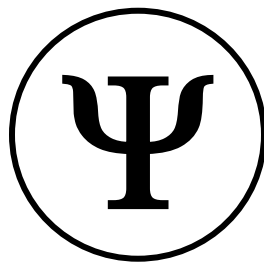


Clemson University
Department of Psychology

Psychology
Undergraduate
Handbook
2025-2026



www.clemson.edu/psych

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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.

In the Fall of 1995, the Department became a member of 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.

Beginning in the Summer of 2016, the Psychology Department joined together with other departments to form the College of Behavioral, Social, and Health Sciences (CBSHS). At the present time, the department has approximately forty faculty members, more than 900 undergraduate majors, and approximately fifty 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.

In the 2015-2016 academic year, the Psychology Department added the Psychology Academic Advising Center (PAAC). Five full-time academic advisors are responsible for advising all psychology students. The PAAC advisors are prepared to assist students with questions concerning their academic curriculum as well as their post-graduate plans.

The Psychology Department today has a three-part mission focusing on teaching, research, and public service. As noted in the department's bylaws, "The Department is dedicated to promoting, advocating, and progressing diversity through teaching, scholarship, and service on campus and in the community. The Department is committed to further eradicating barriers for people of color, women, LGBTQIA+ individuals, and people of varying abilities, and strives to nurture diversity, inclusion, and respect in the Department." The Department 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 undergraduates at Clemson University. Special thanks to Dr. Pamela Alley for the creation of this handbook and the faculty for their contributions to the revision of this handbook.

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

Please note that this handbook, as well as other departmental information, can be found on the Psychology Department website at www.clemson.edu/psych.

"Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur GA, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clemson University.

Administration and Staff

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Psychology Department Facebook Page

Students can access and like the Psychology Department Facebook page by visiting this link:
<https://www.facebook.com/Clemson-University-Dept-of-Psychology-1493923784049869/>.
Students may also access the page by searching: "Clemson University Dept. of Psychology."

Faculty

Shubham Agrawal agrawa3@clemson.edu

- *Ph.D. in Transportation Engineering*, 2020, Purdue University
- Research: Human factors, connected and automated transportation, econometrics and statistics, workforce management, information systems, emerging technologies, traveler cognition and behavior, alternative fuel vehicles, sustainable living and smart cities, simulation and modeling

Betsy Albritton ealbri@clemson.edu

- *Ph.D. in Industrial/Organizational Psychology*, 2024, University of North Carolina at Charlotte
- Research: Leadership, emotions, quantitative research methods, natural language processing

Jinan Allan jinana@clemson.edu

- *Ph.D. in Cognitive Psychology*, 2021. University of Oklahoma
- Research: Dr. Jinan Allan's research explores the effects of human cognitive abilities and statistical numeracy (i.e., practical probabilistic reasoning) on decision-making skills and risk literacy — i.e., the ability to evaluate and understand risk information. Her research uses behavioral science and psychometric techniques to develop metrics and models of human decision-making and risk communication, with applications to diverse domains, including medical decision making, cyber security, and extreme weather risks (e.g., tornado and hurricane warnings). Jinan is also affiliated with the Media Forensics Hub.

Anna Baker abake26@clemson.edu

- *Ph.D. in Clinical Psychology*, 2014, Louisiana State University
- Research: Experiences and mental health of students with chronic illness and children and adolescents with Type 1 diabetes, patient adherence related to Tier 1 genetic conditions in a rural population.

Brooke Bennett blbenne@clemson.edu

- *Ph.D. in Clinical Psychology*, 2020. University of Hawaii at Manoa
- Research: Dr. Brooke Bennett is an Assistant Professor in the Department of Psychology and Director of the BEAM (Body image, Eating, Access, and Media) Lab at Clemson University. She earned a Ph.D. in clinical psychology with a dual specialty in Health Psychology from the University of Hawai'i at Manoa. The goal of Dr. Bennett's research is to improve the health and well-being of individuals navigating the current sociocultural and environmental barriers to eating well and developing a positive body image. To advance this mission, she works to identify the ways in which digital technology negatively impacts the health of its users and determine how technology can be used instead to expand the reach of and enhance evidence-based care for all people. Another line of her research is focused on the impact of sociocultural factors on eating behaviors and body image in diverse and underserved populations in order to better understand how the application of digital interventions can be maximized to achieve health equity.

