psychology of eating, memory
- Courses: Introduction to Psychology (201), Cognitive Psychology (333/334), Sensation and Perception (422/423), Perception, Cognition and Technology (823), Advanced Cognitive Psychology (833)

Edwin G. Brainerd, Jr. bedwin@clermson.edu, Brackett 310H, (864) 656-4976

- *Ph.D. in Experimental Psychology*, 1974, West Virginia University
- Research: Behavior modification, stress management, romantic relationships, jealousy
- Courses: Introduction to Psychology (201), Personality (370), Systems and Theories of Psychology (415)

Thomas W. Britt twbritt@clermson.edu, Brackett 410G, (864) 656-4979

- *Ph.D. in Social Psychology*, 1994, University of Florida
- Research: Social and organizational psychology: predictors and consequences of psychological and physical energy, positive psychological approaches to organizational stress and resiliency, dynamic aspects of employee engagement, the stigma of seeking treatment for psychological problems, military psychology
- Courses: Introduction to Psychology (201), Advanced Experimental Psychology (310), Social Psychology (352), Organizational Psychology (368), Organizational Stress (885), Advanced Social Psychology (852)

Johnell Brooks jobrook@clermson.edu, Brackett 310B, (864) 656-2831

- *Ph.D. in Industrial/Organizational Psychology*, 2005, Clemson University
- Research: Industrial/Organizational psychology, human factors psychology, transportation safety
- Courses: Applied Psychology and Transportation (275), Advanced Experimental Psychology (310), Human Factors Psychology (435), Senior Laboratory in Psychology (492)

Robert Campbell campber@clermson.edu, Brackett 410A, (864) 656-4986

- *Ph.D. in Developmental Psychology*, 1986, University of Texas at Austin
- Research: Moral development, development of the self and values, self-esteem, development of expertise, mathematical development, psychological theory, history of developmental psychology, philosophy of social science
- Courses: Advanced Experimental Psychology (310), Cognitive Psychology (333/334), Life-Span Developmental Psychology (340), Systems and Theories of Psychology (415), Infant and Child Development (443), Moral Development (447), Advanced Studies in Systems and Theories (815), Advanced Cognitive Psychology (833)

Claudio Cantalupo ccantal@clermson.edu, Brackett 410D, (864) 656-4978

- *Ph.D. in Biopsychology*, 2000, University of Memphis
- Research: Experimental neuropsychology, comparative psychology, cognitive primatology
- Courses: Physiological Psychology (324), Sensation and Perception (422), Motivation (330), Advanced Physiological Psychology (426,626)

Lee Gugerty gugerty@clemson.edu, Brackett 310D, (864) 656-4467

- *Ph.D. in Human Factors Psychology*, 1989, University of Michigan
- Research: Human factors psychology, cognitive psychology, dynamic situation awareness and navigation skills, usability evaluation
- Courses: Advanced Experimental Psychology (310), Cognitive Psychology (333/334), Human Factors Psychology (435, 835)

Bruce King bking2@clemson.edu, Surrine 368, (864) 656-7368

- *Ph.D. in Biopsychology*, 1978, University of Chicago
- Research: Physiological psychology, biological bases of feeding behavior and body weight regulation, human sexuality
- Courses: Human Sexual Behavior (306), Physiological Psychology (324), Motivation (330), Advanced Physiological Psychology (426,626)

Robin M. Kowalski rkowals@clemson.edu, Brackett 410E, (864) 656-0348

- *Ph.D. in Social Psychology*, 1990, University of North Carolina at Greensboro
- Research: Aversive interpersonal behaviors (specifically, complaining, cyber bullying, and teasing), health psychology (with an emphasis on organ donation)
- Courses: Introduction to Psychology (201), Advanced Experimental Psychology (310), Social Psychology (352), Health Psychology (480), and Psychology of Women (408)

Paul Merritt pmerrit@clemson.edu, Brackett 319C, (864) 656-3930

- *Ph.D. in Psychology*, 2002, Colorado State University
- Research: Memory and cognition, decision making, smoking cessation, gender differences in cognition
- Courses: Introductory Experimental Psychology (309), Advanced Experimental Psychology (310), Physiological Psychology (324), Cognitive Psychology (333, 334), Health Psychology (480)

James McCubbin jmccubb@clemson.edu, Brackett 310E, (864) 656-1738

- *Ph.D. in Health Psychology*, 1980, University of North Carolina - Chapel Hill
- Research: Behavioral medicine, psychophysiology, stress and cardiovascular disease, pain control mechanisms, psychoneuroendocrinology, occupational health psychology
- Courses: Introduction to Psychology (201), Physiological Psychology (324), Advanced Physiological Psychology (426), Health Psychology (480), Survey of Occupational Health Psychology (882)

DeWayne Moore moore@clemson.edu, Brackett 310I, (864) 656-4983

- *Ph.D. in Developmental Psychology*, 1979, Michigan State University
- Research: Cognitive aging, adolescent development
- Courses: Advanced Experimental Psychology (310), Life-Span Developmental Psychology (340), Psychology of Adolescence (344), Adulthood and Aging (345), Research Design and Quantitative Methods I (810)

Janice G. Murdoch janw@clemson.edu, Martin Hall E202, (864) 656-4755

- *Ph.D. in Clinical Psychology*, 1985, Vanderbilt University
- Research: Compliance with health behaviors, treatment of substance abuse
- Courses: Substance Use and Abuse (375), Health Psychology (480/680), Abnormal Psychology (483), Practicum in Clinical Psychology (493)

Eric Muth muth@clemson.edu, Brackett 410J, (864) 656-6741

- *Ph.D. in Psychology*, 1997, Pennsylvania State University
- Research: Performance and physiological changes in extreme environments
- Courses: Introductory Experimental Psychology (309), Physiological Psychology (324/325), Advanced Physiological Psychology (426), Applied Psychophysiology (456), Health Psychology (480/680)

Chris Pagano cpagano@clemson.edu, Brackett 310F, (864) 656-4984

- *Ph.D. in Human Experimental Psychology*, 1993, University of Connecticut
- Research: Haptic & visual perception, proprioception, visually guided reaching, human factors, teleoperation of robotic systems
- Courses: Introduction to Psychology (201/H201), Sensation and Perception (422/H422), Ergonomics for Applied Psychology (837)

Richard Pak richpak@clemson.edu, Brackett 310C, (864) 656-4987

- *Ph.D. in Human Factors Psychology*, 2005, Georgia Institute of Technology
- Research: Human factors psychology, human-computer interaction, cognitive aging, spatial abilities, memory
- Courses: Cognitive Psychology (333/334), Human Factors Psychology (435), Advanced Cognitive Psychology (833)

June J. Pilcher jpilche@clemson.edu, Brackett 310G, (864) 656-4985

- *Ph.D. in Biopsychology*, 1989, University of Chicago
- Research: Sleep deprivation and circadian rhythms, fatigue assessment, physiology of stress, fitness for duty, on-the-job safety, patient care
- Courses: Physiological Psychology (324), Health Psychology (480/680), Introduction to Psychology (201), Abnormal Psychology (383), Advanced Physiological Psychology (426/626), Brain and Behavior (475)

Cynthia Pury cpury@clemson.edu, Brackett 410H, (864) 656-7876

- *Ph.D. in Clinical Psychology*, 1997, Northwestern University at Evanston
- Research: Courage, positive psychology, situation taxonomy
- Courses: Advanced Experimental Psychology (310), Personality (370), Abnormal Psychology (383), Positive Psychology (482), Theories of Psychotherapy (488), Applied Mental Health (899)

Patrick H. Raymark praymar@clemson.edu, Brackett 415, (864) 656-4715

- *Ph.D. in Industrial/Organizational Psychology*, 1993, Bowling Green State University
- Research: Personnel selection, job analysis, performance appraisal, leadership
- Courses: Introduction to Psychology (201), Personnel Psychology (861), Performance Appraisal (864), Leadership in Organizations (868), Advanced Personnel Selection (869)

Patrick J. Rosopa prosopa@clemson.edu, Brackett 410C, (864) 656-7633

- *Ph.D. in Industrial/Organizational Psychology*, 2006, University of Central Florida
- Research: Industrial-organizational psychology, quantitative analysis, organizational citizenship behavior, stereotypes, mentoring, and individual differences in organizational behavior
- Courses: Introductory Experimental Psychology (309), Advanced Experimental Psychology (310), Industrial Psychology (364), Organizational Psychology (368), Research Design and Quantitative Methods II (811), Organizational Development (862)

Robert Sinclair rsincla@clemson.edu, Brackett 319A, (864) 656-3931

- *Ph.D. in Industrial/Organizational Psychology*, 1995, Wayne State University
- Research: Organizational and occupational health psychology, organizational commitment and retention, individual and organizational factors influencing employee safety, health, and well-being, occupational health in nursing, military, and retail contexts, work schedules, economic stressors
- Courses: Introduction to Psychology (201), Advanced Experimental Design (310), Organizational Psychology (368), Organizational Psychology (862), Occupational Health Psychology (882)

Benjamin R. Stephens bstephe@clemson.edu, Brackett 310L, (864) 656-4982

- *Ph.D. in Developmental Psychology*, 1985, University of Texas
- Research: Perceptual development, vision
- Courses: Advanced Experimental Psychology (310), Life-Span Developmental Psychology (340), Infant and Child Development (443), Senior Laboratory in Psychology (PSYCH 492), Human Perception and Performance (822)

Fred S. Switzer, III switzef@clemson.edu, Brackett 410F, (864) 656-4980

- *Ph.D. in Industrial/Organizational Psychology*, 1988, University of Illinois
- Research: Decision making and motivation, real-time judgment and risk, industrial teams and teamwork, organizational simulation methods
- Courses: Introduction to Psychology (201), Advanced Experimental Psychology (310), Industrial Psychology (364), Organizational Psychology (368), Principles and Processes of Teamwork (457), Personnel Psychology (861), Organizational Development (862), Work Motivation and Satisfaction (863), Psychological Tests and Measurements (871)

Mary Anne Taylor taylorm@clemson.edu, Brackett 410I (864) 656-4714

- *Ph.D. in Industrial/Organizational Psychology*, 1990, University of Akron
- Research: Reactions to sex and race-based affirmative action, test development, retirement planning and adjustment
- Courses: Introduction to Psychology (201), Personnel Psychology (861), Legal Issues (867), Psychological Tests and Measurement (871)

Richard A. Tyrrell tyrrell@clemson.edu, Brackett 319B, (864) 656-4977

- *Ph.D. in Experimental Psychology*, 1993, The Pennsylvania State University
- Research: Experimental psychology, visual perception and performance, transportation safety
- Courses: Introduction to Psychology (201), Introductory Experimental Psychology (309), Human Factors Psychology (435, 835), Human Perception and Performance (822)

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- *Ph.D. in Clinical Psychology*, 2007, University of Georgia
- Research: Trauma, violence, and mental health; clinical interventions for trauma victims; culture and cognition; trauma among women, military, and marginalized populations
- Courses: Theories of Psychotherapy (488), Senior Laboratory in Psychology (492), Practicum in Clinical Psychology (493)

Section II: Curriculum and Specific Course Information

General Education Course Requirements (from the 2011-2012 Undergraduate Announcements)

I. General Education Coursework

A. Communication

English Composition--3 credits

ENGL 103 (ENGL 102 for transfer students)

Oral Communication--3 credits

COMM 150, 250, HON H223, or an approved cluster of courses such as A S 309, 310, 409, 410; or M L 101, 102

B. Mathematical, Scientific, and Technological Literacy

Mathematics--3 credits

EX ST 222¹, 301, MTHSC 101, 102, 106, 107, 108, 203, 207, 301, 309

Natural Science with Lab--4 credits

ASTR 101/103, 102/104, BIOL 103/105, 104/106, 109, 110, 111, 120/121, 120/122, 120/123, 120/124, CH 101, 102, 105¹, 106¹, GEOL 101/103, 102, 112¹/114, PH SC 107, 108, PHYS 122/124, 207/209, 208/210, 221/223, 222/224

Mathematics or Natural Science--3 credits

Any general education Mathematics or Natural Science course listed above or AGRIC (EN SP) 315¹, BIOL 201¹, 203¹, 210¹, 220¹, BIOSC 200¹, 203¹, ENT 200¹, EN SP 200¹, GEOL 300¹, PHYS 240, 245, 280, PL PA 213¹, S T S 216¹

C. Arts and Humanities

Literature--3 credits

Any 200-level ENGL literature course, CHIN 401, FR 300, 304, GER 260, 306, 360, 361, HON H190, H221, ITAL 301, 302, JAPN 401, 406, RUSS 360, 361, SPAN 311, 313

Non-Literature--3 credits

A A H 101, 210², A S L 305², CHIN 499, COMM 303, 304, 308, 309, 402, ENGL 355, 357, FR 307, G W (ENGL) 301, 405, GER 340, HON H191, H201¹, H203, H210, H222, HUM 301, 302, 306, 309², JAPN 307, 308, LANG 340, 342, 346, 348, 356, (ENGL) 454, MUSIC 210², 308, 309, 311, 312, 313, 314², 317, 361, 362, 363, 364, 369, 370, 371, 372, PHIL 101, 102, 103, 124¹, 210¹, (CHIN) 312, (CHIN) 313, 316, 317, 318, 323, 324¹, 325, 326¹, 327, 344, 345¹, REL 101², 102², 301, 302, 303, 306, 307, 315, RUSS 340, S T S 101¹, 102¹, 303, SPAN 307, 308, THEA 210, 279, 308, 309, 315, 316, 317, W S 301

D. Social Sciences

Selected from two different fields--6 credits

ANTH 201², AP EC 202, 257, ECON 200, 211, 212, GEOG 101, 103², 106, HIST 101, 102, 122¹, 124¹, 172², 173², 193², HON H192, H202, H220, P A S 301², PO SC 101, 102², 104², PSYCH 201, 250², 275¹, R S 301, SOC 201, 202

Note: AP EC and ECON are considered the same field.

E. Cross-Cultural Awareness

A A H 210, A S L 305, ANTH 201, AP EC 205¹, CAAH 201, GEOG 103, HIST 172, 173, 193, HON H193, H209, HUM 309, I S 101, 210, MUSIC 210, 314, P A S 301, PO SC 102, 104, PSYCH 250, REL 101, 102, W S 103, or through a University-approved cross-cultural experience

F. Science and Technology in Society

AGRIC (EN SP) 315, AP EC 205², 457, AVS 315, 415, BIOL 201, 203, 210, 220, BIOSC 200, 203, 210, 473, CH 105, 106, COMM 107, 307, ECON 319, EN SP 200, ENGL 349, E N R 312, ENT 200, EX ST 222, FD SC 214, GEOL 112, 270, 300, HIST 122, 124, 321, 323, 392, 424, 491, HLTH 431, I E 488, HON H194, H201, H206, LARCH 116, MKT 445, MS&E 101, MUSIC 318, NURS 140, 333, NUTR 203, 210, PHIL 124, 210, 324, 326, 328, 340, 345, PHYS 245, PKGSC 368, PL PA 213, PRTM 211, PSYCH 275, R S (SOC) 401, S T S 101, 102, 120, 171, 216, 301, 303, 498, 499, SOC 203

¹This course also satisfies the Science and Technology in Society Requirement.

²This course also satisfies the Cross-Cultural Awareness Requirement.

II. Discipline-Specific Coursework

A. Academic and Professional Development—2 credits

Departmental courses approved by the Undergraduate Curriculum Committee addressing the general academic and professional development of the student.

B. Distributed Competencies

Each degree program has integrated into its program of study distributed competencies in Communication (written and oral); Critical Thinking; and Ethical Judgment.

Note that Psychology Department Requirements, in some cases, exceed the General Education Requirements. Be sure to check the appropriate advising worksheet included in this handbook.

Note also that students must fulfill the General Education Requirements stipulated in the *Undergraduate Announcements* for their curriculum year. Therefore, if you are in a curriculum year other than 2011-2012, be sure to check the appropriate *Undergraduate Announcements*. Note that the General Education Requirements in the years prior to 2005-2006 are substantially different.

GENERAL EDUCATION COMPETENCIES *(from the 2011-2012 Undergraduate Announcements)*

Students must provide appropriate documentation of achievement of their General Education competencies through an ePortfolio. Effective oral and written communication is the means by which all competencies will be demonstrated. Students should include an example of their best work in each of the following eight areas:

A. Arts and Humanities

Demonstrate an understanding of the arts and humanities in historical and cultural contexts.

B. Mathematics

Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods, using multiple representations where applicable.

C. Natural Sciences

Demonstrate scientific literacy by explaining the process of scientific reasoning and applying scientific principles inside and outside of the laboratory or field setting.

D. Social Sciences

Demonstrate an understanding of social science methodologies in order to explain the consequences of human actions.

E. Critical Thinking

Demonstrate the ability to critically analyze the quality and utility of knowledge gained throughout the undergraduate experience and apply this knowledge to a wide range of problems.

F. Cross-Cultural Awareness

Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

G. Ethical Judgment

Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.

H. Science and Technology in Society

Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

General Education ePortfolio Requirement

Students graduating in any curriculum year beginning with 2006-2007 must complete the General Education ePortfolio Requirement. Please note that the General Education ePortfolio differs from the Psychology ePortfolio, generated in Senior Laboratory in Psychology (Psych 492). Students interested in finding out more about this General Education requirement may go online to <http://www.clemson.edu/academics/programs/eportfolio/> or may visit the 1941 Studio for Student Communication in Daniel Hall. For further information, contact Dr. Gail Ring at gring@clemson.edu.