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

- *Ph.D. in Social Psychology*, 1994, University of Florida
- Research: Social and organizational psychology: determinants of employee resilience in the face of high levels of stress, positive psychological approaches to stress and thriving, determinants of treatment seeking for mental health problems, military psychology
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Organizational Psychology (3680)

Kaileigh Byrne kaileib@clemson.edu, Brackett 321A, (864) 656-3935

- *Ph.D. in Cognition and Cognitive Neuroscience*, 2017, Texas A&M
- Research: Decision making, learning, neural mechanisms of decision making and learning styles, differences in cognitive processing associated with aging, differences in cognitive and reward processing associated with personality and psychopathology
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Cognitive Psychology (3330)

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

- *Ph.D. in Biopsychology*, 2000, University of Memphis
- Research: Experimental neuropsychology, comparative psychology, cognitive primatology
- Courses: Psychology of Music (3210), Physiological Psychology (3240), Sensation and Perception (4220)

Hye Won Chai hchai@clemson.edu

- *Ph.D. in Human Development and Family Studies Demography*, 2020. Pennsylvania State University
- Research: Social Relationships, Family Ties in Later Life, Daily Experiences, Healthy Aging, Gender and Sexuality, Health Disparities, Social Determinants of Health, Dyadic Studies, Interpersonal Stress Processes

Ben Cotterill bfcotte@clemson.edu, Brackett 318, (864) 656-4974

- *Ph.D. in Psychology*, 2021, Edinburgh Napier University
- Research: How children's temperament relates to their eyewitness performance, jurors' perceptions of witnesses, personality development, psychological measurements of personality, reliability and credibility of eyewitness testimony, testing police procedures used with children
- Courses: Introductory Experimental Psychology (3090), Personality (3700), Forensic Psychology (3890)

Susan Doughty sedough@clemson.edu, Brackett 321

- *Ph.D. in Human Development and Family Studies* 2015, The Pennsylvania State University
- Research: Impact of family relationships and experiences on development.
- Courses: Lifespan Developmental Psychology (3400)

Cheryl Dye tcheryl@clemson.edu,

Ph.D. in Public Health 1991, University of South Carolina

- Research: Older adult health promotion, Chronic disease self-management, Community-based Health Coaching, Activating patients for health behavior change, Quality of life for those with dementia and their family caregivers.
- Courses:

Alyssa Gamaldo-Roddy agamald@clemson.edu

- *Ph.D. in Lifespan Development Psychology*, 2009. North Carolina State University
- Research: Dr. Gamaldo's research focuses on identifying adverse (e.g., poor sleep, financial strain, and social stressors) and protective factors (e.g., education, life satisfaction and social support) associated with cognitive functioning, particularly in populations at risk for AD/ADRD diagnosis. Dr. Gamaldo is also interested in supporting research that explores the utility of digital health assessments in diverse older adult populations.

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- *Ph.D. in Developmental Psychology*, 2013, University of Connecticut
- Research: Autism, emotion, emotional development
- Courses: Introductory Experimental Psychology (3090), Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Lifespan Developmental Psychology (3400)

John R. Hester jrheste@clermson.edu, Brackett 310

- *Ph.D. in School Psychology*, 1979, University of South Carolina
- Courses: Personality (3700)

Jo Jorgensen jjorgen@clermson.edu, Sirrine 379, (864) 656-4889

- *Ph.D. in Industrial/Organizational Psychology*, 2002, Clemson University
- Courses: Introduction to Psychology (2010), Pursuing Happiness (2500), Human Sexual Behavior (3060), Social Psychology (3520), Abnormal Psychology (3830), Systems and Theories of Psychology (4150)

Robin M. Kowalski rkowals@clermson.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, hazing, and school shootings), health psychology (with an emphasis on organ donation)
- Courses: Introduction to Psychology (2010), Pursuing Happiness (2500), Social Psychology (3520), Women and Psychology (4080)

Susan P. Limber slimber@clermson.edu, Brackett 321J, (864) 656-6320

- *Ph.D. in Developmental Psychology*, 1992, University of Nebraska-Lincoln
- Research: Bullying among children and youth; prevention of youth violence and aggression; civic engagement of children and youth
- Courses: Lifespan Developmental Psychology (3400), Cross-Cultural Human Development (4890)

Alain Litwin alitwin@clermson.edu

Eric McKibben mckibbe@clermson.edu, Brackett 321E

- *Ph.D. in Industrial/Organizational Psychology*, 2010, Clemson University
- Research: Leader-Follower dyads, emotion regulation, motivation
- Courses: Introductory Experimental Psychology (3090), Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Social Psychology (3520), Industrial Psychology (3640), Organizational Psychology (3680), Personality Psychology (3700), Sport Psychology (4890)