Bachelor of Arts (BA) vs. Bachelor of Science (BS) Degree

Beginning with the 1997-1998 academic year, Clemson University offers both a Bachelor of Arts and a Bachelor of Science degree in Psychology. The degree program that students choose should be based on students' strengths as well as their interests and career goals. While either program will provide an excellent foundation for graduate school or career pursuits, differences in the programs should be considered. The Bachelor of Arts program emphasizes foreign language and humanities courses while the Bachelor of Science program focuses more on science and math courses. If students' interests, career goals, and strengths lie in science and math areas, they should consider a Bachelor of Science degree. If their interests, career goals, and strengths lie in language and humanities areas, they should consider a Bachelor of Arts degree. There is no documented advantage in terms of career success or graduate school admission or performance for either the Bachelor of Arts degree or the Bachelor of Science degree.

Psychology Courses (from 2011-2012 Undergraduate Announcements)

PSYCH 201, H201 Introduction to Psychology 3(3,0) Introduction to the study of behavior. Analysis of the biological bases of behavior, learning, thinking, motivation, perception, human development, social behavior, and the application of basic principles to more complex phenomena such as education, personal adjustment, and interpersonal relations.

PSYCH 202 Introductory Psychology Laboratory 1(0,2) Major phenomena and methods of psychology are illustrated and investigated in a series of laboratory modules. Students also explore career and academic development issues.

PSYCH 250 Pursuing Happiness 3(3,0) Introduces psychological theories and principles used to study human behavior (methods, cognition, motivation, etc.). The concept of happiness is investigated as a psychological construct across cultures. Offered summer session only.

PSYCH 275 Applied Psychology and Transportation 3(3,0) Introduces psychological principles used to study human behavior (methodological, cognitive, perceptual, etc.). These psychological principles, in addition to ethical, legal, and societal perspectives, are applied to transportation issues.

PSYCH 306 Human Sexual Behavior 3(3,0) The subject of sexual behavior is approached from the psychophysiological, behavioral, and cultural points of view. Evolutionary, historical, and cross-cultural perspectives are considered.

PSYCH 309 Introductory Experimental Psychology 4(3,2) Introduction to the analysis of data from experimental and correlational research in psychology. Emphasizes the applications and logical nature of statistical reasoning. Laboratory periods stress the techniques of data analysis using microcomputers. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 310 Advanced Experimental Psychology 4(3,2) Continuation of PSYCH 309. Focus is on techniques of empirical research (experiments, quasi-experiments, survey research, etc.) that are widely used in psychology. Students design and carry out their own empirical research projects. Extensive practice in the writing of reports is included. *Preq:* PSYCH 201 with a C or better, PSYCH 309, or consent of instructor.

PSYCH 324 Physiological Psychology 3(3,0) Study of human neuroanatomy with emphasis on the function of the nervous and endocrine systems. Discusses the biological basis of behavior in its normal and abnormal dimensions. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 325 Physiological Psychology Laboratory 1(0,3) Demonstrations and techniques of selected physiological procedures are presented to explain the principles discussed in PSYCH 324. *Coreq:* PSYCH 324.

PSYCH 330 Motivation 3(3,0) Various aspects of motivation are considered by studying physiological, emotional, and environmental influences on behavior. Orientation is empirical rather than theoretical with emphasis on pertinent research, applications, and measurement of motives. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 333 Cognitive Psychology 3(3,0) Study of higher-order mental processing in humans. Topics include memory, learning of concepts, problem solving, and the psychology of language. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 334 Laboratory in Cognitive Psychology 1(0,2) Selected experiments and demonstrations are conducted to reveal phenomena related to human perception, memory, reasoning, problem solving, and high-level mental processes. *Preq:* PSYCH 201 with a C or better and PSYCH 309, or consent of instructor. *Coreq:* PSYCH 333.

PSYCH 340, H340 Lifespan Developmental Psychology 3(3,0) Survey of current theory and research concerned with the psychological aspects of human growth and development across the entire lifespan. Major topics include developmental methods, physical maturation, cognition, socialization, personality, psycholinguistics, intelligence, learning, behavior problems, and exceptionality. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 344 Psychology of Adolescence 3(3,0) Study of the psychosocial processes of adolescence. Major emphasis is on personality development, growth of thinking, social and sexual maturation, and variations in adolescence. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 345 Adulthood and Aging 3(3,0) Special consideration of the major psychological processes of aging as they relate to individual behavior and adaptation. Includes the influences of aging on the body, learning and psychomotor skills, thinking and intelligence, employment and productivity, personality, and psychopathology. Opportunity for contact with institutionalized and noninstitutionalized elderly persons is provided. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 352, H352 Social Psychology 3(3,0) Survey course analyzing human social behavior from the perspective of the individual as a participant in social relationships. Major emphasis is on the study of such contemporary social processes as attitude formation and change, interpersonal relations, conformity, conflict resolution, aggression and violence, social communication, and group phenomena. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH (E L E, PO SC, SOC) 356 Social Science of Entrepreneurship 3(3,0) See SOC 356.

PSYCH 364 Industrial Psychology 3(3,0) Reviews perception of work from the pre-industrial revolution to the present. Comparative approaches to motivation, development, maintenance, and attraction of successful work behaviors are discussed. Topics include the organization's responsibilities to the community, implementing a disease- and accident-free workplace, and the effects of consumerism. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 368 Organizational Psychology 3(3,0) Analysis of individual behavior for the purpose of investigating problems in organizations and increasing organization effectiveness. Topics include psychological factors affecting communication, decision making, conflict, leadership, work stress, power, and organizational change. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 369 Leadership in Organizational Settings 3(3,0) Broad survey of theory and research on leadership in formal organizations. A detailed explanation and critical evaluation of major theories (including participative and charismatic leadership) are bridged with helpful remedies and prescriptions for effective leadership in organizations. *Preq:* PSYCH 201.

PSYCH 370 Personality 3(3,0) Historical and contemporary views of individual differences in behavior, affect, health, coping, and motivation. Covers topics such as personality development and structure, personality assessment, cross-cultural issues, and applications of personality psychology. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 383, H383 Abnormal Psychology 3(3,0) Introduction to the diagnosis and treatment of mental illnesses. Uses current diagnostic standards for mental disorders as a framework for understanding the symptoms, causes, and treatments of the most commonly observed maladaptive behaviors. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH H390 Honors Seminar in Psychology 3(3,0) Variable topic seminar for Honors students from all majors. Topics are announced prior to registration for each semester. May be repeated once for credit, but only if different topics are covered. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 408 Women and Psychology 3(3,0) Explores the wide variety of psychological issues that concern women. Emphasizes empirical research on topics such as motherhood, sex differentiation, motivation, and psychological disorders. *Preq:* PSYCH 201 with a C or better or consent of instructor.

PSYCH 415 Systems and Theories of Psychology 3(3,0) Study of the development of psychology particularly during the past 100 years. Emphasis is on giving students a better perspective of present-day psychology. Focus is on the various approaches taken by influential psychologists and the conflicts among these approaches. *Preq:* PSYCH 201 with a C or better and one 300-level psychology course, or consent of instructor.

PSYCH 422, H422 Sensation and Perception 3(3,0) Study of psychophysical techniques of measurement and sensory and perceptual processes related to vision, hearing, and the other senses. *Preq:* PSYCH 201 with a C or better and one 300-level psychology course, or consent of instructor.

PSYCH 423 Sensation and Perception Laboratory 1(0,2) Selected experiments are conducted to demonstrate the phenomena involved in sensation and perception. *Preq:* PSYCH 309 or consent of instructor.

PSYCH 426 Advanced Physiological Psychology 3(3,0) Advanced studies of the biological basis of behavior with emphasis on functional neuroanatomy and endocrinology. Topics may vary. May not be repeated for credit. *Preq:* PSYCH 324 or consent of instructor.

PSYCH 435 Human Factors Psychology 3(3,0) Analyses of theoretical issues and research methods related to the interaction between people and machines and human performance. Topics include information processing theory, human control systems and displays, task simulation, perceptual and motor factors limiting human performance. *Preq:* PSYCH 201 with a C or better and one 300-level psychology course, or consent of instructor.

PSYCH 443 Infant and Child Development 3(3,0) Cognitive, emotional, and social development from conception through childhood (up to age 12). Major theories and research findings are covered. *Preq:* PSYCH 201 with a C or better and PSYCH 340, or consent of instructor.

PSYCH 447 Moral Development 3(3,0) Explores the development of moral reasoning, judgment, and character from a descriptive psychological point of view. Examines the theoretical and empirical work of Jean Piaget, Lawrence Kohlberg, and Elliot Turiel as well as prosocial, eudaemonistic, and cross-cultural alternatives to these ideas. *Preq:* PSYCH 201 with a C or better; PSYCH 340, 344, or 345; or consent of instructor.

PSYCH 456 Applied Psychophysiology 3(3,0) Explores the various measures used in psychophysiology to study mind-body interactions. Exposes students to the practice of psychophysiology through an integrated hands-on laboratory experience in which students learn about psychophysiological measures by applying them. *Preq:* PSYCH 201 or consent of instructor.

PSYCH 471 Psychological Testing 3(3,0) Introduction to the theory of psychological testing, emphasizing the principles of measurement and psychometric characteristics of a good psychological test. Issues in test development, administration, and interpretation are reviewed. Educational, industrial, and clinical uses of tests are examined. *Preq:* PSYCH 201 and 309, or consent of instructor.

PSYCH 475, H475 Brain and Behaviors: An Evolutionary Approach 3(3,0) Examines the interactions between the human brain and behavior from an evolutionary perspective. Topics can include: hunger, stress, sleep, sexual attraction, memory, decision making, in-out groups, male-female interaction, and maladaptive behaviors. *Preq:* PSYCH 201 with a C or better, one 300-level psychology course, and junior-senior standing; or consent of instructor.

PSYCH 480, 680 Health Psychology 3(3,0) Study of the role of health-related behaviors in the prevention, development and/or exacerbation of health problems. Emphasis on the biopsychosocial model and its application in the assessment, treatment, and prevention of health problems. *Preq:* PSYCH 201 with a C or better and one 300-level psychology course, or consent of instructor.

PSYCH 482 Positive Psychology 3(3,0) Examines the research, theories, and applications of the psychology of human strengths and well-being. Fundamental research into the cultural, emotional, personality, cognitive/motivational, and developmental correlates of strengths and well-being is examined, as well as application of these principles to a variety of organizational settings. *Preq:* PSYCH 201 with a C or better and one 300-level psychology course, or consent of instructor.

PSYCH 488 Theories of Psychotherapy 3(3,0) Survey of alternative theories of psychological treatment for behavioral and emotional disorders. Various theoretical assumptions, techniques, and applications of each approach are examined and compared, and case examples are considered. *Preq:* PSYCH 370 or 383 or consent of instructor.

PSYCH 489, 689 Selected Topics 3(3,0) Seminar in current topics in psychology. Topics change from semester to semester and are announced prior to each semester's registration. May be repeated once for credit, but only if different topics are covered. *Preq:* PSYCH 201 with a C or better and one 300-level psychology course, or consent of instructor.

PSYCH H490 Senior Division Honors Research I 2-4(2-4,0) Preparation and defense of a research proposal. Proposed project should be empirical, historical, or theoretical in nature. *Preq:* Junior standing, consent of department chair.

PSYCH H491 Senior Division Honors Research II 2-4(2-4,0) Completion of the proposed research project resulting in a written thesis. *Preq:* PSYCH H490.

PSYCH 492 Senior Laboratory in Psychology 1(0,2) Students complete an integrative review of topics in psychology in the context of producing a reflective portfolio. *Preq:* Senior standing in Psychology.

PSYCH 493 Practicum in Clinical Psychology 3(1,5) Students apply classroom theory in solving individual and community problems through interaction with community agencies and other professional groups in the mental health area. Students have limited but well-controlled contact with actual clinical problems as they occur in the community environment. *Preq:* PSYCH 383 and consent of instructor.

PSYCH 495 Practicum in Applied Psychology 3(1,5) Students are provided practical experience in the area of applied psychology. Students usually are involved in a project designed to help solve an industrial problem through a direct application of industrial or social psychology. *Preq:* PSYCH 352 or 364 or 454; consent of instructor.

PSYCH 497, H497 Directed Studies in Psychology 1-4(0,2-8) Study under the direction of a faculty member of a particular topic agreed upon by the student and faculty member. May be repeated for a maximum of 12 credits. *Preq:* Six credits in psychology, a course in research methods, or consent of instructor.

PSYCH 498, H498 Team-Based Research 1-4(1-4,0) Students conduct psychological research and learn about phases of the research process with a team of their peers under the direction of a faculty member. The collaborative nature of psychological research is emphasized. May be repeated for a maximum of 18 credits. *Preq:* Consent of instructor.

Psychology Laboratory Courses

Introductory Psychology Laboratory (PSYCH 202)

This course is designed to be fun. You will experience psychology as a science, and as an applied knowledge base. You will be active, rather than simply a listener. You will be asked to think for yourself.

We provide hands-on exposure to several of the main concepts and methods of psychology. Students will participate in a variety of laboratory activities and exercises from a variety of areas in psychology.

This course also requires an ePortfolio, which will set the foundation for the Psychology ePortfolio in the senior year.

Introductory Experimental Psychology (PSYCH 309)

PSYCH 309 is an introduction to the analysis of data from experimental and correlation research in psychology. It is a four credit course that includes a mandatory laboratory which stresses the techniques of data analysis using microcomputers.

Advanced Experimental Psychology (PSYCH 310)

PSYCH 310 is a continuation of PSYCH 309 and focuses on techniques of empirical research widely used in psychology. Students design and carry out their own empirical research projects. It is a four credit course that includes a mandatory laboratory.

Laboratory/Research Requirement (Previously named Laboratory Requirement)

Students typically fulfill this one credit requirement by taking Laboratory in Cognitive Psychology (PSYCH 334), Applied Psychophysiology (PSYCH 456), Practicum in Clinical Psychology (PSYCH 493), or Team-Based Research (PSYCH 498).

Note that **PSYCH 456** may be used to satisfy the Applied and Laboratory Requirements. If PSYCH 456 is used to satisfy both requirements, PSYCH 456 will appear on the DPR as satisfying the Laboratory/Research Requirement only. Students must still satisfy the 19 additional credit hour requirement.

Senior Laboratory in Psychology (PSYCH 492)

You will be asked to integrate your experiences in psychology, from psychology as a science to psychology as an applied knowledge base. You will be active, rather than simply a listener. You will be asked to think for yourself.

We provide guidance as you construct a resume and a reflective Psychology ePortfolio of your understandings and activities in psychology. This is a capstone experience in the major.

You will participate in a variety of laboratory activities and exercises to assist you in your construction of your own understandings. In a sense, this course is about your perspective, not ours. Although each student will construct an application of learning goals and outcomes in psychology to their own career goals, the product is defined by each student.

This course requires a Psychology ePortfolio, which will be a representation of student-defined, and student centered learning and achievement. Please note that the Psychology ePortfolio generated in this course differs from the General Education ePortfolio Requirement.

Minor Requirement

Students seeking either a Bachelor of Arts degree or a Bachelor of Science degree in Psychology are required to declare a minor by their junior year. Minor requirements vary by field but consist of at least 15 credit hours with at least nine at the 300 level or above. Although the major and minor requirements cannot be double-dipped, courses that satisfy the General Education Requirements can also be used to fulfill the minor requirements.

Please note that only one minor can be posted on the student's transcript.

Below you will find a list of possible minors for students in the 2011-2012 curriculum year. For more information on the specific requirements, see the *2011-2012 Undergraduate Announcements*. Note that available minors and minor requirements vary according to curriculum year.

Accounting	Great Works
Adult/Extension Education	History
Aerospace Studies	Horticulture
Agricultural Business Management	International Engineering & Science
Agricultural Mechanization and Business	Legal Studies
American Sign Language Studies	Management
Animal and Veterinary Sciences	Management Information Systems
Anthropology	Mathematical Sciences
Architecture	Microbiology
Art	Military Leadership
Athletic Leadership	Modern Languages
Biochemistry	Music
Biological Sciences	Natural Resource Economics
Business Administration	Nonprofit Leadership
Chemistry	Packaging Science
Cluster	Pan African Studies
Communication Studies	Park and Protected Area Management
Computer Science	Philosophy
Crop and Soil Environmental Science	Physics
Digital Production Arts	Plant Pathology
East Asian Studies	Political Science
Economics	Psychology
Education	Public Policy
English	Religion
Entomology	Russian Area Studies
Entrepreneurship	Science and Technology in Society
Environmental Engineering	Screenwriting
Environmental Science and Policy	Sociology
Equine Business	Spanish-American Area Studies
Film Studies	Theatre
Financial Management	Therapeutic Recreation
Food Science	Travel and Tourism
Forest Products	Turfgrass
Forest Resource Management	Urban Forestry
Genetics	Wildlife and Fisheries Biology
Geography	Women's Studies
Geology	Writing
Global Politics	

Double Major/Two Degrees (from the *Undergraduate Announcements*)

DOUBLE MAJOR

A student in a Bachelor of Arts degree program may be awarded a single baccalaureate degree with a double major. The two majors may be within a single college or may involve two colleges but are limited to Bachelor of Arts degree programs.

SECOND BACCALAUREATE DEGREE

To complete a second baccalaureate degree, a student must complete a minimum of 30 semester hours at Clemson in addition to the greater number of hours required for either degree and satisfy all course and grade requirements for the second degree.

Double-Dipping

When a course fills two requirements, it is called double-dipping. Credit for the course is given only once, but it counts toward two requirements.

Students in all curriculum years may double-dip the minor with the General Education Requirements. However, students may not double-dip the minor and the major nor may they double-dip the minor and the Foreign Language Requirement.