Keisha Mitchell keisham@clermson.edu, Brackett 318, (864) 656-4976

- *Ph.D. in Social-Community Psychology*, 2003, Rutgers University
- Research: Positive psychology approaches to collective trauma among frontline personnel, courage, and development in adolescence
- Courses: Introduction to Psychology (2010), Social Psychology (3520), Systems and Theories (4150)

Jody Nicholson jodyn@clermson.edu

- *Ph.D. in Developmental Psychology*, 2009, University of Notre Dame
- Research: My research concentrates on health promotion and prevention with a focus on risk factors that disproportionately impact individuals from minoritized groups that based on race/ethnicity, income, and access to resources. Currently, I am a site-PI for a multisite randomized controlled trial (RCT) supported by the National Institute of Aging (NIA, Preventing Alzheimer's with Cognitive Training (PACT; PACTstudy.org), which is evaluating the effectiveness of computerized cognitive training to delay the onset of Alzheimer's (Nicholson,

Hudak, Phillips...Edwards, 2022). My primary research interest is in motivation to participate in clinical trials, with a focus on representation within RCT. Underrepresentation of individuals in research who represent groups with disproportionate health disparities impacts generalizability of findings and the ability to translate research into practice. My training in community-based research has instilled in me a dedication to integrate community voices into research design, practice, and implementation.

Robert O'Hara rmohara@clemson.edu

- *Ph.D. in Learning Sciences*, 2023. Clemson University
- Research: The impact of classroom environments on undergraduate students' motivation, sense of belonging, and academic confidence.

Katrina Okerstrom-Jezewski kokerst@clemson.edu

- *Ph.D. in Neuroscience*, 2020. University of Iowa
- Research: Neuroethics, Executive functions, Decision-making, Risk perception
Personality and individual differences, Research ethics, Methodological best practices for convenience sampling methods, Cognitive neuroscience
- Courses: Advanced Physiological Psychology (4269), Sensation and Perception (3220)

Chris Pagano cpagano@clemson.edu, Brackett 312F, (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 (2010), Sensation and Perception (3220)

Richard Pak richpak@clemson.edu, Brackett 410B, (864) 656-1584

- *Ph.D. in Psychology*, 2005, Georgia Institute of Technology
- Research: Human factors psychology, human-computer interaction, cognitive aging, spatial abilities, memory
- Courses: Introduction to Psychology (2010)

Irene Pericot-Valverde iperico@clemson.edu

- *Ph.D. in Clinical Psychology*, 2016, University of Oviedo
- Research: Addiction, with a focus on tobacco use among vulnerable populations, opioid use and misuse, and the intersection between opioid use and infectious diseases

June J. Pilcher jpilche@clemson.edu, Brackett 312G, (864) 656-4985

- *Ph.D. in Biopsychology*, 1989, University of Chicago
- Research: Sleep and sleep loss, circadian rhythms, physiology and psychology of stress, exercise and cognition, physical activity and health, global health communication and behavior change, on-the-job safety
- Courses: Introduction to Psychology (2010), Physiological Psychology (3240), Positively Human (3900)

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

- *Ph.D. in Clinical Psychology*, 1997, Northwestern University at Evanston
- Research: Courage, strengths and virtues, positive psychology

- Courses: Stress, Coping, and Flourishing (PSYC 1890), Fundamentals of Psychological Science (2030), Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Abnormal Psychology (3830), Positive Psychology (4820)

Lucinda Quick lquick@clemson.edu

- *Ph.D. in Clinical-Community Psychology*, 1997, University of South Carolina
- Research: Pain and distress management in cancer patients
- Courses: Abnormal Psychology (3830), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930)

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: Leadership in Organizational Settings (3690)

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

- *Ph.D. in Industrial/Organizational Psychology*, 2006, University of Central Florida
- Research: Industrial-organizational psychology, stereotypes, diversity and inclusion, personality and cognitive ability, quantitative analysis, applications of data science in psychology
- Courses: Introductory Experimental Psychology (3090), Industrial Psychology (3640), Organizational Psychology (3680)

Lesley A. Ross laross@clemson.edu, Brackett 312H, (864) 656-6746

- *Ph.D. in Developmental Psychology*, 2007, University of Alabama at Birmingham
- Research: Interventions to maintain health, cognition and everyday function across the lifespan; aging; mobility and driving

Sarah Sanborn ssanbor@clemson.edu, Brackett 310A, (864) 656-9730

- *Ph.D. in Developmental Psychology*, 2015, University of Connecticut
- Research: Parent-child attachment, infant crying, emotional development, temper tantrums, and vocal/motor development
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Lifespan Developmental Psychology (3400), Psychology of Adolescence (3440), Infant and Child Development (4430)

Angie Sardine asardin@clemson.edu, 298 Memorial Dr., Seneca, SC 2

- *Ph.D. in Aging Studies*, 2017, University of South Florida
- Research: My primary area of focus is understanding biopsychosocial (e.g., pain, sleep, loneliness/social isolation, mental health, leisure engagement and constraints) and contextual factors (e.g., home usability, neighborhood quality) that constrain or support cognitive and physical health, and well-being, among middle-aged and older adults. As a licensed and certified recreation therapist, I am also interested in the development and implementation of multifaceted, person-centered, health promotion interventions/programs tailored to the specific needs, interests, and preferences of diverse groups throughout South Carolina and beyond.

Dawn Sarno dmsarno@clemson.edu, Brackett 312I, (864) 656-4983

- *Ph.D. in Human Factors and Cognitive Psychology*, 2020, University of Central Florida
- Research: Applied visual cognition, aging, working memory, cybersecurity and training
- Courses: Cognitive Psychology (3330)

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- *Ph.D. in Cognitive Psychology and Psycholinguistics*, 1992, University of Massachusetts
- Research: Eye movements and language comprehension, electrophysiological correlates of language development, syntactic processing, linguistic structure, lexical constraints, and language processing
- Courses: Introduction to Psychology (2010)

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- *Ph.D. in Gerontology*, 2020. University of Kentucky
- Research: Aging, Information and Communication Technologies, Long-Term Care, Social Connectedness

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- *Ph.D. in Industrial/Organizational Psychology*, 2013, University of Central Florida
- Research: Industrial/organizational psychology, teamwork dynamics in high risk/challenging environments (virtual, multicultural, healthcare, aviation), leadership development, and training
- Courses: Advanced Experimental Psychology Laboratory (3101), Psychology of Group and Team Dynamics (3770), Group/Team Dynamics (3890), 21st Century Teams (4890), Teamwork Dynamics (4890)

Robert R. 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, work schedules, economic stressors
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Psychological Testing (4710), Occupational Health (4890)

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- Juris Doctor (J.D.), 1989, University of Nebraska-Lincoln,
Ph.D. in Social Psychology, 1990, University of Nebraska-Lincoln
- Research: Psychology and Law (4890)

Dustin Souders djsoude@clemson.edu, Brackett 312J, (864) 656-4986

- *Ph.D. in Cognitive Psychology*, 2018, Florida State University
- Research: Automation and driving
- Courses: Human Factors (4350)

Abigail Stephan atsteph@clemson.edu

- *Ph.D. in Learning Sciences*, 2022. Clemson University
- Research: Dr. Abigail (Abby) Stephan is a Research Assistant Professor in the Department of Psychology and an affiliated faculty member at the Institute for Engaged Aging. Her research a) explores the influence of intergenerational relationships in family, community, and educational contexts on learning, development, and well-being across the lifespan and b) examines social and psychological factors that promote healthy aging. In addition to taking an ecological, systems-oriented perspective, her work often employs a mixed methods design and is interdisciplinary, drawing from gerontology and aging studies, family and community science, developmental psychology, youth development, education, anthropology, and sociology. She earned her Certified Family Life Educator (CFLE) credential to further the translation of research to applied settings. Beyond research, Dr. Stephan is committed to advancing the development,

implementation, and evaluation of evidence-based educational opportunities that support learners across the lifespan. Two primary avenues for this work include a) creating resources and fostering mentorship opportunities to ensure high-quality training exists for current and future professionals in the field of gerontology and b) promoting lifelong learning through engaging and fulfilling learning experiences for older adults. Dr. Stephan is a member of two active research labs at Clemson: the Study of Healthy Aging and Applied Research Programs (SHAARP) Lab and the Contexts of Learning and Development (CLAD) Lab. She is also a Faculty Scholar with the Clemson University School of Health Research.

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 diversity interventions, test development, retirement planning and adjustment
- Courses: Introduction to Psychology (2010)

Allison Traylor amtrayl@clemson.edu

- *Ph.D. in Industrial/Organizational Psychology*, 2021, Rice University
- Research: Team diversity, discriminatory behavior in teams, teamwork process exclusion

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: Introductory Experimental Psychology (3090), Sensation and Perception (4220)

Jenna Van Fossen jvanfos@clemson.edu

- *Ph.D. in Industrial/Organizational Psychology*, 2023, Michigan State University
- Research: Occupational health and well-being, technology and work, work-nonwork interface, trust

William Volante wvolant@clemson.edu, Brackett 312B, (864) 656-2309

- *Ph.D. in Human Factors and Cognitive Psychology*, 2020, University of Central Florida
- Research: Trust in automation/technology, conformity, and cyber security
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101)

Heidi Zinzow hzinzow@clemson.edu, Brackett 312K, (864) 656-4376

- *Ph.D. in Clinical Psychology*, 2007, University of Georgia
- Research: Trauma, violence, suicide, and mental health; clinical interventions for trauma victims; suicide and sexual violence prevention programs
- Courses: Advanced Experimental Psychology Laboratory (3101), Abnormal Psychology (3830), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930)

Section II: Curriculum and Specific Course Information

General Education Requirements – 31 credit hours

To meet general education student learning outcomes, 31 total credit hours are required, distributed as follows.