Students in any curriculum year beginning with the 2005-2006 curriculum year may double-dip approved Cross-Cultural Awareness courses with courses fulfilling the Literature, Humanities (Non Literature), and Social Science Requirements. Also, students may double-dip approved Science and Technology in Society courses with courses fulfilling the Mathematics or Natural Science, Humanities (Non Literature), and Social Science Requirements. Approved courses can be found in the most recent *Undergraduate Announcements* and in this publication in the section on General Education Requirements.

Students in any curriculum year prior to 2005-2006 may not double-dip the Cross-Cultural Awareness Requirement with the Humanities or Social Science Requirement or with the major. Moreover, students in the BA program may not double-dip the Foreign Language Requirement with the Humanities (E2) Requirement.

Foreign Language Requirement

Students in the BA Program in Psychology must take two semesters (through 202) in the same modern foreign language. Language courses at the 100-level are now considered “prep” courses and count as electives. The options generally available are: American Sign Language (ASL), Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.

Students having had high school experience in a language in which they plan to continue must take the Foreign Language Placement Test (FLPT). For information on the FLPT, go on line to <http://www.clemson.edu/caah/languages/placement.html>. Students who pass a language course at Clemson with a “C” or higher may receive exemption credit for lower level courses. Exemption credit will be automatic in French, German, and Spanish for courses through 202. For courses in other languages or at a higher level, students must complete a *Request for Exemption Credit* form available in the Department of Language in Strode Tower 717.

Mathematics Requirement

Students in the BA Program in any curriculum year must take two courses from the General Education list for Mathematics to fulfill this requirement.

Students in the BS Program in any curriculum year beginning with 2011-2012 must take two courses from the approved General Education list for Mathematics.

Students in the BS Program in any curriculum year prior to 2011-2012 must take three courses from the General Education list for Mathematics to fulfill this requirement.

Students interested in changing curriculum year may refer to Section IV in this handbook.

Below you will find a brief description of acceptable courses as stated in the most recent *Undergraduate Announcements*. It is important to note that you will only get credit for some courses if taken in the indicated order. For example, if you opt to take both EX ST 222 and EX ST 301, you can only get credit for both if you take EX ST 222 first. Also note that EX ST 222 (Statistics in Everyday Life) can be double dipped with the Science and Technology in Society (STS) Requirement.

EX ST 222 Statistics in Everyday Life 3(3,0) Focuses on the role of statistics in a variety of areas including politics, medicine, environmental issues, advertising, and sports. Students explore common statistical misconceptions and develop an understanding of how principles of probability and statistics affect many aspects of everyday life. Not open to students who have received credit for EX ST 301, MTHSC 301, 302, or 309. *Preq:* Satisfactory score on the Clemson Mathematics Placement Test or consent of department.

EX ST 301, H301 Introductory Statistics 3(2,2) Basic concepts and methods of statistical inference; organization and presentation of data, elementary probability, measures of central tendency and variation, tests of significance, sampling, simple linear regression and correlation. Stresses the role of statistics in interpreting research and the general application of the methods. Credit toward a degree will be given for only one of EX ST 301, MTHSC 301, 302, 309.

MTHSC 101 Essential Mathematics for the Informed Society 3(3,0) Topics include logic and computers, probability and statistics, and financial mathematics. Specific topics include Boolean algebra, digital data formats, randomness, graphical representation of data, inference and estimation; interest, annuities, and amortization. Not open to students who have received credit for MTHSC 301, 302, 309, or EX ST 301. *Preq:* Satisfactory score on the Clemson Mathematics Placement Test or consent of department.

MTHSC 102 Introduction to Mathematical Analysis 3(3,0) Intuitive approach to the concepts and applications of calculus. Topics include functions and graphing, differentiation, and integration. Applications from social, biological, and management sciences are presented. Not open to students who have received credit for MTHSC 106. *Preq:* Satisfactory score on the Clemson Mathematics Placement Test or consent of department.

MTHSC 106, H106 Calculus of One Variable I 4(4,0) Topics include analytic geometry, introduction to derivatives, computation and application of derivatives, integrals, exponential and logarithm functions. *Preq:* MTHSC 103 or 105 or satisfactory score on the Clemson Mathematics Placement Test or consent of department.

MTHSC 107 Differential and Integral Calculus 4(4,0) Continuation of MTHSC 104. Successful completion of MTHSC 104 and MTHSC 107 is equivalent to completion of MTHSC 106. Continuation of differential calculus and an introduction to integral calculus. Not opened to students who have received credit for MTHSC 106. *Preq:* MTHSC 104.

MTHSC 108, H108 Calculus of One Variable II 4(4,0) Topics include transcendental functions, applications of integration, integration techniques, indeterminate forms, improper integrals, parametric equations, polar coordinates, and infinite series. *Preq:* MTHSC 106.

MTHSC 203 Elementary Statistical Inference 3(3,0) Data-based course in statistical methodology: collecting and summarizing data, the normal distribution, one and two sample inference on means and proportions, simple linear regression, analysis of categorical data. May not be taken for credit by students who have passed MTHSC 301, 302, 309, or EX ST 301. *Preq:* Satisfactory score on the Clemson Mathematics Placement Test or MTHSC 101 or consent of department.

MTHSC 207 Multivariable Calculus 3(3,0) Introduction to the calculus of several variables, differential calculus and optimization of several variables, multiple integrals. Topics from the management sciences are used to illustrate the above concepts. May not be taken by students who have passed MTHSC 206. *Preq:* MTHSC 102, or 106 with consent of instructor.

MTHSC 301, H301 Statistical Methods I 3(3,0) Principal topics include collecting and summarizing data, probability distributions, inferences about central values and variation, analysis of categorical data, simple linear regression, basic experimental designs, and the analysis of variance. Credit toward a degree will be given for only one of MTHSC 301, 302, 309, EX ST 301. *Preq:* MTHSC 106 or 207 or 210.

MTHSC 309 Introductory Business Statistics 3(3,0) Introductory probability and statistics for business students, particularly those who will take MGT 310. Topics include descriptive statistics, probability, expectations, binomial, normal, sampling distributions, one and two sample estimation and testing. Credit toward a degree will be given for only one of EX ST 301, MTHSC 301, 302, 309. *Preq:* MTHSC 106 or 207 or 210.

Biology and Natural Science Requirements

To fulfill the Natural Science Requirement in the BA Program in Psychology, students must take a two-semester sequence in the same physical or biological science, each including a laboratory. The Psychology Department typically recommends the following sequences:

BIOL	103 (3 hour lecture) and 105 (1 hour lab) General Biology I and Laboratory 104 (3 hour lecture) and 106 (1 hour lab) General Biology II and Laboratory
BIOL	110 (5 hour lecture and lab) Principles of Biology I 111 (5 hour lecture and lab) Principles of Biology II
ASTR	101 (3 hour lecture) and 103 (1 hour lab) Solar System Astronomy and Laboratory 102 (3 hour lecture) and 104 (1 hour lab) Stellar Astronomy and Laboratory
CH	101 (4 hour lecture and lab) General Chemistry 102 (4 hour lecture and lab) General Chemistry
CH	105 (4 hour lecture and lab) Chemistry in Context I 106 (4 hour lecture and lab) Chemistry in Context II
GEOL	101 (3 hour lecture) and 103 (1 hour lab) Physical Geology and Laboratory 112 (3 hour lecture) and 114 (1 hour lab) Earth Resources and Laboratory
PHYS	122 (3 hour lecture) and 124 (1 hour lab) Physics with Calculus I and Laboratory 221 (3 hour lecture) and 223 (1 hour lab) Physics with Calculus II and Laboratory
PHYS	207 (3 hour lecture) and 209 (1 hour lab) General Physics I and Laboratory 208 (3 hour lecture) and 210 (1 hour lab) General Physics II and Laboratory

Note that GEOL 112 (Earth Resources) can be double dipped with the Science and Technology (STS) Requirement.

To fulfill the Biology and Natural Science Requirements in the BS Program in any curriculum year, students must take BIOL 103/105/104/106 or BIOL 110/111. Please note that BIOL 121-124 (three hour lecture) along with BIOL 120 (one hour lab) are not acceptable as part of a biology sequence in this program. Students must also take a two-semester sequence in the same natural science other than biology. See the list of recommended courses indicated on the previous page. Note, however, that each course in this sequence (for the BS Program) need not include a laboratory.

Students in the BS Program in any curriculum year prior to 2011-2012 must take three additional credit hours in any natural or physical science course (referred to as the **Science Requirement** in the Undergraduate Announcements). Acceptable courses include, but are not limited to, courses in Astronomy, Biology, Biochemistry, Biological Sciences, Chemistry, Environmental Science and Policy, Geology, Physics, Microbiology, Genetics, Entomology, and Nutrition. Note that extra credit hours from the core biology sequence or the natural science sequence can be counted towards this Science Requirement. This may leave some students with one remaining science credit to fulfill. Available one credit science courses include, but are not limited to, ENT 201 (Selected Topics in Entomology), GEOL 100 (Current Topics in Geology) and PHYS 101 (Current Topics in Modern Physics).

Students interested in changing curriculum year may refer to Section IV in this handbook.

Mathematics or Science Requirement

Students in the BS Program in any curriculum year beginning with 2011-2012 must fulfill this requirement. Six additional credit hours are required in any natural or physical science course, any math course meeting General Education Requirements, or any of the following: EX ST 3** and 4** and MTHSC 3** and 4**. Note that extra credit hours from the core biology sequence or the natural science sequence can be counted towards this Mathematics or Science Requirement.

Acceptable natural/physical science courses include:

AGRIC 315	E N R 413	MICRO ***
ASTR ***	EN SP ***	NUTR ***
AVS 414	ENT ***	PHYS ***
AVS 480	ENTOX 430	PL PA 406
BIOCH ***	GEN ***	PL PH 340
BIOL ***	GEOL ***	W F B 313
CH ***	HORT 465	W F B 469

Students interested in changing curriculum year may refer to Section IV in this handbook.

Science and Technology in Society (STS) Requirement

One course in Science and Technology in Society (STS) is a new General Education Requirement for those students in any curriculum year beginning with the 2005-2006 curriculum year. Students will find acceptable courses listed in the most recent *Undergraduate Announcements*. Some of the STS courses can be double dipped with the Humanities (Non-Literature), the Mathematics or Natural Science, or the Social Science Requirement. Check the website at <http://www.clemson.edu/caah/history/FacultyPages/PamMack/sts/stsprogram.html> for the most up-to-date information.

Note that PSYCH 275 (Applied Psychology and Transportation) will not only fulfill the STS Requirement but will also fulfill the Applied Psychology Major Requirement.

Social Science Requirement

To fulfill the General Education and departmental Social Science Requirement in the BA Program in Psychology, students must take one course from the approved General Education list for Social Sciences. Note that PSYCH 201 fulfills three of the six required General Education Requirement hours. The remaining three hours must be in an area other than Psychology.

To fulfill the General Education and departmental Social Science Requirement in the BS Program in Psychology, students must take, in addition to PSYCH 201, two non-psychology social science courses (from the same or different fields) from the approved General Education list for Social Sciences.

Note that, beginning with the 2005-2006 curriculum year, the General Education list of acceptable courses became more limited. Also, remember that courses in the minor may double-dip with the General Education Requirements.

Cross-Cultural Awareness Requirement

Students in both the BA and BS Programs in any curriculum year beginning with 2011-2012 must take one course from the approved General Education Cross-Cultural Awareness Requirement list found both in the most recent *Undergraduate Announcements* and in this publication in the section on General Education Requirements. Approved Cross-Cultural Awareness courses fulfilling the Literature, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may be used to meet the Cross-Cultural Awareness Requirement and can be double-dipped.

Students in the BA Program in any curriculum year starting with 2005-2006 and ending with 2010-2011 must take two courses from the Approved Cross-Cultural Awareness Requirement list in order to fulfill this requirement.

Students in the BS Program in any curriculum year starting with 2005-2006 and ending with 2010-2011 must take one course from the Approved Cross-Cultural Awareness Requirement list in order to fulfill this requirement.

Students in any curriculum prior to 2005-2006 must take a total of six credit hours from a departmental list in order to satisfy the Psychology Department's Cross-Cultural Awareness Requirement. To request a copy of this list and further information about this requirement, email psyhelp@clermson.edu.

Students interested in changing curriculum year may refer to Section IV in this handbook.

Note that students may also currently meet all or part of this requirement through an approved education abroad/ international experience, which provides no credit and would appear on your Degree Progress Report (DPR) as:

I S 101 Cross-Cultural Awareness International Experience 0 Study of cross-cultural awareness as part of an international/study abroad experience. Minimum duration of the study abroad experience is four weeks. May be repeated. To be taken Pass/Fail only.

For further information, contact the Office of International Affairs at 656-2457 and located in E307 Martin Hall.

400-Level Psychology Requirement

To fulfill the 400-level Psychology Requirement, students must complete six credits of 400-level courses with three credits being numbered between 400-489. Please note that students may double-dip the courses fulfilling this requirement to fulfill other major requirements.

Education Abroad

Students at Clemson University have the opportunity to participate in various international experiences for one semester, a full academic year, or a summer. These programs are offered through the Office of International Affairs which is located in E307 Martin Hall. For more information, students are encouraged to contact:

Teresa Wise, Executive Director of International Programs & Services
(864) 656-2457
twise@clemson.edu

Information online can be found at www.clemson.edu/IA/IntlPrograms/StudyAbroad/index.html.

Again, note that participation in approved study abroad experiences may be used to fulfill part or all of the General Education Cross-Cultural Requirement.

Enrollment in Graduate Courses

Clemson University seniors may enroll in graduate level courses with the approval of the department offering the course and the Graduate School. Students must obtain this approval before registration by completing an approval form available online at <http://www.grad.clemson.edu/forms/pdf/GS6.pdf>.

Further details can be found in the most recent *Undergraduate Announcements*.

Undergraduate Course Requirements for Graduate Study in Education, Law, Medicine, and Social Work

Many undergraduates with a BA or BS in psychology continue their education in other graduate programs. The following professors are prepared to answer questions concerning undergraduate course requirements for graduate study in other fields:

Educational or Guidance Counseling

Dr. David Fleming
Eugene T. Moore School of Education
G-01 Tillman Hall
dflemin@clemsun.edu
(864) 656-1881

Law School

Dr. Joe Stewart
Political Science Department
Brackett 232C
jstewa4@clemsun.edu
(864) 656-3234

Medical School or Dental School

Dr. Denny Smith
Biology Department
145 Long Hall
salton@clemsun.edu
(864) 656-3492

Physical/Occupational Therapy or Pre-Pharmacy

Dr. Ricardo Garcia
Biology Department
139 Long Hall
ragrc@clemsun.edu
(864) 656-3829

Social Work

Dr. Harrison Kisner
Sociology Department
Brackett 139
hkisner@clemsun.edu
(864) 656-3823

Section III: Advising Worksheets

The following section includes the advising worksheets for each curriculum year separately for the BA and for the BS degree in Psychology. They are consistent with the curriculum maps included in the *Undergraduate Announcements* which specify General Education and departmental requirements. In preparing your schedule, be sure to review the worksheet that matches your degree and curriculum year. Also be sure to carefully read the footnotes which explain each of the requirements.

BA 2008-2009

BS 2008-2009

BA 2009-2010

BS 2009-2010

BA 2010-2011

BS 2010-2011

BA 2011-2012

BS 2011-2012

Note that students, in many cases, may take required courses in semesters other than those indicated on the following worksheets.

Psychology BA Advising Worksheet (2008-2009)

Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
3 PSYCH 201 Introduction to Psychology	3 ENGL 103 Accelerated Composition ⁴
1 PSYCH 202 Introductory Psychology Lab	3 Arts and Humanities (Non-Lit.) Requirement ⁵
3 Foreign Language Requirement ¹	3 Foreign Language Requirement
3 Mathematics Requirement ²	3 Major Requirement ⁶
3 Social Science Requirement ³	3 Mathematics Requirement
2 Elective	
15 Total Hours	15 Total Hours

Sophomore Year

<u>First Semester</u>	<u>Second Semester</u>
4 PSYCH 309 Intro. Experimental Psych	4 PSYCH 310 Advan. Experimental Psych
3 Arts and Humanities (Literature) Requirement ⁷	3 Cross-Cultural Awareness Requirement
3 Cross-Cultural Awareness Requirement ⁸	4 Natural Science Requirement
4 Natural Science Requirement ⁹	4 Elective
1 Elective	
15 Total Hours	15 Total Hours

Junior Year

<u>First Semester</u>	<u>Second Semester</u>
3 Advanced Writing Requirement ¹⁰	3 Major Requirement
4 Major Requirement	3 Minor Requirement
3 Minor Requirement ¹¹	3 Oral Communication Requirement ¹³
3 Science and Technology in Society ¹²	3 Elective
3 Elective	3 Elective
16 Total Hours	15 Total Hours

Senior Year

<u>First Semester</u>	<u>Second Semester</u>
1 PSYCH 492 Senior Laboratory in Psychology	3 Major Requirement
3 Major Requirement	3 Minor Requirement
3 Major Requirement	3 Minor Requirement
3 Minor Requirement	3 Elective
4 Elective	3 Elective
14 Total Hours	15 Total Hours

120 Total Semester Hours

¹ Two semesters (through 202) in the same modern foreign language are required. Language courses at the 100-level are now considered “prep” courses and count as electives.

²See General Education Mathematical, Scientific and Technological Literacy (Mathematics) Requirement. Students need to take two courses from the approved list. Note that this also fulfills the General Education Mathematics or Natural Science Requirement. All students are required to take the Clemson Math Placement Test (CMPT) prior to registering for math courses.

³See General Education Social Science Requirement for a list of acceptable courses. Note that PSYCH 201 fulfills three of the six required hours. The remaining three hours must be in an area other than Psychology.

⁴ENGL 103 fulfills the General Education Communication (English Composition) Requirement. Note that, for students receiving AP credit or for transfer students, ENGL 102 will fulfill this requirement.

⁵See General Education Arts and Humanities (Non Literature) Requirement for a list of acceptable courses.

⁶Nineteen credit hours in psychology courses, excluding PSYCH 201, 202, 309, 310, and 492 are required to complete the BA degree. Select five courses (13-15 hrs) from the menus below. At least six credit hours (of the 19 hour total) must be from 400-level courses, with at least three hours from courses numbered between 400 and 489. BIOSC 470 may be taken in lieu of one elective psychology course. Students should consult their academic advisors for other degree requirements and course recommendations.

Biological & Cognitive - Select 2 courses:

PSYCH 324* Physiological PSYCH 333* Cognitive PSYCH 422 Sensation and Perception

Applied - Select 1 course:

PSYCH 275 Transportation PSYCH 375 Substance Abuse PSYCH 480 Health
 PSYCH 355 Environmental PSYCH 435 Human Factors PSYCH 383 Abnormal
 PSYCH 364 Industrial PSYCH 456 Psychophysiology PSYCH 488 Psychotherapy
 PSYCH 368 Organizational

Individuals & Groups - Select 1 course:

PSYCH 340 Lifespan PSYCH 352 Social PSYCH 370 Personality

Laboratory – Select 1 course:

PSYCH 325* Physiological Psychology (1 hr) PSYCH 493 Clinical Psychology Practicum
 PSYCH 334* Cognitive Psychology Lab (1 hr) PSYCH 495 Applied Psychology Practicum
 PSYCH 423 Sensation and Perception Lab (1 hr) PSYCH 496 Laboratory in Psychology
 PSYCH 456 Psychophysiology PSYCH 497/H497 Directed Studies
 PSYCH 471 Psychological Testing PSYCH 498/H498 Team-Based Research
 PSYCH H490 Senior Honors Research

*PSYCH 325 & 334 have co-requisites of PSYCH 324 & 333 respectively. PSYCH 324 & 333 do not have co-requisites.

⁷See General Education Arts and Humanities (Literature) Requirement for a list of acceptable courses, which include 200-level English literature courses and specified foreign language literature courses.

⁸ See the General Education Cross-Cultural Awareness Requirement. Students need to take two courses from the approved list. Note that approved cross-cultural courses fulfilling the Literature, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Cultural Awareness Requirement and can be double-dipped.

⁹See General Education Mathematical, Scientific and Technological (Natural Science with Lab) Requirement for a list of acceptable courses. Students need a two-semester sequence in the same physical or biological science, each including a laboratory.

¹⁰See General Education Communication (Advanced Writing) Requirement for a list of acceptable courses.

¹¹Any minor that has been approved by the University and listed in the *Undergraduate Announcements* is acceptable. No course may satisfy requirements for both the major and the minor. Courses used to fulfill the General Education Requirements, however, may be counted toward the minor. If a minor requires more than the allotted 15 hours, replace elective hours with the minor.

¹²See General Education Science & Technology in Society Requirement. Note that approved Science & Technology in Society courses fulfilling the Mathematics or Natural Science, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Science & Technology in Society Requirement and can be double-dipped.

¹³See General Education Communication (Oral Communication) Requirement for a list of acceptable courses.

Psychology BS Advising Worksheet (2008-2009)

Freshman Year

<p><u>First Semester</u></p> <ul style="list-style-type: none"> 4 BIOL 103/105 General Biology I¹ 3 PHIL 102 Introduction to Logic² 3 PSYCH 201 Introduction to Psychology 1 PSYCH 202 Introductory Psychology Lab. 3 Mathematics Requirement³ 14 Total Hours 	<p><u>Second Semester</u></p> <ul style="list-style-type: none"> 4 BIOL 104/106 General Biology II 3 ENGL 103 Accelerated Composition⁴ 3 Major Requirement⁵ 3 Mathematics Requirement 3 Elective 16 Total Hours
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Sophomore Year

<p><u>First Semester</u></p> <ul style="list-style-type: none"> 4 PSYCH 309 Intro. Experimental Psychology 3 Arts and Humanities (Literature) Requirement⁶ 3 Mathematics Requirement 3 Natural Science Requirement⁷ 1 Elective 14 Total Hours 	<p><u>Second Semester</u></p> <ul style="list-style-type: none"> 4 PSYCH 310 Advan. Experimental Psychology 3 Cross-Cultural Awareness Requirement⁸ 3 Natural Science Requirement 3 Social Science Requirement⁹ 3 Elective 16 Total Hours
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Junior Year

<p><u>First Semester</u></p> <ul style="list-style-type: none"> 3 ENGL 304, 312, or 314¹⁰ 4 Major Requirement 3 Minor Requirement¹¹ 3 Science Requirement¹² 3 Elective 16 Total Hours 	<p><u>Second Semester</u></p> <ul style="list-style-type: none"> 3 COMM 150 or 250¹³ 3 Major Requirement 3 Minor Requirement 3 Social Science Requirement 3 Elective 15 Total Hours
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Senior Year

<p><u>First Semester</u></p> <ul style="list-style-type: none"> 1 PSYCH 492 Senior Laboratory in Psychology 3 Major Requirement 3 Major Requirement 3 Minor Requirement 3 Science and Technology in Society¹⁴ 1 Elective 14 Total Hours 	<p><u>Second Semester</u></p> <ul style="list-style-type: none"> 3 Major Requirement 3 Minor Requirement 3 Minor Requirement 3 Elective 3 Elective 15 Total Hours
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120 Total Semester Hours

¹Biology 110 and 111 may be substituted. In this case, the extra two credit hours will be counted towards the departmental Science (non-sequence) Requirement. BIOL 103/105/104/106 or BIOL 110/111 fulfills the General Education Mathematical, Scientific and Technological Literacy (Natural Science with Lab as well as Mathematics or Natural Science) Requirement.

²PHIL 102 fulfills the General Education Arts and Humanities (Non Literature) Requirement.

³See General Education Mathematical, Scientific and Technological Literacy (Mathematics) Requirement. Three courses from the approved list are required by the department. All students are *required* to take the Clemson Math Placement Test (CMPT).

⁴ENGL 103 fulfills the General Education Communication (English Composition) Requirement. Note that, for students receiving AP credit or for transfer students, ENGL 102 will fulfill this requirement.

⁵Nineteen credit hours in psychology courses, excluding PSYCH 201, 202, 309, 310, and 492 are required to complete the BS degree. Select six courses (16-18 hrs) from the menus below. At least six credit hours (of the 19 hour total) must be from 400-level courses, with at least three hours from courses numbered between 400 and 489. BIOSC 470 may be taken in lieu of one elective psychology course. Students should consult their academic advisors for other degree requirements/course recommendations.

Biological & Cognitive - Select 2 courses:

___ PSYCH 324* Physiological ___ PSYCH 333* Cognitive ___ PSYCH 422 Sensation and Perception

Applied - Select 1 course:

___ PSYCH 275 Transportation ___ PSYCH 375 Substance Abuse ___ PSYCH 480 Health
___ PSYCH 355 Environmental ___ PSYCH 435 Human Factors ___ PSYCH 383 Abnormal
___ PSYCH 364 Industrial ___ PSYCH 456 Psychophysiology ___ PSYCH 488 Psychotherapy
___ PSYCH 368 Organizational

Foundations of Science - Select 1 course:

___ GW 402 Great Works ___ PHIL 425 Philosophy of Psych ___ PHIL 327 Philosophy of Social Science
___ PHIL 326 Science & Values ___ PSYCH 415 Systems & Theories

Individuals & Groups - Select 1 course:

___ PSYCH 340 Lifespan ___ PSYCH 352 Social ___ PSYCH 370 Personality

Laboratory – Select 1 course:

___ PSYCH 325* Physio Lab (1 hr) ___ PSYCH 471 Testing ___ PSYCH 496 Lab in Psych
___ PSYCH 334* Cognitive Lab (1 hr) ___ PSYCH H490 Sr Honors Research ___ PSYCH 497/H497 Directed Studies
___ PSYCH 423 S&P Lab (1 hr) ___ PSYCH 493 Clin Practicum ___ PSYCH 498/H498 Team-Based Res
___ PSYCH 456 Psychophysiology ___ PSYCH 495 Applied Practicum

*PSYCH 325 & 334 have co-requisites of PSYCH 324 & 333 respectively. PSYCH 324 & 333 do not have co-requisites.

⁶See General Education Arts and Humanities (Literature) Requirement for a list of acceptable courses, which includes 200-level English literature courses and specified foreign language literature courses.

⁷A two-semester sequence in the same natural science other than biology is required by the department. The Psychology Department typically recommends the following sequences: ASTR 101/102, CH 101/102, CH 105/106, GEOL 101/102 (or 112), PHYS 122/221, or PHYS 207/208. Excess credits from the sequence will be counted towards the departmental Science (non-sequence) Requirement.

⁸See the General Education Cross-Cultural Awareness Requirement. Students need any one course from the approved list. Note that approved cross-cultural courses fulfilling the Literature, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Cultural Awareness Requirement and can be double-dipped.

⁹See General Education Social Science Requirement for a list of acceptable courses. Psychology majors may fulfill the General Education Social Science Requirement and departmental requirements by taking PSYCH 201 and two additional non-psychology social science courses (from the same or different fields).

¹⁰ENGL 304, 312, or 314 fulfill the General Education Communication (Advanced Writing) Requirement.

¹¹Any minor that has been approved by the University and listed in the *Undergraduate Announcements* is acceptable. No course may satisfy requirements for both the major and the minor. Courses used to fulfill the General Education Requirements, however, may be counted toward the minor. If a minor requires more than the allotted 15 hours, replace elective hours with the minor.

¹²Three credit hours, in addition to the core biology sequence and the Natural Science Requirement, in any natural or physical science course is required by the department.

¹³COMM 150 or 250 fulfill the General Education Communication (Oral Communication) Requirement.

¹⁴See General Education Science & Technology in Society Requirement. Note that approved Science & Technology in Society courses fulfilling the Mathematics or Natural Science, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Science & Technology in Society Requirement and can be double-dipped.

Psychology BA Advising Worksheet (2009-2010 and 2010-2011)

Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
3 PSYCH 201 Introduction to Psychology	3 ENGL 103 Accelerated Composition ⁴
1 PSYCH 202 Introductory Psychology Lab	3 Arts and Humanities (Non-Lit.) Requirement ⁵
3 Foreign Language Requirement ¹	3 Foreign Language Requirement
3 Mathematics Requirement ²	3 Major Requirement ⁶
3 Social Science Requirement ³	3 Mathematics Requirement
2 Elective	
15 Total Hours	15 Total Hours

Sophomore Year

<u>First Semester</u>	<u>Second Semester</u>
4 PSYCH 309 Intro. Experimental Psych	4 PSYCH 310 Advan. Experimental Psych
3 Arts and Humanities (Literature) Requirement ⁷	3 Cross-Cultural Awareness Requirement
3 Cross-Cultural Awareness Requirement ⁸	4 Natural Science Requirement
4 Natural Science Requirement ⁹	4 Elective
1 Elective	
15 Total Hours	15 Total Hours

Junior Year

<u>First Semester</u>	<u>Second Semester</u>
4 Major Requirement	3 Major Requirement
3 Minor Requirement ¹⁰	3 Minor Requirement
3 Science and Technology in Society ¹¹	3 Oral Communication Requirement ¹²
3 Elective	3 Elective
3 Elective	3 Elective
16 Total Hours	15 Total Hours

Senior Year

<u>First Semester</u>	<u>Second Semester</u>
1 PSYCH 492 Senior Laboratory in Psychology	3 Major Requirement
3 Major Requirement	3 Minor Requirement
3 Major Requirement	3 Minor Requirement
3 Minor Requirement	3 Elective
4 Elective	3 Elective
14 Total Hours	15 Total Hours

120 Total Semester Hours

¹ Two semesters (through 202) in the same modern foreign language are required. Language courses at the 100-level are now considered “prep” courses and count as electives.

²See General Education Mathematical, Scientific and Technological Literacy (Mathematics) Requirement. Students need to take two courses from the approved list. Note that this also fulfills the General Education Mathematics or Natural Science Requirement. All students are required to take the Clemson Math Placement Test (CMPT) prior to registering for math courses.

³See General Education Social Science Requirement for a list of acceptable courses. Note that PSYCH 201 fulfills three of the six required hours. The remaining three hours must be in an area other than Psychology.

⁴ENGL 103 fulfills the General Education Communication (English Composition) Requirement. Note that, for students receiving AP credit or for transfer students, ENGL 102 will fulfill this requirement.

⁵See General Education Arts and Humanities (Non Literature) Requirement for a list of acceptable courses.

⁶Nineteen credit hours in psychology courses, excluding PSYCH 201, 202, 309, 310, and 492 are required to complete the BA degree. Select five courses (13-15 hrs) from the menus below. At least six credit hours (of the 19 hour total) must be from 400-level courses, with at least three hours from courses numbered between 400 and 489. BIOSC 470 may be taken in lieu of one elective psychology course. Students should consult their academic advisors for other degree requirements and course recommendations.

Biological & Cognitive - Select 2 courses:

PSYCH 324* Physiological PSYCH 333* Cognitive PSYCH 422 Sensation and Perception

Applied - Select 1 course:

PSYCH 275 Transportation PSYCH 375 Substance Abuse PSYCH 480 Health
 PSYCH 355 Environmental PSYCH 435 Human Factors PSYCH 383 Abnormal
 PSYCH 364 Industrial PSYCH 456 Psychophysiology PSYCH 488 Psychotherapy
 PSYCH 368 Organizational

Individuals & Groups - Select 1 course:

PSYCH 340 Lifespan PSYCH 352 Social PSYCH 370 Personality

Laboratory – Select 1 course:

PSYCH 325* Physiological Psychology (1 hr) PSYCH 493 Clinical Psychology Practicum
 PSYCH 334* Cognitive Psychology Lab (1 hr) PSYCH 495 Applied Psychology Practicum
 PSYCH 423 Sensation and Perception Lab (1 hr) PSYCH 496 Laboratory in Psychology
 PSYCH 456 Psychophysiology PSYCH 497/H497 Directed Studies
 PSYCH 471 Psychological Testing PSYCH 498/H498 Team-Based Research
 PSYCH H490 Senior Honors Research

*PSYCH 325 & 334 have co-requisites of PSYCH 324 & 333 respectively. PSYCH 324 & 333 do not have co-requisites.

⁷See General Education Arts and Humanities (Literature) Requirement for a list of acceptable courses, which include 200-level English literature courses and specified foreign language literature courses.

⁸ See the General Education Cross-Cultural Awareness Requirement. Students need to take two courses from the approved list. Note that approved cross-cultural courses fulfilling the Literature, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Cultural Awareness Requirement and can be double-dipped.

⁹See General Education Mathematical, Scientific and Technological (Natural Science with Lab) Requirement for a list of acceptable courses. Students need a two-semester sequence in the same physical or biological science, each including a laboratory.

¹⁰ Any minor that has been approved by the University and listed in the *Undergraduate Announcements* is acceptable. No course may satisfy requirements for both the major and the minor. Courses used to fulfill the General Education Requirements, however, may be counted toward the minor. If a minor requires more than the allotted 15 hours, replace elective hours with the minor.

¹¹See General Education Science & Technology in Society Requirement. Note that approved Science & Technology in Society courses fulfilling the Mathematics or Natural Science, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Science & Technology in Society Requirement and can be double-dipped.

¹²See General Education Communication (Oral Communication) Requirement for a list of acceptable courses.

Psychology BS Advising Worksheet (2009-2010 and 2010-2011)

Freshman Year

<p><u>First Semester</u></p> <p>4 BIOL 103/105 General Biology I¹</p> <p>3 PHIL 102 Introduction to Logic²</p> <p>3 PSYCH 201 Introduction to Psychology</p> <p>1 PSYCH 202 Introductory Psychology Lab.</p> <p>3 Mathematics Requirement³</p> <p>14 Total Hours</p>	<p><u>Second Semester</u></p> <p>4 BIOL 104/106 General Biology II</p> <p>3 ENGL 103 Accelerated Composition⁴</p> <p>3 Major Requirement⁵</p> <p>3 Mathematics Requirement</p> <p>3 Elective</p> <p>16 Total Hours</p>
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Sophomore Year

<p><u>First Semester</u></p> <p>4 PSYCH 309 Intro. Experimental Psychology</p> <p>3 Arts and Humanities (Literature) Requirement⁶</p> <p>3 Mathematics Requirement</p> <p>3 Natural Science Requirement⁷</p> <p>1 Elective</p> <p>14 Total Hours</p>	<p><u>Second Semester</u></p> <p>4 PSYCH 310 Advan. Experimental Psychology</p> <p>3 Cross-Cultural Awareness Requirement⁸</p> <p>3 Natural Science Requirement</p> <p>3 Social Science Requirement⁹</p> <p>3 Elective</p> <p>16 Total Hours</p>
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Junior Year

<p><u>First Semester</u></p> <p>4 Major Requirement</p> <p>3 Minor Requirement¹⁰</p> <p>3 Science Requirement¹¹</p> <p>3 Elective</p> <p>3 Elective</p> <p>16 Total Hours</p>	<p><u>Second Semester</u></p> <p>3 COMM 150 or 250¹²</p> <p>3 Major Requirement</p> <p>3 Minor Requirement</p> <p>3 Social Science Requirement</p> <p>3 Elective</p> <p>15 Total Hours</p>
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Senior Year

<p><u>First Semester</u></p> <p>1 PSYCH 492 Senior Laboratory in Psychology</p> <p>3 Major Requirement</p> <p>3 Major Requirement</p> <p>3 Minor Requirement</p> <p>3 Science and Technology in Society¹³</p> <p>1 Elective</p> <p>14 Total Hours</p>	<p><u>Second Semester</u></p> <p>3 Major Requirement</p> <p>3 Minor Requirement</p> <p>3 Minor Requirement</p> <p>3 Elective</p> <p>3 Elective</p> <p>15 Total Hours</p>
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120 Total Semester Hours

¹Biology 110 and 111 may be substituted. In this case, the extra two credit hours will be counted towards the departmental Science (non-sequence) Requirement. BIOL 103/105/104/106 or BIOL 110/111 fulfills the General Education Mathematical, Scientific and Technological Literacy (Natural Science with Lab as well as Mathematics or Natural Science) Requirement.