A. Communication: minimum of 6 credit hours

English Composition--3 credit hours
ENGL 1030

Oral Communication--3 credit hours
COMM 1500, 2500; HON 1950, 2230, or an approved cluster of courses

B. Mathematics: minimum of 3 credit hours

MATH 1010, 1020, 1060, 1070, 1080, 2070; STAT 2220, 2300, 3090, 3300

C. Natural Science with Lab: minimum of 4 credit hours

ASTR 1010/1030, 1020/1040; BIOL 1030/1050, 1040/1060, 1090, 1100, 1110, 1200/1220, 1200/1230; CH 1010, 1020, 1050, 1060; GEOG 1060; GEOL 1010/1030, 1120/1140, 2020; PHSC 1170, 1180; PHYS 1220/1240, 1800/1820, 2000, 2070/2090, 2080/2100, 2210/2230, 2400

D. Arts and Humanities: minimum of 6 credit hours

Literature--3 credit hours
Any 2000-level ENGL literature course or any of the other courses listed ENGL 2020, 2120, 2130, 2140, 2150, 2160; CHIN 4010, 4020; FR 2600, 3000, 3040; GER 2600, 3060, 3600, 3610; HON 1900, 2210; ITAL 3020; JAPN 4010, 4060; RUSS 3600, 3610; SPAN 3040, 3110, 3130

Non-Literature--3 credit hours
AAH 1010; ART 2100; ASL 2050; CHIN (PHIL) 3120, 3130, 4140; CHIN 4990; ENGL (GW) 3010; ENGL (WCIN) 3570; ENGL (LANG, WCIN) 4540; FR 3070, 3170; GER 2400, 3400; GW (ENGL) 3010; GW 4050; HIST 1930; HON 1910, 2030, 2100, 2220; HUM 3010, 3020, 3090; JAPN 3070, 3080; JAPN (WCIN) 4560; LANG 3400, 3420; LANG (ENGL, WCIN) 4540; MUSC 1510, 1520, 1530, 1540, 2100, 2510, 2530; MUSC (THEA) 3080, 3090; MUSC 3110, 3120, 3130, 3140, 3170; PHIL 1010, 1020, 1030; PHIL (CHIN) 3120, 3130; PHIL 3230, 3260, 3440; PHIL (WS) 3490; PHIL (CHIN) 4140; PRTM 2140; REL 1010, 1020, 3010, 3020, 3030, 3060, 3070, 3090, 3120, 3130, 3150; RUSS 3400; SPAN 3070, 3080; STS 1010, 2150, 3010; THEA 2100; THEA (MUSC) 3080, 3090; THEA 3160, 3170; WCIN (ENGL) 3570; WCIN (ENGL, LANG) 4540; WCIN (JAPN) 4560; WS 3010; WS (PHIL) 3490

E. Social Sciences: minimum of 6 credit hours

Social Sciences credit hours must be selected from two different fields.
AGRB 2020; ANTH 2010; COMM 1070, 1800, 3080; ECON 2000, 2050, 2110, 2120; GEOG 1010; HIST 1010, 1020, 1720, 1730; HON 1920, 2020, 2200; POSC 1010, 1030, 1040, PRTM 3010; PSYC 2010; SOC 2010, 2020 (AGRB and ECON are considered the same field.)

F. Global Challenges: minimum of 6 credit hours

Global Challenges credit hours must be selected from two different fields unless identified below as interdisciplinary. At least three credit hours must be selected from a course(s) at the 3000-level or higher. A transfer course may not be used to satisfy the upper level General Education Global Challenges requirement. Students must enroll in a 3000- or 4000-level Clemson course(s) on the Global Challenges list to fulfill the upper-level Global Challenges Requirement.