²PHIL 102 fulfills the General Education Arts and Humanities (Non Literature) Requirement.

³See General Education Mathematical, Scientific and Technological Literacy (Mathematics) Requirement. Three courses from the approved list are required by the department. All students are *required* to take the Clemson Math Placement Test (CMPT).

⁴ENGL 103 fulfills the General Education Communication (English Composition) Requirement. Note that, for students receiving AP credit or for transfer students, ENGL 102 will fulfill this requirement.

⁵Nineteen credit hours in psychology courses, excluding PSYCH 201, 202, 309, 310, and 492 are required to complete the BS degree. Select six courses (16-18 hrs) from the menus below. At least six credit hours (of the 19 hour total) must be from 400-level courses, with at least three hours from courses numbered between 400 and 489. BIOSC 470 may be taken in lieu of one elective psychology course. Students should consult their academic advisors for other degree requirements/course recommendations.

Biological & Cognitive - Select 2 courses:

PSYCH 324* Physiological PSYCH 333* Cognitive PSYCH 422 Sensation and Perception

Applied - Select 1 course:

PSYCH 275 Transportation PSYCH 375 Substance Abuse PSYCH 480 Health
 PSYCH 355 Environmental PSYCH 435 Human Factors PSYCH 383 Abnormal
 PSYCH 364 Industrial PSYCH 456 Psychophysiology PSYCH 488 Psychotherapy
 PSYCH 368 Organizational

Foundations of Science - Select 1 course:

GW 402 Great Works PHIL 425 Philosophy of Psych PHIL 327 Phil of Soc Science
 PHIL 326 Science & Values PSYCH 415 Systems & Theories

Individuals & Groups - Select 1 course:

PSYCH 340 Lifespan PSYCH 352 Social PSYCH 370 Personality

Laboratory - Select 1 course:

PSYCH 325* Physio Lab (1 hr) PSYCH 471 Testing PSYCH 496 Lab in Psych
 PSYCH 334* Cognitive Lab (1 hr) PSYCH H490 Sr Honors Research PSYCH 497/H497 Directed Studies
 PSYCH 423 S&P Lab (1 hr) PSYCH 493 Clin Practicum PSYCH 498/H498 Team-Based Res
 PSYCH 456 Psychophysiology PSYCH 495 Applied Practicum

*PSYCH 325 & 334 have co-requisites of PSYCH 324 & 333 respectively. PSYCH 324 & 333 do not have co-requisites.

⁶See General Education Arts and Humanities (Literature) Requirement for a list of acceptable courses, which includes 200-level English literature courses and specified foreign language literature courses.

⁷A two-semester sequence in the same natural science other than biology is required by the department. The Psychology Department typically recommends the following sequences: ASTR 101/102, CH 101/102, CH 105/106, GEOL 101/102 (or 112), PHYS 122/221, or PHYS 207/208. Excess credits from the sequence will be counted towards the departmental Science (non-sequence) Requirement.

⁸See the General Education Cross-Cultural Awareness Requirement. Students need any one course from the approved list. Note that approved cross-cultural courses fulfilling the Literature, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Cultural Awareness Requirement and can be double-dipped.

⁹See General Education Social Science Requirement for a list of acceptable courses. Psychology majors may fulfill the General Education Social Science Requirement and departmental requirements by taking PSYCH 201 and two additional non-psychology social science courses (from the same or different fields).

¹⁰Any minor that has been approved by the University and listed in the *Undergraduate Announcements* is acceptable. No course may satisfy requirements for both the major and the minor. Courses used to fulfill the General Education Requirements, however, may be counted toward the minor. If a minor requires more than the allotted 15 hours, replace elective hours with the minor.

¹¹Three credit hours, in addition to the core biology sequence and the Natural Science Requirement, in any natural or physical science course is required by the department.

¹²COMM 150 or 250 fulfill the General Education Communication (Oral Communication) Requirement.

¹³See General Education Science & Technology in Society Requirement. Note that approved Science & Technology in Society courses fulfilling the Mathematics or Natural Science, Humanities (Non Literature), and Social Science Requirements are also acceptable and can be double-dipped. Courses in the minor may also be used to meet the Science & Technology in Society Requirement and can be double-dipped.

Psychology BA Advising Worksheet (2011-2012)

Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
3 PSYCH 201 Introduction to Psychology	3 ENGL 103 Accelerated Composition ⁴
1 PSYCH 202 Introductory Psychology Lab	3 Arts and Humanities (Non-Lit.) Requirement ⁵
3 Foreign Language Requirement ¹	3 Foreign Language Requirement
3 Mathematics Requirement ²	3 Major Requirement ⁶
3 Social Science Requirement ³	3 Mathematics Requirement
2 Elective	
15 Total Hours	15 Total Hours

Sophomore Year

<u>First Semester</u>	<u>Second Semester</u>
4 PSYCH 309 Intro. Experimental Psych	4 PSYCH 310 Advan. Experimental Psych
3 Arts and Humanities (Literature) Requirement ⁷	3 Major Requirement
3 Cross-Cultural Awareness Requirement ⁸	4 Natural Science Requirement
4 Natural Science Requirement ⁹	4 Elective
1 Elective	
15 Total Hours	15 Total Hours

Junior Year

<u>First Semester</u>	<u>Second Semester</u>
4 Major Requirement	3 Major Requirement
3 Minor Requirement ¹⁰	3 Minor Requirement
3 Science and Technology in Society ¹¹	3 Oral Communication Requirement ¹²
6 Elective	6 Elective
16 Total Hours	15 Total Hours

Senior Year

<u>First Semester</u>	<u>Second Semester</u>
1 PSYCH 492 Senior Laboratory in Psychology	3 Major Requirement
3 Major Requirement	6 Minor Requirement
3 Minor Requirement	6 Elective
7 Elective	
14 Total Hours	15 Total Hours

120 Total Semester Hours

¹ Two semesters (through 202) in the same modern foreign language are required. Language courses at the 100-level are now considered “prep” courses and count as electives.

²See General Education Mathematics Requirement. Students need to take two courses from the approved list. All students are required to take the Clemson Math Placement Test (CMPT) prior to registering for math courses.

³See General Education Social Science Requirement for a list of acceptable courses. Note that PSYCH 201 fulfills three of the six required hours. The remaining three hours must be in an area other than Psychology.

⁴ENGL 103 fulfills the General Education English Composition Requirement.

⁵See General Education Arts and Humanities (Non Literature) Requirement for a list of acceptable courses.

⁶Nineteen credit hours in psychology courses, excluding PSYCH 201, 202, 309, 310, and 492 are required to complete the BA degree. Select five courses (13-15 hrs) from the menus below. At least six credit hours (of the 19 hour total) must be from 400-level courses, with at least three hours from courses numbered between 400 and 489. BIOSC 470 may be taken in lieu of one elective psychology course. Students should consult their academic advisors for other degree requirements and course recommendations.

Biological & Cognitive - Select 2 courses:

PSYCH 324* Physiological PSYCH 333* Cognitive PSYCH 422 Sensation & Perception

Applied - Select 1 course:

PSYCH 275 Transportation PSYCH 383 Abnormal PSYCH 480 Health
 PSYCH 364 Industrial PSYCH 435 Human Factors PSYCH 488 Psychotherapy
 PSYCH 368 Organizational PSYCH 456 Psychophysiology

Individuals & Groups - Select 1 course:

PSYCH 340 Lifespan PSYCH 352 Social PSYCH 370 Personality

Laboratory/Research – Select 1 course:

PSYCH 325* Physiological PSYCH 493 Clinical Practicum
 PSYCH 334* Cognitive Lab PSYCH 495 Applied Practicum
 PSYCH 423 Sensation & Perception Lab PSYCH 496 Laboratory in Psychology
 PSYCH 456 Psychophysiology PSYCH 497/H497 Directed Studies
 PSYCH 471 Psychological Testing PSYCH 498/H498 Team-Based Research
 PSYCH H490 Senior Honors Research

*PSYCH 325 & 334 have co-requisites of PSYCH 324 & 333 respectively. PSYCH 324 & 333 do not have co-requisites.

⁷See General Education Arts and Humanities (Literature) Requirement for a list of acceptable courses.

⁸ See the General Education Cross-Cultural Awareness Requirement (CCA) for a list of acceptable courses. Note that approved CCA courses may, in some cases, double-dip with courses fulfilling other requirements.

⁹A two-semester sequence in the same natural science, each including a laboratory, is required by the department. Recommended sequences include: ASTR 101-104; BIOL 103-106; BIOL 110-111; CH 101-102; CH 105-106; GEOL 101, 103, 112, & 114; PHYS 122, 124, 221, & 223; PHYS 207-210.

¹⁰Any minor that has been approved by the University and listed in the *Undergraduate Announcements* is acceptable. No course may satisfy requirements for both the major and the minor. Courses used to fulfill the General Education Requirements, however, may be counted toward the minor. If a minor requires more than the allotted 15 hours, replace elective hours with the minor.

¹¹See General Education Science & Technology in Society Requirement (STS) for a list of acceptable courses. Note that approved STS courses may, in some cases, double-dip with courses fulfilling other requirements.

¹²See General Education Oral Communication Requirement for a list of acceptable courses.

Psychology BS Advising Worksheet (2011-2012)

Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
4 BIOL 103/105 General Biology I ¹	4 BIOL 104/106 General Biology II
3 PHIL 102 Introduction to Logic ²	3 ENGL 103 Accelerated Composition ⁴
3 PSYCH 201 Introduction to Psychology	3 Major Requirement ⁵
1 PSYCH 202 Introductory Psychology Lab.	3 Mathematics Requirement
3 Mathematics Requirement ³	3 Elective
14 Total Hours	16 Total Hours

Sophomore Year

<u>First Semester</u>	<u>Second Semester</u>
4 PSYCH 309 Intro. Experimental Psychology	4 PSYCH 310 Advan. Experimental Psychology
3 Arts and Humanities (Literature) Requirement ⁶	3 Cross-Cultural Awareness Requirement ⁹
3 Mathematics or Science Requirement ⁷	3 Natural Science Requirement
3 Natural Science Requirement ⁸	3 Social Science Requirement ¹⁰
1 Elective	3 Elective
14 Total Hours	16 Total Hours

Junior Year

<u>First Semester</u>	<u>Second Semester</u>
4 Major Requirement	3 COMM 150 or 250 ¹²
3 Mathematics or Science Requirement	3 Major Requirement
3 Minor Requirement ¹¹	3 Minor Requirement
6 Elective	3 Social Science Requirement
16 Total Hours	3 Elective
	15 Total Hours

Senior Year

<u>First Semester</u>	<u>Second Semester</u>
1 PSYCH 492 Senior Laboratory in Psychology	3 Major Requirement
6 Major Requirement	6 Minor Requirement
3 Minor Requirement	6 Elective
3 Science and Technology in Society ¹³	
1 Elective	
14 Total Hours	15 Total Hours

120 Total Semester Hours

¹Biology 110 and 111 may be substituted. In this case, the extra two credit hours will be counted towards the Mathematics or Science Requirement. BIOL 103-106 or BIOL 110-111 fulfills the General Education Natural Science with Lab Requirement.

²PHIL 102 fulfills the General Education Arts and Humanities (Non Literature) Requirement.

³See General Education Mathematics Requirement. Students need to take two courses from the approved list. All students are *required* to take the Clemson Math Placement Test (CMPT).

⁴ENGL 103 fulfills the General Education English Composition Requirement.

⁵Nineteen credit hours in psychology courses, excluding PSYCH 201, 202, 309, 310, and 492 are required to complete the BS degree. Select six courses (16-18 hrs) from the menus below. At least six credit hours (of the 19 hour total) must be from 400-level courses, with at least three hours from courses numbered between 400 and 489. BIOSC 470 may be taken in lieu of one elective psychology course. Students should consult their academic advisors for other degree requirements/course recommendations.

Biological & Cognitive - Select 2 courses:

PSYCH 324* Physiological PSYCH 333* Cognitive PSYCH 422 Sensation & Perception

Applied - Select 1 course:

PSYCH 275 Transportation PSYCH 383 Abnormal PSYCH 480 Health
 PSYCH 364 Industrial PSYCH 435 Human Factors PSYCH 488 Psychotherapy
 PSYCH 368 Organizational PSYCH 456 Psychophysiology

Foundations of Science - Select 1 course:

GW 402 Great Works PHIL 425 Philosophy of Psych PHIL 327 Phil of Soc Science
 PHIL 326 Science & Values PSYCH 415 Systems & Theories

Individuals & Groups - Select 1 course:

PSYCH 340 Lifespan PSYCH 352 Social PSYCH 370 Personality

Laboratory/Research – Select 1 course:

PSYCH 325* Physiological PSYCH 493 Clinical Practicum
 PSYCH 334* Cognitive Lab PSYCH 495 Applied Practicum
 PSYCH 423 Sensation & Perception Lab PSYCH 496 Laboratory in Psychology
 PSYCH 456 Psychophysiology PSYCH 497/H497 Directed Studies
 PSYCH 471 Psychological Testing PSYCH 498/H498 Team-Based Research
 PSYCH H490 Senior Honors Research

*PSYCH 325 & 334 have co-requisites of PSYCH 324 & 333 respectively. PSYCH 324 & 333 do not have co-requisites.

⁶See General Education Arts and Humanities (Literature) Requirement for a list of acceptable courses.

⁷ Six additional credit hours are required in any natural or physical science course, any math course meeting General Education Requirements, or any of the following: EX ST 3** and 4** and MTHSC 3** and 4**.

⁸ A two-semester sequence in the same natural science other than biology is required by the department. Recommended sequences include: ASTR 101-102; CH 101-102; CH 105-106; GEOL 101 & 112; PHYS 122 & 221; or PHYS 207-208. Excess credits from the sequence will be counted towards the Mathematics or Science Requirement.

⁹See the General Education Cross-Cultural Awareness Requirement (CCA) for a list of acceptable courses. Note that approved CCA courses may, in some cases, double-dip with courses fulfilling other requirements.

¹⁰See General Education Social Science Requirement for a list of acceptable courses. Psychology majors may fulfill the General Education Social Science Requirement and departmental requirements by taking PSYCH 201 and two additional non-psychology social science courses (from the same or different fields).

¹¹Any minor that has been approved by the University and listed in the *Undergraduate Announcements* is acceptable. No course may satisfy requirements for both the major and the minor. Courses used to fulfill the General Education Requirements, however, may be counted toward the minor. If a minor requires more than the allotted 15 hours, replace elective hours with the minor.

¹²COMM 150 or 250 fulfill the General Education Oral Communication Requirement.

¹³ See General Education Science & Technology in Society Requirement (STS) for a list of acceptable courses. Note that approved STS courses may, in some cases, double-dip with courses fulfilling other requirements.

Section IV: Procedural and Policy Information

Changing into the Major

In order for a student to change their major into Psychology, he or she must have completed at least twelve credit hours at Clemson with a minimum 2.4 cumulative GPR. *Change of Major* forms can be picked up at Sikes 104 and then must be signed by Dr. Ben Stephens or Dr. Pamela Alley as well as the student's advisor in their previous major. At this time, Dr. Pamela Alley will assign each new major an advisor and give them a copy of the *Psychology Undergraduate Handbook*.

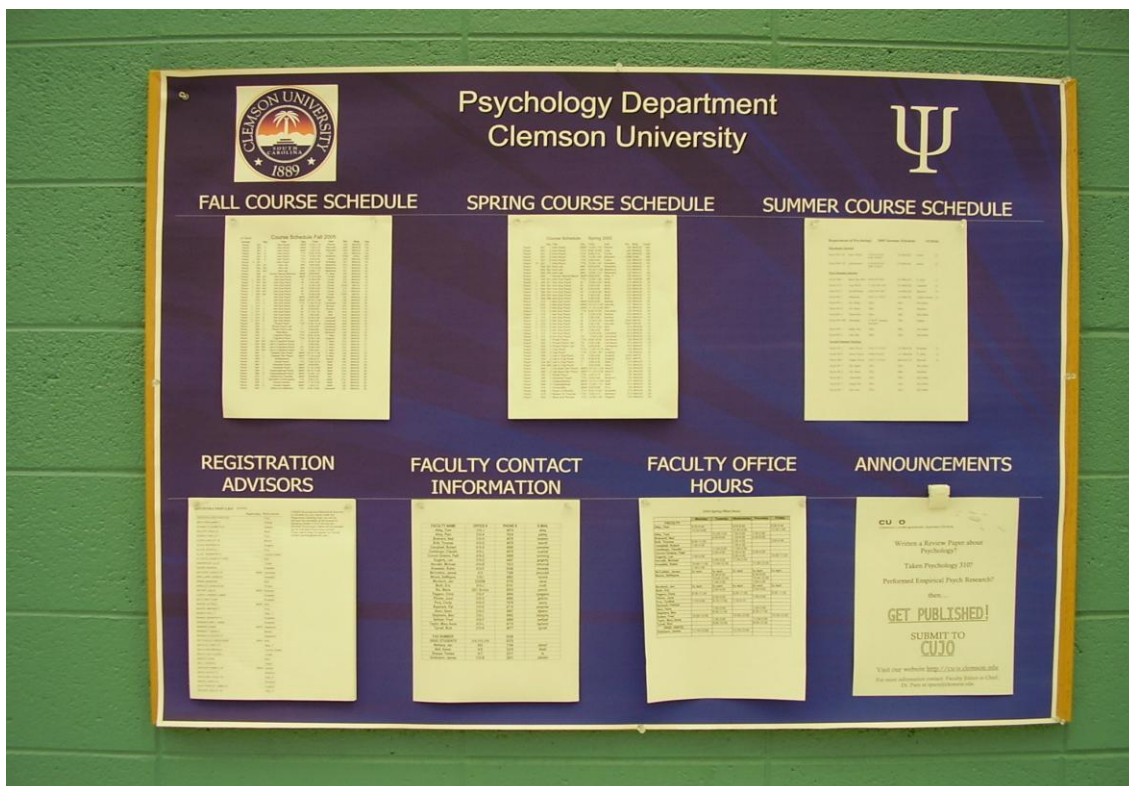
The Degree Progress Report

The Degree Progress Report (DPR) is part of a computerized system which compares all of a student's courses, both completed and in progress, with the course requirements for the degree and curriculum year indicated in the student's computer record. A DPR is printed for each student before registration period begins and sent to their major department to be used during advising. Students can also view their DPRs on the mainframe (via the Student Information System) or on the TigerWeb. A What-if DPR can be created for those considering, for example, a change of major, minor, or curriculum year.

Advising/Registration Process

Undergraduate Advising Posters

Six undergraduate advising posters are placed on bulletin boards around the Psychology Department on the third and fourth floors of Brackett. They include an up-to-date schedule of psychology courses and a list of advisors as well as faculty contact information and office hours.



Freshmen Advising/Registration

During their first semester here at Clemson, freshmen psychology majors are advised at the Academic Advising Center in G-01 Sistine Hall. Freshmen should make appointments with them by calling their office at (864) 656-6176. Each freshman major will also have an advisor in the Psychology Department to contact with specific questions regarding psychology courses.

Academic Advising

Prior to registration, students will receive an email from Dr. Pamela Alley and Dr. Stephens detailing advising and registration procedures. Academic advisors will have all the necessary material, including the student's DPR and advising number. They will either post appointment schedules on their office door or email their advisees with alternative instructions. Students are encouraged to schedule appointments in a timely manner and to come prepared to discuss course selection.

Credit Load

Students are allowed to register for up to 19 credits hours (including course request log hours) during the early registration period. Undergraduates on probation may register for up to 16 credit hours. The limit is raised to 21 credit hours for all students not on probation on the day before classes begin. At this point, advisors may also approve enrollment in additional credit hours if deemed appropriate.

Substitutions

Students may sometimes substitute one course for another. This is first best discussed with the student's advisor or with Dr. Stephens. A *Substitution* form can be picked up in Sikes 104 and will need to be signed by the student's advisor (or Dr. Stephens), the Department Chair, the Dean of the School of Business and Behavioral Science, and the Dean of the College in which the required subject is taught.

Changing Curriculum Year

Students who wish to take advantage of changes to a more recent curriculum year may do so by completing a change of curriculum year card, which is available in Sikes 104. Questions should be directed to the student's departmental advisor.

Grade Requirements

A "C" is required in PSYCH 201 (Introduction to Psychology) before advanced courses may be taken. A "D" is considered a passing grade in most other courses. For more information, email Dr. Pamela Alley at psyhelp@clemson.edu.

Credit for Courses Taken At Other Institutions

In order to receive credit for a course taken at another institution, students must complete a *Request for Approval of Work To Be Taken Elsewhere* form available in Sikes 104. The form needs to be completed and signed by the student's advisor and the appropriate individual who can certify course equivalency **before** the student takes the course. A grade of "C" must be earned. It is important to note that 37 of the last 43 credits a student takes in order to graduate must be taken at Clemson University.

Degree Check

Students at the end of their second to last semester at Clemson before graduation are advised to visit the Registrar's Office in Sikes 104 to request an appointment for a degree check. This ensures that all requirements for graduation are being met and allows the student the opportunity to make any necessary changes to their last semester schedule.

Graduation Requirements

Students planning to graduate on a given date must turn in a diploma application by the deadline indicated in the University calendar. In addition to all University and specific course requirements, students must earn 120 credits hours with a GPA of 2.0.

Academic Support Center

The Academic Support Center provides supplemental instruction, course-specific tutoring, academic skills workshops, and one-on-one academic counseling to students at no charge. The Center is located on the third level of Cooper Library. For more information, go to their website at <http://www.clemson.edu/asc> or call (864) 656-6452.

Electronic Resources

Registration Portal

The Registration Portal provides the schedule of classes and other useful information about the registration process for the entire university. The Registration Portal is available at <http://www.registrar.clemson.edu/portal>.

Registrar's Reference Electronic Handbook

The Reference Handbook provides information concerning University procedures and policies. It is available at <http://www.registrar.clemson.edu/html/refhndbk.htm>.

Undergraduate Announcements

The Undergraduate Announcements is the University catalog and provides information concerning procedures and policies as well as course descriptions and curriculum requirements. It is available at <http://www.registrar.clemson.edu/html/catalog.htm>.

Section V: Research, Clinical, and Professional Opportunities

Research Opportunities

PSYCH 497/H497 (Directed Studies in Psychology)

PSYCH 497/H497 is the study of a particular topic under the direction of a faculty member. The specific program is to be organized by the student and faculty member and submitted to the department chair for approval. It may be repeated for a maximum of 12 credits.

Prerequisites: Six credits in psychology, a course in research methods (typically PSYCH 310), or consent of the instructor.

Philosophy: This course is designed for the student to experience the nature of psychological research in greater detail than in any other course in the curriculum. It is an opportunity for the student to apply skills learned in other psychology courses and to get first-hand knowledge of the conduct of psychological research. The student should be involved in all phases of the research project. It is expected that completion of the course will result in tangible evidence of closure on some topics, problem, or study.

Procedure: Prior to registering for the course, the student should discuss the nature of the proposed program with the faculty member and secure his or her approval to sponsor the program. The student and faculty member should work together prior to the course to generate a description of their joint project and the role the student will play in accomplishing the project. A written proposal (2 to 3 pages in length) should include:

1. A brief description of the topic or problem to be studied.
2. An outline of what the student expects to accomplish during the semester (a timetable listing the completion of various components of the program is recommended).
3. A description of the subjects to be used (if applicable) and a listing of any equipment or supplies needed.
4. A statement as to how informed consent will be obtained (if human subjects are involved) and how any other ethical concerns will be addressed.
5. A description of the final product for the program.

The types of activities students taking PSYCH 497/H497 will be involved with during a given semester vary widely depending on the nature of the contract between the student and faculty member. However, it is expected that students will typically conduct reviews of the empirical literature on a particular topic, generate hypotheses that add to the research, plan and conduct research to test hypotheses, and write up a complete summary of the project for future presentation and/or publication.

Grading: The final grade will be based on the quality of the student's performance in meeting the goals agreed upon by the student and faculty member. This typically includes not only the quality of writing and analysis but also the student's conscientiousness and responsibility in carrying out aspects of data collection and reporting.

PSYCH H497 (Honors): Students taking PSYCH H497 for honors credit are expected to perform activities that distinguish their project from students not taking the course for honors credit. Examples of such activities include additional writing assignments, required presentation at undergraduate or professional research conferences, and serving as a reviewer/editor of other students' work.

PSYCH 498/H498 (Team-Based Research)

The Psychology Department invites all interested undergraduates to participate in faculty-mentored research/discovery (creative inquiry) teams, where an emphasis is placed on working together as a team to accomplish research objectives. Participating students will receive PSYCH 498/H498 credit for each semester of participation. Faculty projects provide an opportunity for students to pursue project topics for two or more years for a total of 18 credits of PSYCH 498/H498.

Prerequisites: Given the often inter-disciplinary nature of the research teams, the only prerequisite for PSYCH 498/H498 is consent of the instructor.

Philosophy: This course teaches students about the research process in psychology by involving them in a research team examining particular areas of human thought, behavior, and emotion. Students work together under the supervision of a faculty member to review research within a given area of inquiry, generate important hypotheses, design measures and methodologies, collect and analyze data to test hypotheses, and write presentations and publications based on the research. In each phase of the research process students will be coordinating their efforts with others in order to accomplish the ultimate goal of contributing to knowledge in a particular area of psychology. Scholarly research projects move through many phases. Many of these phases may take place during a one-semester time frame although not all phases may be taking place every semester.

This course is based on the premise that psychological research is not a solitary enterprise but instead involves collaboration with others in both the generation and testing of ideas. Students will develop multiple skills as a function of working with each other during different phases of the research process. During weekly meetings students will discuss their approaches to a particular research area in psychology and gain experience providing justification for their ideas and ways of thinking about potential problems that are encountered in various phases of the research problem.

Procedure: A list of faculty projects may be viewed at the following website:

<http://people.clemson.edu/~bstephe/UGresearch/UGteams.html>.

Requests for applications will be announced prior to pre-registration period. Selected students will be contacted directly by faculty mentors. Students may also contact faculty members directly about the possibility of joining their research team.

Grading: Although different research teams may have different guidelines for grading, in general, students will be evaluated based on: 1) Research skills (e.g. hypothesis generation, running study, data analysis), 2) Oral Communication (e.g. team discussion, presentation of research), 3) Written Communication (e.g. writing of manuscript sections), and 4) Disciplinary Knowledge (e.g. ability to convey understanding of content area through oral and written communication).

PSYCH H498 (Honors): Students taking PSYCH 498 for honors credit are expected to perform activities that distinguish their project from students not taking the course for honors credit. Examples of such activities include 1) writing 2-page critiques of each major phase of the research process (review of literature and hypotheses, development of methodology, analysis and reporting of data); 2) presentation of research projects at local undergraduate research conferences when available; 3) serving as blind reviewers of manuscripts written as a result of the research.

PSYCH H490/H491 (Senior Division Honors Research): Departmental Honors

To earn Departmental Honors, the Department of Psychology requires completion of a two semester program of independent research (PSYCH H490/ H491) which culminates in an honors thesis. This thesis should demonstrate the student's ability to evaluate and subsequently add to an important area of psychological study. The thesis may be empirical, historical, or theoretical in nature, and should conform to the current guidelines of the American Psychological Association Publication Manual. The student is to attempt to produce a product of publishable quality. A total of six credits of PSYCH H490/H491 is required, with variable credits available (two to four) in each course.

Graduation with Departmental Honors in Psychology is designed for students with superior academic talents and initiative. Both the experience and the credentials should be advantageous when seeking admission to graduate or professional programs and for future employment.

Eligibility: All students wishing to participate in the Departmental Honors Program must maintain a GPA of at least 3.4 in Psychology courses and fulfill the requirements of the University Honors Program (including an overall 3.4 GPA). In addition, prior to enrolling in PSYCH H490/H491 (Senior Division Honors Research), students are required to secure consent from the main faculty member (i.e., Thesis Advisor) with whom the student will be working.

Thesis Committee and Approvals: The honors student should select, as the Thesis Advisor, a Psychology faculty member who has expertise in areas related to the research proposal. This advisor will serve as the Chair of a Thesis Committee that includes two additional faculty members selected by the student in consultation with the Thesis Advisor. Normally these will be Psychology faculty, but when the honors project involves another discipline (e.g., the student's minor), a faculty member from that discipline may be put on the Thesis Committee. Each member of this committee is to indicate his or her willingness to serve on the student's Thesis Committee by signing the Honors Thesis Approval Form (available in Brackett 418 or from Dr. Tom Alley in Brackett 310J). Later, approval of the thesis proposal and the final submitted thesis also are to be recorded on this same form.

Recommended Sequence: Prior to enrolling in PSYCH H490, all students must complete the required PSYCH 309/310 sequence. In certain cases, students may take PSYCH 310 and PSYCH H490 concurrently. It is recommended that this required sequence be completed during the sophomore year. Some students, particularly those struggling with selection of a thesis topic or development of a good research question, will benefit from participating in a Directed Studies project (PSYCH 497/H497/498/H498) prior to enrollment in PSYCH H490.

Once a topic has been selected and a major advisor chosen, the student is ready to enroll in PSYCH H490. Usually, PSYCH H490 should be taken the last semester of the junior year. If an empirical study is proposed, then a literature review, identification of methodology, and completion of a formal written proposal is expected as part of PSYCH H490. If time permits, the student should begin preparing research materials. The student will present and defend a written thesis proposal to the Thesis Committee as a requirement of PSYCH H490. Evaluation of the proposal, its defense, and progress toward completion of the project will be used to assign a grade for PSYCH H490. The advisor, in consultation with other committee members, will be responsible for assigning the grade.

Before collecting data involving human or animal subjects, each student, with help from the major advisor, is to obtain approval from the Institutional Review Board (IRB).

In PSYCH H491 the student should complete the project, including data collection and analysis if it is an empirical study, and prepare his or her honors thesis. A draft copy of the completed thesis is to be given to each member of the student's thesis committee for review prior to the presentation and defense of the thesis project. After allowing sufficient time for review of the thesis by committee members, the project is to be presented and defended before the thesis committee and other interested individuals. Honors students are strongly encouraged to attend one or more of these presentations prior to completing their own thesis.

In order to graduate with Departmental Honors in Psychology, an acceptable thesis must be submitted to, and approved by the Thesis Advisor and at least one other member of the student's committee. If possible, the honors thesis should be completed and submitted by the end of the first semester of the student's senior year. The student is expected to present a copy of the final approved thesis to his or her Thesis Advisor. The Thesis Advisor, in consultation with other members of the Thesis Committee, shall assign the grade for PSYCH H491.

Following completion of the honors thesis, students are encouraged to revise and submit their honors thesis for publication.

The advisor for the Honors Program in Psychology is Dr. Thomas Alley. His office is located in Brackett 310J, and he can also be reached by phone at (864) 656-4974 and by email at *alley@clemsun.edu*.

CUJO: An On Line Journal

The Psychology Department sponsors a Community of Undergraduate Journals Online (CUJO) entitled *CUJO at Clemson University: Psychology* (<http://cujo.clemson.edu/CUJO/index.php>). Students may participate as authors and/or student editors. Authors gain experience negotiating peer-review and the scholarly research publication process and benefit from publication of their undergraduate projects. Student editors gain editorial peer review skills and have a unique addition to their graduate or career resume. Course credit (via PSYCH 498) may be possible.

Authors: Any undergraduate who has produced a paper under the direction of a psychology faculty member may submit it for possible publication in *CUJO at Clemson University: Psychology*. Authors submit their manuscripts to the Faculty Editor, along with the name of the course the manuscript was written for, the semester and year the course was taken, and the name of the instructor of the course. The Faculty Editor then sends the manuscript to the instructor asking him or her if they support publication of this manuscript in CUJO. By doing this, the Faculty Editor ensures that the manuscript is a) of suitable quality for publication, according to the instructor, and b) not being considered by the faculty member for submission elsewhere.

Following endorsement by the instructor, the Faculty Editor removes all identifying information from the manuscript (author name, etc.) and selects an Action Editor - the person who will make publication decisions and write the action letter regarding the manuscript. The Action Editor may be the Faculty Editor or another Editor. The Action Editor selects several other Editors (and/or other qualified students) as reviewers for the manuscripts and sends blind review copies of the manuscript to them. Each reviewer reads the manuscript carefully several times and writes a review, which is sent to the Action Editor. The Action Editor compiles the reviews and adds their own comments, then makes a decision regarding publication of the manuscript. The Action Editor then writes the Action Letter, a letter to the author(s) indicating the publication status of the manuscript (accepted, accepted with revision, revise and resubmit, rejected), the reasons for that decision, and suggestions and comments. Also included are the reviews from the reviewers and a summary of their rating of the article.

Once an article is accepted, the files are converted to a format suitable for web publication. Authors are notified when this is accomplished, and asked to proofread the final version to make sure that it is accurate.

Editors: Students who have completed Psychology 310 are eligible to enter training to become a student editor. Editors read submitted manuscripts and write reviews of them. The reviews go to both the Faculty Editor and the author, critically examining manuscript. Reviews determine if a manuscript will be published, and, if so, what changes might be needed. Before students write reviews of actual submitted manuscripts, they will receive further training in the peer review process, including writing several practice reviews.

If you are interested in submitting a manuscript or becoming a student editor, please contact the Faculty Editor, Dr. Cindy Pury, at cpury@clemson.edu.

Clinical/Internship Opportunities

Psychology students wishing to gain hands-on experience in a real world setting have a number of opportunities available to them both within Clemson and in the surrounding community. Students opting for a more structured clinical experience may enroll in the Psychology 493 Practicum in Clinical Psychology, while those looking for experience outside the classroom may explore internships available through the College of Business and Behavioral Science or through the Michelin Career Center. Finally, students may also consider volunteer work at one of the numerous volunteer agencies in the area.

PSYCH 493 (Practicum in Clinical Psychology)

Prerequisites: Psych 383 and consent of the instructor

Philosophy: This course allows students to get first-hand experience in a clinical setting. It is an opportunity for the student to apply skills learned in other psychology courses and to understand the context in which psychological assessment and treatment occurs. The student should expect to spend 5-8 hours a week in the clinical setting and to attend a weekly class meeting. Assignments include readings from the textbook and selected case studies, journal entries, and a mock assessment report. Professional behavior and the highest ethical standards are of paramount importance in this course as the student will be representing Clemson University.