AAH 3050; AGED 4160; AGED (EDF) 4800; AGRB 2050; ANTH 3010, 33200, 3250, 3280; ANTH (LANG) 3910; ANTH (JAPN) 4170; ANTH (JUST, SOC) 4850; ARCH 3040; ASL 3500; AU 3010; AVS 3700, 4150; BIOE 4010; BIOL 2000; BIOL (WFB) 3130; BIOL 4930; BSHS 3330; BUS 3400; COMM 1800, 3800; CPSC 2920; CSM 3070; ECAS 1900¹, 2900¹, 3210¹, 3900¹, 3910¹; ECON 3190; ECE 4960; ECON 3100, 3190, 4580; ED 3010; EDF (AGED) 4800; EDHC 3300; EDHD 4310; EDLT 2000; EDSC 4260; EES 4140, 4860; ENGL 3490, 3560; ENGR 1020, 1510; ENSP (GEOL) 1250; ENSP 2000¹, 2010¹; ENT 2000; FDSC 3010; FNPS 2140, 3680; FOR 4160; GBS 1000¹; GEOG 1030, 4500, 4600; GEOL 1200, 2300; GEOL (ENSP) 1250; GER 4160; GLCH 1510, 1550, 1990, 2990, 3510, 3520, 3990; HIST 1220, 1240, 2150, 3120, 3210, 3230, 4370; HLTH 2980, 3100, 3300; HON 1960¹, 2060¹, 3820, 3960¹; HPA 2010; HUM 3060; IE 4880; INNO 3930¹; INT 3010, 3500, 3600; IS 1020¹, 1030¹, 1040¹; JUST 4130, 4950; JUST (ANTH, SOC) 4850; LANG 3100, 3480, 4620; LANG (ANTH) 3910; LARC 1150, 1160, 4230; MATH 2190, 2800; ME 3120; MICR 4930; MKT 3030; MSE 4070; NURS 1400, 3300; PHIL 1040, 1240, 3450, 3460; PHYS 2450; PKSC 3200; POSC 1020, 1040, 3620, 3760, 3770, 4480, 4570, 4590; PRTM 3500; PSYC 2500, 3570; REL 2010, 3350; RS (SOC) 3010; SCI 3000; SOC (RS) 3010; SOC 4030, 4140, 4440, 4600, 4710, 4810; SOC (ANTH, JUST) 4850; STS 1020¹, 3030; SUST 2040; THEA 3150; WFB (BIOL) 3130; WS 1030¹

¹ This course is interdisciplinary.

Note that you may review the most recent edition of the *Undergraduate Announcements* for further details.

Note that Psychology Department Requirements, in some cases, exceed the General Education Requirements.

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 the current one, be sure to check the appropriate *Undergraduate Announcements*.

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 (e.g. Medical School, Occupational Health), 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.

More specifically, the differences between the BA and the BS programs in Psychology are as follows:

BA in Psychology	BS in Psychology
• Must fulfill a foreign language proficiency requirement through 2020	• Does not need to fulfill a foreign language proficiency requirement
• Must take three credit hours to fulfill the Departmental Mathematics or Science Requirement	• Must take sixteen credit hours to fulfill the Departmental Mathematics or Science Requirement
• May take any course on the approved General Education list to fulfill the General Education Non-Literature Requirement	• Must take PHIL 1020 to fulfill the General Education Non-Literature Requirement
• Does not need to fulfill an additional Departmental Social Science Requirement	• Must fulfill an additional Departmental Social Science Requirement

Psychology Courses (from the most recent edition of the Undergraduate Announcements)

PSYC 1810 Stress, Coping, and Flourishing: Establishing Daily Wellness Habits 1 Students practice a variety of empirically-validated daily wellness exercises and evaluate the personal effectiveness of each one. Exercises are drawn from mindfulness, cognitive behavioral therapy, and the positive psychology literatures. Students also create a personal wellness plan for the future, guided by their experiences in the course.

PSYC 1890 Topics in Practical Psychology 1-4 (1-4) An introductory look at the application of a specific area of psychological research to daily life. May be repeated for a maximum of six credits if different topics are covered.

PSYC 2010 Introduction to Psychology 3 (3) 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. Includes Honors sections.

PSYC 2030 Fundamentals of Psychological Science 3 (3) Overview of the basic knowledge, skills and abilities for success in the psychology major, including the fundamentals of psychometrics, research methods, career planning and the dissemination of research findings. *Preq:* Psychology major. *Preq or concurrent enrollment:* PSYC 2010.

PSYC 2500 Pursuing Happiness 3 (3) 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.

PSYC 2750 Applied Psychology and Transportation 3 (3) 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.

PSYC 2890 Topics in Basic Psychology 3 (3) Various topics in basic psychology are covered. No prior knowledge of psychology is required. May be repeated for a maximum of six credits if different topics are covered.

PSYC 3060 Human Sexual Behavior 3 (3) The subject of sexual behavior is approached from the psychophysiological, behavioral, and cultural points of view. Evolutionary, historical, and cross-cultural perspectives are considered.

PSYC 3090 Introductory Experimental Psychology 4 (3) 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:* Psychology major; and PSYC 2010; and PSYC 2030 with a grade of C or higher. *Coreq:* PSYC 3091.

PSYC 3091 Introductory Experimental Psychology Laboratory 0 (2) Non-credit laboratory to accompany PSYC 3090. *Coreq:* PSYC 3090.

PSYC 3100 Advanced Experimental Psychology 4 (3) Continuation of PSYC 3090. Focus is on techniques of empirical research (experiments, quasi-experiments, non-experimental research, etc.) that are widely used in psychology. Students design and carry out their own empirical research projects normally involving data collected from human participants. Extensive practice in the writing of reports is included. *Preq:* Psychology major; and PSYC 2010; and PSYC 2030 with a grade of C or higher; and PSYC 3090. *Coreq:* PSYC 3101.

PSYC 3101 Advanced Experimental Psychology Laboratory 0 (2) Non-credit laboratory to accompany PSYC 3100. *Coreq:* PSYC 3100.

PSYC 3210 Psychology of Music 3 (3) Study of the perceptual, cognitive, emotional, and neural foundations of the musical experience and of its development. *Preq:* PSYC 2010.

PSYC 3220 Sensation and Perception 3 (3) Study of psychophysical techniques of measurement and sensory and perceptual processes related to vision, hearing, and the other senses. Includes Honors sections. *Preq:* PSYC 2010.

PSYC 3240 Physiological Psychology 3 (3) 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:* PSYC 2010.

PSYC 3300 Motivation 3 (3) 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:* PSYC 2010.

PSYC 3310 Critical Thinking 3 (3) People use cause-effect reasoning, which is part of critical thinking, frequently in daily living and at work or school. Examples include political arguments, personal decisions, and science. This course provides a psychological perspective on how people reason causally, the errors they make and how causal thinking can be improved. *Preq:* PSYC 2010.

PSYC 3330 Cognitive Psychology 3 (3) Study of higher-order mental processing in humans. Topics include memory, learning of concepts, problem solving, and the psychology of language. *Preq:* PSYC 2010.

PSYC 3340 Laboratory in Cognitive Psychology 1 (2) Selected experiments and demonstrations are conducted to reveal phenomena related to human perception, memory, reasoning, problem solving, and high-level mental processes. *Preq:* PSYC 2010 and PSYC 3090. *Preq or concurrent enrollment:* PSYC 3330.

PSYC 3350 Human Factors Psychology 3 (3) 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:* PSYC 2010.

PSYC 3400 Lifespan Developmental Psychology 3 (3) 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. Includes Honors sections. *Preq:* PSYC 2010.

PSYC 3440 Psychology of Adolescence 3 (3) 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:* PSYC 2010.

PSYC 3450 Adulthood and Aging 3 (3) 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:* PSYC 2010.

PSYC 3520 Social Psychology 3 (3) 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. Includes Honors sections. *Preq:* PSYC 2010.

PSYC 3570 Psychology and Culture 3 (3) Study of cultural values and their influence on cognition and behavior. Major emphasis is on the ways culture influences perception, emotions, development, interpersonal relations, and health.

PSYC 3620 Sports Psychology 3 (3) The study of performance in a sport context with a focus on skill development, motivation, team dynamics, leadership and coaching. *Preq:* PSYC 2010.

PSYC 3640 Industrial Psychology 3 (3) 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:* PSYC 2010.

PSYC 3680 Organizational Psychology 3 (3) 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:* PSYC 2010.

PSYC 3690 Leadership in Organizational Settings 3 (3) 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:* PSYC 2010.

PSYC 3700 Personality 3 (3) 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:* PSYC 2010.

PSYC 3770 The Psychology of Group and Team Dynamics 3 (3) The psychology of groups and team dynamics explores topics of group and team development, decision-making, communication, conflict resolution, and leadership. Knowledge of group and team dynamics developed from active participation in applied problem-solving activities results in students possessing teamwork skills highly sought by organizations today.

PSYC 3810 Health Psychology 3 (3) 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:* PSYC 3100.

PSYC 3830 Abnormal Psychology 3 (3) 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. Includes Honors sections. *Preq:* PSYC 2010.

PSYC 3850 Forensic Psychology 3 (3) Students develop understanding of forensic psychology as it is applied to criminal behavior and the criminal justice system. Topics include theories of crime, eyewitness memory, child witnesses, jury decision making, and identifying risk factors for violence. *Preq:* PSYC 2010.