Procedure: Students will be provided with an internship site list prior to the beginning of the semester and are expected to begin the process of arranging placements before the course begins. Many internship sites require background checks, immunizations, drug tests, and/or orientation sessions before an internship can be started. Students are responsible for arranging their own placements with instructor facilitation when necessary.

Grading: The final grade will be based on class attendance, quality of weekly and final journal entries, the mock assessment report, completion of internship hours, and the on-site supervisor's assessment of the quality of the student's work.

Internships Available Through the College of Business and Behavioral Science

A wide variety of internship opportunities are available to Clemson students through the College of Business and Behavioral Science. Students interested in finding out more about internship opportunities may visit the CBBS website for Internship Leads at the following web address:

http://business.clemson.edu/special/special_intern.htm

Students may also contact the Junior/Senior Professional Development Advisor, Denise Lefort, by phone at (864) 656- 6175 or by email at dlefort@clemson.edu. The Junior/Senior Professional Development Advisor's office is located in the Academic Advising Center in G-01 Sistine Hall.

Internships Available Through the Michelin Career Center

Internships are also available through the Michelin Career Center located on the third floor of the Hendrix Student Center. These internships provide valuable work experience and are available in both the corporate and non-profit sectors. They may be paid or unpaid. Students interested in finding out more about these internship opportunities might go online to the following web address:

<http://career.clemson.edu>

Students may also contact a career counselor for individual assistance by calling (864) 656-0440.

Volunteer Agencies in the Clemson Area *(Last updated January 2011)*

Emergency Services

American Red Cross – Foothills Division: helps with disasters and health safety
Anderson, SC
Contact: (864) 225-8666 or www.upstatescredcross.org

Anderson Sunshine House: provides emergency shelter for homeless children and their families
Anderson, SC
Contact: (864) 225-8586 or www.asunshinehouse.com

Gateway House: provides emergency shelter
Greenville, SC
Contact: (864) 242-9193 or www.gatewayhouse.net

Helping Hands of Clemson
Central, SC
Contact: (864) 654-6154 or helpinghandskids@bellsouth.net

Pendleton Place: provides emergency shelter for abused/neglected children
Greenville, SC
Contact: (864) 467-3650 or www.pendletonplace.org

Family Support Services

Alston Wikes Society: counsels and assists adult and youth ex-offenders
210 North McDuffie St., Suite L15, Anderson, SC
Contact: (864) 260-9510 or <http://alstonwilkessociety.org>

Anderson Emergency Kitchen: assists in feeding noon meals to the needy
306 Franklin St., Anderson, SC
Contact: (864) 224-4763

Clemson Community Care: provides GED tutoring and assists with food and health needs
105 Anderson Highway, Clemson, SC
Contact: (864) 653-4460 or www.clemsoncommunitycare.org

Clemson Meals on Wheels: provides meals and support to the elderly
397 College Ave., Clemson, SC
Contact: (864) 654-5381 or (864) 654-2347

Collins Home and Family Ministries: provides tutoring and activities for children
110 Collins Home Dr., Seneca, SC
Contact: (864) 882-0893 or www.collinschildrenshome.org

Community Food Bank of the Piedmont: distributes food items to agencies with clients in need
206 South Main St., Mauldin, SC
Contact: (864) 675-0350 or www.upstatesfoodbank.org

Crisis Ministries of Anderson County: provides aids for clients in need
217 John St., Anderson, SC
Contact: (864) 226-0297 or 1 (800) 868-4878

Crisis Ministries of Oconee County: provides aid for clients in need
408 East North First St., Seneca, SC
Contact: (864) 882-7146

Foothills Alliance: provides support for victims of rape and child abuse
216 East Calhoun St., Anderson, SC
Contact: (864) 231-7273 or www.foothillsalliance.org

New Foundations Children and Family Services: provides residential care for emotionally troubled children and adolescents
2300 Standridge Rd., Anderson, SC
Contact: (864) 225-1628 or <http://nfcfs.com>

Pickens County Rape Crisis Council: provides support to victims of sexual assault/abuse
404A Johnson St., Pickens, SC
Contact: (864) 898-5575

Safe Home: provides safe temporary shelter/support to abused women and children
500 Academy St., Clinton, SC
Contact: (864) 682-7270 or www.thesafehome.org

Handicapped Services

Developmental Center for Exceptional Children South Fant Early Childhood Education Center:
serves disabled children ages 0-5
2000 N Main St 29621
Contact: <http://southfant.anderson5.net>

Disabilities and Special Needs Board: assists individuals with disabilities and special needs
212 McGee Rd., Anderson, SC
Contact: (864) 260-4515 or www.acdsnb.org

Life Abilities – The Easter Seal Society: assists handicapped individuals
1100 B Rutherford Rd., Greenville, SC
Contact: (864) 232-4185 or www.sc.easterseals.com

March of Dimes: offers aid to disabled children
37 Villa Rd. B-123, Greenville SC
Contact: (864) 235-8576 or 1(800) 950-3463 or www.marchofdimes.com

South Carolina Vocational Rehabilitation: aids disabled individuals in gaining employment
3001 Mall Rd., Anderson, SC
Contact: (864) 224-6391 or www.scvrd.net

Services to At-Risk Children

Anderson/Oconee Council on Teen Pregnancy Prevention (Impact!): provides workshops and programs to aid and inform teens about pregnancy prevention
220 McGee Rd., Anderson, SC
Contact: (864) 260-5632 or www.aoimpact.org

Big Brothers/Big Sisters: provides big brother/big sister role models for children
2300 Standridge Rd., Anderson, SC
Contact: (864) 260-4698 or www.bbbsa.org

Calvary Home for Children: provides long term foster care for abused/neglected children
511 West Whitner St., Anderson, SC
Contact: (864) 224-9407 or www.calvaryhome.org

Littlejohn Community Center: provides mentoring and academic support
644 Old Greenville Hwy, Clemson SC
Contact: (864) 653-3835

Prevent Child Abuse Pickens County: aids in preventing child abuse/neglect
1899 Gentry Memorial Hwy. Easley, SC 29640
Contact: (864) 898-5583 or parentingplace@bellsouth.net

Salvation Army: provides social services and aids in clothing, furniture, and food drives
106-112 Tolly St., Anderson, SC
Contact: (864) 225-7381 or www.salvationarmysouth.org

Salvation Army Boys and Girls Club: provides health, recreation, and tutoring activities
1209 Evergreen St., Anderson, SC
Contact: (864) 226-3644

South Carolina Guardians Ad Litem: provides advocacy for children in legal matters
2315 N. Main St., Suite 214, Anderson, SC
Contact: (864) 225-2348 or www.oep.sc.gov/gal/

Services to the Elderly

Blue Ridge Nursing Center: assists with the needs of elderly patients
1850 Crestview Rd., Easley SC
Contact: (864) 859-3236

Clemson Downs: aids in daily activities of the elderly
500 Downs Loop, Clemson, SC
Contact: www.clemsondowns.com

Lake View Rest Home: assists elderly individuals
320 Camp Rd., Walhalla, SC
Contact: (864) 638-5212

Piedmont Agency on Aging: provides meals and transportation for the elderly
808 South Emerald Rd., Greenwood, SC
Contact: (864) 223-0164

Richard Campbell Veterans Nursing Home: assists elderly veterans
4605 Belton Highway, Anderson, SC
Contact: (864) 261-6734

Senior Solutions: assists elderly individuals
3420 Clemson Blvd., Anderson, SC
Contact: (864) 225-3370

Miscellaneous

Anderson Literacy Volunteers: provides tutoring in basic reading and writing for adults
107 South Main St. #303, Anderson, SC
Contact: (864) 332-5395

Anderson-Oconee County Commission on Alcohol and Drug Abuse: assists individuals with drug and alcohol abuse problems
226 McGee Rd., Anderson, SC
Contact: (864) 260-4168 or <http://aobhs.org>

Anderson-Oconee-Pickens Mental Health Center: assists individuals with mental health problems
200 McGee Rd., Anderson, SC
Contact: <http://www.aopmentalhealth.org> or (864) 260-2220

Foothills United Way Volunteer Center: conducts various projects throughout the year
907 North Main St., Suite 202, Anderson, SC
Contact: (864) 222-9096 or www.foothillscommunityfoundation.org

Goodwill Industries: conducts food, clothing, and furniture drives
2901 South Main St. #A, Anderson, SC
Contact: (864) 467-3200

Hospice of the Upstate: provides care for terminally ill patients
1835 Rogers Rd., Anderson, SC
Contact: (864) 296-1377 or www.hospicehouse.net

Marshall Pickens Hospital: provides mental health services in a hospital setting
701 Grove Rd., Greenville, SC
Contact: (864) 455-7834 or www.ghs.org

Mental Health Association of Greenville County
301 University Ridge, Suite 5600, Greenville, SC
Contact: (864) 467-3344 or www.mhagc.org

Oconee Volunteer Information Service
409 East North First St., Seneca, SC 29678
Contact: (864) 882-8891

Patrick Harris Psychiatric Hospital: provides mental health services in a hospital setting
130 Highway 252, Anderson, SC
Contact: (864) 231-2600 or www.patrickbharrispsychiatrichospital.org

College and Departmental Student Organizations and Boards

College of Business and Behavioral Science (CBBS) Student Advisory Board

The CBBS Student Advisory Board is composed of juniors and seniors from each academic department within the CBBS. The students serve as a sounding board for ideas on improving the college and as monitors of CBBS' performance. The group represents students in the college and communicates its concerns and feedback to the dean and associate deans.

Psychology Student Advisory Board

The Psychology Student Advisory Board is composed of psychology majors from each year of study as representatives of their class, the presidents of Psychology Club and Psi Chi, and the psychology representatives on the CBBS Student Advisory Board. The group represents psychology majors and communicates its concerns and feedback to the chair of the Psychology Department.

Psychology Club

The Psychology Club is open to anyone interested in the field of psychology. The purpose of the club is to encourage professional activity and involvement through its monthly meetings. Each year, several members of the Psychology Club attend SEPA (Southeastern Psychological Association), where they often present their research. Additionally, the club discusses a variety of topics at its monthly meetings: careers, graduate school, and the various fields of psychology. The club also volunteers weekly at the Patrick B. Harris Psychiatric Hospital.

Psi Chi

Psi Chi (www.psichi.org) is the national honor society for psychology students. Membership is by invitation. In order to be eligible, students must have completed at least three semesters of courses (including nine credit hours of psychology) and must be in the top 35% of their class.

Clemson Society for Industrial-Organizational Psychology

(<http://www.clemson.edu/~csiop>)

The Clemson Society for Industrial-Organizational Psychology provides undergraduate students the opportunity to network with graduate students as well as participation in professional development opportunities (such as attending lectures, learning how to apply to graduate school, and getting involved in psychology research). Information on membership can be found at their website.

Professional Affiliations

American Psychological Association (APA) (*www.apa.org*)

The American Psychological Association is a professional association of psychologists. Undergraduate students studying psychology are eligible to participate as Student Affiliates of APA. To register online, go to <http://www.apa.org/membership/stuapp.html>. For more information on APA, call 1-800-374-2721 or write to:

American Psychological Association
750 First Street, N. E.
Washington, D.C. 20002-4242

Association for Psychological Science (APS) (*www.psychologicalscience.org*)

The Association for Psychological Science is an independent, multipurpose organization, committed to maintaining the scientific base of psychology. Undergraduate students taking psychology are eligible to join as Student Affiliates of APS. To register online, go to <http://www.psychologicalscience.org/join/account.cfm>. For more information on APS, call (202) 783-2077 or write to:

Association for Psychological Science
1010 Vermont Avenue, NW
Suite 1100
Washington, D.C. 20005-4907

Southeastern Psychological Association (SEPA) (*http://uwf.edu/sepa*)

The Southeastern Psychological Association is a professional association limited to psychologists in the southeast and Puerto Rico. To register online, go to <http://uwf.edu/sepa/membapp06.pdf>. For more information on SEPA call (904) 474-2070 or write to:

Southeastern Psychological Association
Rosemary Hays-Thomas, Ph.D.
Department of Psychology
University of West Florida
Pensacola, FL 32514

University, College, and Departmental Awards

University Awards

Matt Locke Award: This award is presented to one student for outstanding leadership with regard to service and devotion to mankind and Clemson University. In 2011, the award went to Jessica Dean (Summerville, SC).

Frank A. Burtner Scholarship: This award is presented to one student who displays exemplary leadership qualities and has an outstanding academic record. In 2010, the award went to Jessica Dean (Summerville, SC).

President's Commission on the Status of Women Undergraduate Award: This award is presented annually to individuals who have made outstanding contributions to improve the status of women. In 2011, the undergraduate award went to Jessica Dean (Summerville, SC).

College Awards

The College of Business and Behavioral Science Award for Outstanding Undergraduate Research: This award is presented to the student in the College of Business and Behavioral Science who has completed the most meritorious, undergraduate research project of the year. In 2010, the award went to Chad Morgan (Mt. Pleasant, SC); in 2009, to Charlotte Powers (Poolesville, MD).

Phi Kappa Phi Certificate of Merit: This award is presented to the student in the College of Business and Behavioral Sciences who has pursued scholarship, leadership, creative endeavors, and service. In 2011, the award went to Jessica Dean (Summerville, SC).

Departmental Awards

The Bernard Caffrey Award for Excellence in Psychology: This award is presented to the junior or senior psychology major demonstrating the highest academic achievement and commitment to professional activities in the community, state, and region. In 2011, the award went to Stephanie Freeman (Anderson, SC) and Laura Posey (Anderson, SC); in 2010, to Kelly Gerrity (Winston-Salem, NC) and Hannah Peach (Salisbury, NC); in 2009, to Christen Aprati (Memphis, TN) and Chad Morgan (Mt. Pleasant, SC).

The Eugene Galluscio Award for Undergraduate Leadership: This award is presented to the junior or senior psychology major demonstrating a consistent pattern of leadership at the departmental, college, or university level and exhibiting high moral and ethical standards of behavior. In 2011, the award went to Michelle Burnette (Easley, SC) and Rebecca Fulmer (Rockhill, SC); in 2010, to Jessica Dean (Summerville, SC); in 2009, to Tyler Hassenfeldt (Pittsburgh, PA).

The Ernest Jewell Hardesty Moore Award for the Outstanding Senior in Psychology: This award is presented to the senior with a 3.5 GPA or better who is involved in activities related to the department; is highly visible in the Psychology Club, Psi Chi, volunteer activities, or independent research; who serves as a good model for other students; and who is known by most of the faculty. In 2011, the award went to Jessica Dean (Summerville, SC) and Hannah Peach (Salisbury, NC); in 2010, to Chad Morgan (Summerville, SC); in 2009, to Charlotte Powers (Poolesville, MD).

The Richard and William Park Memorial Award: This award is presented to the senior psychology major who has demonstrated the most persistence, compassion, and initiative in working toward their graduation. In 2011, the award went to Arden Lowndes (Mt. Pleasant, SC); in 2010, to Michelle Burnett (Easley, SC) and Lindsay Hill (Greenville, SC); in 2009, to Whitney Hawkins (Myrtle Beach, SC).

The Psi Chi Research Award: This award is presented to the graduating senior with the best research paper as judged by a three person committee appointed by the Department Chair. In 2011, the award went to Hannah Peach (Salisbury, NC); in 2010, to Chad Morgan (Summerville, SC); in 2009, to Charlotte Powers (Poolesville, MD).

Section VI: About Psychology and Psychologists

What is Psychology?

Psychology is the study of human and animal behavior (normal and abnormal) and the psychological, social, and biological processes related to that behavior. It is not only a discipline studied in colleges and universities but also a science, involving the conduct of research, the analysis of data, and the understanding and interpretation of research findings as well as a profession, requiring the application of special knowledge, abilities, and skills in order to solve human problems.

What Psychologists Do

Psychologists assume many different roles. For example, psychologists can function as:

1. service providers, who work with people experiencing problems or suffering from mental or emotional disorders by assessing their needs and providing appropriate treatment.
2. teachers, who instruct high school and college students on the topic of psychology.
3. researchers, who conduct basic and applied studies of human behavior as employees of universities, government agencies, the military, and businesses.
4. consultants, who design projects and solve organizational problems.

Psychologists frequently perform more than one of these roles simultaneously. For example, a psychologist might teach a graduate course at a university and also maintain a private practice to provide therapy to individual clients, families, or groups. In addition to teaching, psychologist-researchers frequently consult with organizations and individuals about their areas of expertise. A person with an education in psychology has many career options from which to choose. Your potential career options will depend on your level of training and the particular area(s) in which you choose to concentrate.

Whether you are interested in computers, human services, management, education, health, sports, or many other fields, you are likely to find psychologists working in that field. When you remember that psychology involves the study of human behavior, it is not surprising to find people trained in this discipline applying their knowledge and skills in many diverse areas.

Where Psychologists Work

Because psychologists perform such diverse tasks, they work in many different settings. Colleges and universities employ many psychologists to teach, do research, counsel students, and administer programs. Elementary and secondary schools are employers of school psychologists and counselors, and many high schools offer psychology courses that are taught by certified teachers with education in the field.

Many trained clinical or counseling psychologists and some doctoral-level school psychologists maintain independent practices through which they provide services to individuals, couples, and families. Besides the benefits of independent work, private practice involves all of the challenges of operating a small business. Other clinical or counseling psychologists perform similar work but are employed by hospitals, mental health clinics, college counseling centers, and other human service agencies.

Businesses and industries also employ a large number of psychologists. Advanced training in a variety of subfields of psychology, such as clinical, personnel, and industrial/organizational psychology, prepares graduates to work in organizations as trainers, personnel managers, and designers of employee selection, pay, and management programs. Psychologists with advanced training in applied fields such as psychometrics (testing) and human factors engineering are employed in research settings by computer and high technology firms. Psychologists also practice their profession by becoming managers or supervisors in various types of organizations.

Federal, state, and local governments employ psychologists in many different roles. Some assess and provide therapy for individual clients of military or other government programs. Still others work in public policy, helping to write laws and design programs that relate to human services. They also work as government administrators, program managers, aides to legislators, elected officials, or evaluation researchers.

American Psychological Association (APA)

The American Psychological Association (APA) website is a valuable resource and can be accessed at **www.apa.org**. Specific information on careers in psychology can be found at <http://www.apa.org/topics/psychologycareer.html>. The website also provides a list of available books and monographs on research, therapy, ethics, and other areas of interest in the field. APA books on graduate school programs and careers in psychology may be of particular value to the undergraduate psychology major.

You may purchase APA material by visiting their website, calling **1-800-374-2721**, or sending a check or money order to:

**American Psychological Association
Book Order Department
PO Box 92984
Washington, DC 20090-2984**

Free brochures are available online and can be found at <http://www.apa.org/publications/other.html>.

Areas of Concentration in Psychology and Related Internet Resources

The following are brief summaries of some of the major areas of psychology in which you can concentrate your studies. New areas are constantly emerging. Under each description of an area, suggested undergraduate courses are listed.

Clinical Psychology

Clinical psychologists assess and treat people's mental and emotional disorders. Such problems may range from the normal psychological crises related to biological growth (e.g. rebellion in adolescence, inadequate self-esteem at mid-life) to extreme conditions such as schizophrenia or depression. Clinical psychologists work in both academic institutions and health care settings such as clinics, hospitals, community mental health centers, and private practice. Many clinical psychologists focus their interests on special populations such as children, minority groups, or the elderly. Others focus on treating certain types of problems such as phobias, eating disorders, or alcoholism.

Suggested courses: Human Sexual Behavior (306), Physiological Psychology (324), Lifespan Developmental Psychology (340), Personality (370), Abnormal Psychology (383), Brain and Behavior (475), Health Psychology (480), Positive Psychology (482), Theories of Psychotherapy (488), Practicum in Clinical Psychology (493).

Internet Resource: http://www.psychwatch.com/clinical_page.htm; <http://mentalhealth.com/>

Community Psychology

Community psychologists are concerned with everyday behavior in natural settings such as the home, the neighborhood, and the workplace. They seek to understand the factors that contribute to normal and abnormal behavior in these settings. They also work to promote health and prevent disorder. Whereas clinical psychologists tend to focus on individuals who show signs of disorder, most community psychologists concentrate their efforts on groups of people who are not mentally ill (but may be at risk of becoming so) or on the population in general.

Suggested Courses: Social Psychology (352), Organizational Psychology (368), Abnormal Psychology (383), Health Psychology (480), Positive Psychology (482).

Counseling Psychology

Counseling psychologists foster and improve normal human functioning across the life span by helping people solve problems, make decisions, and cope with the stresses of everyday life. Typically, counseling psychologists work with normal or moderately maladjusted people, individually or in groups, assessing their needs and providing a variety of therapies, ranging from behavior modification to interpersonally oriented approaches. Many counseling psychologists work in academic settings, but an increasing number are being employed in health care institutions, such as community mental health centers, Veteran Administration hospitals, and private clinics. Those with master's degrees are often found in educational institutions, clinics, business, industry, government, and other human service agencies.

Suggested courses: Human Sexual Behavior (306), Lifespan Developmental Psychology (340), Personality (370), Abnormal Psychology (383), Health Psychology (480), Positive Psychology (482), Theories of Psychotherapy (488), Practicum in Clinical Psychology (493).

Developmental Psychology

Developmental psychologists study human development across the entire life span, from the fetus to the aged. Developmental psychologists are interested in the description, measurement, and explanation of age-related changes in behavior; stages of emotional and social development; universal traits and individual differences; and abnormal changes in development. Other developmental psychologists focus their attention on problems associated with aging and work in programs targeted at older populations. Persons with bachelor's- and master's-level training in developmental psychology work in applied settings such as daycare centers, in programs with youth groups, and retirement centers.

Suggested Courses: Physiological Psychology (324), Lifespan Developmental Psychology (340), Psychology of Adolescence (344), Adulthood and Aging (345), Abnormal Psychology (383), Sensation and Perception (422), Infant and Child Development (443), Moral Development (447), Health Psychology (480), Positive Psychology (482).

Educational Psychology

Educational psychologists study how people learn, and design the methods and materials used to educate people of all ages. Many educational psychologists work in universities, in both psychology departments and schools of education. Some conduct basic research on topics related to the learning of reading, writing, mathematics, and science. Traditionally, job opportunities for educational psychologists have been concentrated in academic and educational settings and have been limited to those with doctoral degrees. Recently, industry and the military are offering increased possibilities for people with doctoral degrees who can design and evaluate systems to teach complex technical skills. There are new opportunities in evaluation of social problems and policies as well. All of these areas may begin to provide jobs for those with master's degrees.

Suggested Courses: Motivation (330), Cognitive Psychology (333, 334), Lifespan Developmental Psychology (340), Abnormal Psychology (383), Infant and Child Development (443), Moral Development (447).

Experimental Psychology

"Experimental Psychologist" is a general title applied to a diverse group of psychologists who conduct research on and often teach about a variety of basic behavioral processes. These processes include learning, sensation, perception, human performance, motivation, memory, language, thinking, and communication, and the physiological processes underlying behaviors such as eating, reading, and problem solving. Experimental psychologists study the basic processes by which humans take in, store, retrieve, express, and apply knowledge. They also study the behavior of animals, often with a view to gaining a better understanding of human behavior, but sometimes because it is also intrinsically interesting. A research-oriented doctoral degree is usually needed for advancement and mobility in experimental psychology.

Suggested Courses: Physiological Psychology (324), Motivation (330), Cognitive Psychology (333, 334), Sensation and Perception (422), Brain and Behavior (475).

Internet Resource: <http://www.lib.uiowa.edu/>

Health Psychology

Health psychologists are researchers and practitioners concerned with psychology's contribution to the promotion and the maintenance of good health, and the prevention and the treatment of illness. As applied psychologists or clinicians, they may, for example, design and conduct programs to help individuals stop smoking, lose weight, manage stress, prevent cavities, or stay physically fit. Doctoral programs in health psychology are just beginning to appear. Most health psychologists now earn their degree in another area of psychology such as clinical, counseling, or physiological but concentrate their studies, research, and practical experiences in health psychology. Postdoctoral work is often required. For the past decade the most common setting in which health psychologists have found employment is in medical centers. However, more opportunities are becoming available for health psychologists as consultants to industry on the promotion of health. Other health care settings are also providing jobs for health psychologists; these include hospitals, health maintenance organizations, rehabilitation centers, public health agencies, and private practices.

Suggested Courses: Human Sexual Behavior (306), Physiological Psychology (324), Social Psychology (352), Abnormal Psychology (383), Brain and Behavior (475), Health Psychology (480), Positive Psychology (482).

Internet Resources: <http://www.arcade.uiowa.edu/hardin-www/md.html>
<http://www.HealthAtoZ.com/>

Human Factors Psychology

Human Factors Psychology is the study of the relationship between humans and the systems that humans use. The goal of Human Factors Psychology, which was once known as Engineering Psychology, is to design technological systems that are safe, productive, comfortable, and error-free. This is achieved by studying the capabilities and limitations of humans and by applying this knowledge during the design process period. Human Factors Psychologists study human interaction with both low- and high-tech systems, ranging from light switches and hand tools to nuclear power systems and complex transportation systems. In short, Human Factors Psychology takes the best of experimental psychology (cognitive, perceptual, physiological, and social) and applies it to existing technological problems. Masters and Doctoral level Human Factors psychologists can work for nuclear power companies, the military, aircraft construction companies, computer companies, NASA, and automobile companies.

Suggested Courses: Physiological Psychology (324), Cognitive Psychology (333, 334), Industrial Psychology (364), Sensation and Perception (422), Human Factors Psychology (435).

Industrial/Organizational Psychology

Industrial/Organizational psychologists are concerned with the relationships between people and work. Their interests include organizational structure and organizational change; workers' productivity and job satisfaction; consumer behavior; selection, placement, training, and development of personnel; and the interaction between humans and machines. Their responsibilities on the job include research, development (translating the results of research into usable products or procedures), and problem solving. Industrial/Organizational psychologists work in business, industries, government agencies, and colleges and universities. Some may be self-employed as consultants or work for management consulting firms. Jobs for industrial/organizational psychologists are available at both the master's and the doctoral level. Opportunities for those with master's degrees tend to be concentrated in business, industry, and government settings; doctoral-level psychologists also work in academic settings and independent consulting work.

Suggested Courses: Motivation (330), Cognitive Psychology (333, 334), Social Psychology (352), Industrial Psychology (364), Organizational Psychology (368), Human Factors Psychology (435), Positive Psychology (482).

Internet Resource: <http://www.siop.org/>

School Psychology

School psychologists help educators and others promote the intellectual, social, and emotional development of children. They are also involved in creating environments that facilitate learning and mental health. They may plan and evaluate programs for children with special needs or deal with less severe problems such as disruptive behavior in the classroom. They sometimes engage in program development and staff consultation to prevent school problems. They may also provide on-the-job training for teachers in classroom management, consult with parents and teachers on ways to support a child's efforts in school, and consult with school administrators on a variety of psychological and educational issues. School psychologists may be found in academic settings, nursery schools, day-care centers, hospitals, mental health clinics, federal and state government agencies, child guidance centers, penal institutions, and behavioral research laboratories.

Suggested Courses: Motivation (330), Cognitive Psychology (333, 334), Lifespan Developmental Psychology (340), Psychology of Adolescence (344), Abnormal Psychology (383), Infant and Child Development (443), Moral Development (447), Positive Psychology (482).

Internet Resources: <http://edweb.sdsu.edu/CSP/>

Social Psychology

Social psychologists study how people interact with each other and how they are affected by their social environments. They study individuals as well as groups, observable behaviors, and private thoughts. Topics of interest to social psychologists include personality development, the formation of attitudes and attitude change, attractions between people such as friendship and love, prejudice, helping behaviors, group dynamics, and violence and aggression. Social psychologists can be found in a wide variety of academic settings, and, increasingly, in many nonacademic settings. For example, many social psychologists now work in advertising agencies, corporations, hospitals, educational institutions, and architectural and engineering firms as researchers, consultants, evaluators, and personnel managers. As with experimental psychology, a research-oriented doctoral degree is usually necessary in social psychology.

Suggested Courses: Motivation (330), Cognitive Psychology (333, 334), Social Psychology (352), Personality (370), Positive Psychology (482).

Internet Resources: <http://www.socialpsychology.org/>; <http://www.uiowa.edu/~grpproc/>

Additional Internet Resources for Other Specific Areas of Psychology

Consumer Psychology	Home page for the Society for Consumer Psychology	http://www.cob.ohio-state.edu/scp/
Forensic Psychology	Forensic science resources, psychology, and the law	http://www.abfp.com/
Occupational Therapy/ Physical Therapy	World of physical therapy	http://www.wcpt.org/
Social Work	Social work action network	http://www.sc.edu/swan/
	Social work search	http://www.socialworksearch.com/
Sports Psychology	Mind tools	http://www.mindtools.com/page11.html
Testing, Measurement, Psychometrics	Buros Institute of Mental Measurements	http://www.unl.edu/buros/

Section VII: Post Graduation

In this section of the handbook, you will find some general information on applying to graduate school, on seeking a job, and on requesting recommendations. For more detailed discussions of these topics, visit the Psychology Department's website at <http://www.clemson.edu/psych>.

Graduate Programs in Psychology

Is Graduate School for You?

For many careers in psychology, a graduate degree is helpful if not essential. Graduate programs offer a number of different degrees including the Master of Arts (MA), Master of Science (MS), Master of Education (M.Ed.), Doctor of Philosophy (Ph.D.), Doctor of Psychology (PsyD), and Doctor of Education (EdD) degrees. Gaining entry into graduate school in some areas of psychology, such as clinical, is extremely competitive. Undergraduate success, research experience, and strong letters of recommendation can all help improve your chances of admission into a graduate program.

Master's Degree Programs

There are two types of master's degree programs in psychology. The professional or terminal master's program is designed to provide training for immediate employment in applied settings, such as community mental health centers, business and industry, and school systems. These programs are usually offered at regional or state universities whose primary mission is to serve students and communities in their geographic area. The second type of master's program prepares students to enter a doctoral program. Some of these programs are located in institutions that do not award a doctoral degree, which means that their graduates must apply to doctoral programs in other institutions after completing the master's degree. Although successful completion of such a program may help you get into the doctoral program of your choice, be aware that if you are accepted as a transfer student into a doctoral program after completing a master's degree, you may have to repeat some coursework.

Doctoral Degree Programs

The doctoral degree in psychology opens up many career opportunities. In addition to coursework, a graduate student conducts research, takes comprehensive exams, and completes a dissertation. A degree in Clinical Psychology also requires a year long internship.

An alternative to the traditional Ph.D. or EdD is the PsyD from a professional school doctoral program. PsyD programs generally involve more structured course sequences, extensive practical work, and the completion of a year long internship. Professional schools usually have less rigorous admission requirements but weigh particular criteria, such as clinical experience, more heavily than would traditional graduate programs.

No matter which degree you are considering, you should note that all graduate programs differ in their admission requirements. Thus, it is important to write to individual programs for information. Additionally, you may wish to contact Dr. Ned Brainerd, the Graduate School Advisor, for the Department of Psychology, or your advisor, to discuss your plans for graduate study and ensure you are properly prepared.

Entrance Requirements

Although entrance requirements vary from program to program, most programs consider applicants' GRE scores, undergraduate coursework and academic achievement, and certain "nonobjective" criteria, including research experience, work experience, clinically-related public service, extracurricular activities, and letters of recommendation. While you should contact each program you plan to apply to for their complete entrance requirements, most graduate programs require an undergraduate statistics course and an undergraduate research course for admission. In addition, clinical/counseling programs tend to look for Abnormal and Personality courses, while education programs may require Abnormal and Personality courses as well as an undergraduate developmental course.

Of the five "nonobjective criteria" for graduate schools admissions, most graduate programs view letters of recommendation as the most important factor in the selection process. Thus, getting to know the faculty early on so they will be able to write excellent letters of recommendation for you is a good idea.

Jobs

Finding a job after graduation can be a daunting task but there are a number of helpful resources available to you at Clemson to aid you in your search. Within the Psychology Department, your advisor and other professors may assist in answering questions and providing you with valuable contacts.

Outside the department, the Michelin Career Center offers a variety of services that can guide you through your job search. Among the services provided free of charge to students at the Career Center are career assessment, individual resume and cover letter assistance, mock interviews, job listings, and alumni networking.

To learn more about the services provided at the Michelin Career Center or to set up an appointment with a career counselor, call (864) 656-6000 or visit the Career Center's office in Suite 316 in the Hendrix Student Center. Additional information is also available online at the Career Center's website at <http://career.clemson.edu>.

Letters of Recommendation

Who should I ask for a recommendation?

When deciding who to ask to write you a recommendation, be sure to select people who know you fairly well. Most recommendations ask for evaluations in areas other than just academic performance. They want your recommender to tell them about your interpersonal skills, level of maturity, mental stability, and level of motivation. When asking for letters of recommendation, consider asking:

- Professors with whom you have done research
- Professors with whom you have taken several classes
- Professors from classes that require a large amount of student participation thus allowing the professor a chance to get to know you personally
- Professors from smaller classes that once again give the professor a chance to know you personally
- Professors who know you from a variety of activities, such as class, Psychology Club, Psi Chi and advising
- Professors from other departments (e.g., your minor) from whom you have had several courses or other types of interactions

Also, be sure to ask professors from courses where you have been successful. When writing letters of recommendation, professors must be honest with employers and graduate schools. Thus, it is a good idea to ask for recommendations from professors who can say you did well in their classes.

How should I ask the professor and what information should I provide?

The best way to find out if a professor is willing to give you a good recommendation is to ask him or her in person. When asking if they would be willing to write you a recommendation, be as specific as possible about the job or graduate program for which you are applying.

The earlier you request a recommendation and get your completed recommendation forms to the professor, the easier it will be for both of you. Ideally, most professors like to get recommendations **at least one month ahead**.

In providing your information to the professor, it is best to organize the material together in a packet. Most professors appreciate a copy of your resume, statement of intent (i.e., immediate and long range goals), and an unofficial copy of your transcript. Make sure you fill out your portion of the recommendations, including name and program for which you are applying, before giving the forms to the professor. Additionally, you should address all envelopes and apply proper postage. Finally, include a cover letter with your packet, making sure to clearly indicate the deadline for each recommendation letter.

Be sure to provide your recommender with feedback about your acceptance for graduate schools or job placements.

Additional Sources of Information

Students might also consider discussing their options with their advisor and/or:

Dr. Ned Brainerd

Graduate School Advisor in the Psychology Department
Brackett 310H
bedwin@clemsn.edu

In addition, students may make appointments with the Junior/Senior Professional Development Advisor of the College of Business and Behavioral Science or with a career counselor at the Michelin Career Center. The Junior/Senior Professional Development Advisor and the Career Center work together to prepare students for graduate school and employment. Both are prepared to discuss your further educational and career opportunities. They can be reached at:

Denise Lefort

Junior/Senior Professional Development Advisor
College of Business and Behavioral Science
Academic Advising Center
G-01 Sistine Hall
(864) 656-6175
diefort@clemsn.edu

Michelin Career Center

316 Hendrix Student Center
http://career.clemsn.edu
(864) 656-6000