PSYC 3890 Topics in Psychology 3 (3) Various topics in psychology are covered. A basic understanding of psychological concepts is required. May be repeated for a maximum of six credits if different topics are covered. *Preq:* PSYC 2010.

PSYC 3900 Honors Seminar in Psychology 3 (3) 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:* PSYC 2010.

PSYC 4080 Women and Psychology 3 (3) 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:* PSYC 3100.

PSYC 4150 Systems and Theories of Psychology 3 (3) 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:* PSYC 3100.

PSYC 4260 Advanced Physiological Psychology 3 (3) 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:* PSYC 3100 and PSYC 3240.

PSYC 4430 Infant and Child Development 3 (3) Cognitive, emotional, and social development from conception through childhood (up to age 12). Major theories and research findings are covered. *Preq:* PSYC 3100 and PSYC 3400.

PSYC 4470 Moral Development 3 (3) 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:* PSYC 3100; and one of PSYC 3400 or PSYC 3440 or PSYC 3450.

PSYC 4560 Applied Psychophysiology 3 (3) 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:* PSYC 3100 and PSYC 3240.

PSYC 4710 Psychological Testing 3 (3) 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:* PSYC 3090 and PSYC 3100.

PSYC 4750 Brain and Behaviors: An Evolutionary Approach 3 (3) 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. Includes Honors sections. *Preq:* PSYC 3100 and Junior or Senior standing.

PSYC 4770 Teamwork Dynamics: Teams in the 21st Century 3 (3) The course takes a deeper look into the challenges of teamwork in organizations now and in the future. Through active learning activities, readings, and discussions, students develop critical collaboration and teamwork skills that are highly sought by organizations today. *Preq:* PSYC 3100.

PSYC 4820 Positive Psychology 3 (3) 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:* PSYC 3100.

PSYC 4850 Neuropsychology of Criminal Behavior 3 (3) Students investigate a biopsychological perspective on the etiology of violence, antisocial behavior, and psychopathy, examining the interplay between biological, environmental, psychological, social, and neurological factors. *Preq:* PSYC 3100.

PSYC 4880 Theories of Psychotherapy 3 (3) 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:* PSYC 3100 and PSYC 3830.

PSYC 4890 Seminar in Advanced Psychology 3 (3) Seminar course covering various advanced psychology topics. An understanding of fundamental psychological concepts is required. Includes primary source readings, substantial written work, and/or collection and analysis of psychological data. May be repeated for a maximum of six credits if different topics are covered. *Preq:* PSYC 3100.

PSYC 4900 Senior Division Honors Research I 2-4 (2-4) Preparation and defense of a research proposal. Proposed project should be empirical, historical, or theoretical in nature. *Preq:* Junior standing and consent of instructor.

PSYC 4910 Senior Division Honors Research II 2-4 (2-4) Completion of the proposed research project resulting in a written thesis. *Preq:* PSYC 4900 and consent of instructor.

PSYC 4930 Practicum in Clinical Psychology 3 (1) 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:* PSYC 3830. *Coreq:* PSYC 4931.

PSYC 4931 Practicum in Clinical Psychology Laboratory 0 (5) Non-credit laboratory to accompany PSYC 4930. *Coreq:* PSYC 4930.

PSYC 4950 Practicum in Applied Psychology 3 (1) Students are provided practical experience in the use of psychological theory and research in an applied setting. Pass/No Pass (as of spring semester 2019). *Preq:* Consent of instructor. *Coreq:* PSYC 4951.

PSYC 4951 Practicum in Applied Psychology Laboratory 0 (5) Non-credit laboratory to accompany PSYC 4950. *Coreq:* PSYC 4950.

PSYC 4970 Directed Studies in Psychology 1-4 (1-4) Study under the direction of a faculty member of a particular topic agreed upon by the student and faculty member. Includes Honors sections. May be repeated for a maximum of 12 credits. *Preq:* Consent of instructor.

PSYC 4980 Team-Based Research 1-4 (1-4) 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. Includes Honors sections. May be repeated for a maximum of 18 credits. *Preq:* Consent of instructor.

Psychology Laboratory Courses

Introductory Experimental Psychology (PSYC 3090)

PSYC 3090 is a four-credit hour course that serves as an introduction to the analysis of data from experimental and correlational research in psychology. This course includes a required laboratory which focuses on the use of computer software packages to analyze data.

Advanced Experimental Psychology (PSYC 3100)

PSYC 3100 is a four-credit hour course that introduces the student to a variety of empirical research designs widely used in psychology. This course includes a required laboratory which focuses on the design and creation of a research project from start to finish. Different sections may focus on specific areas of research, and the format can vary from group to independent projects. Check the Notes section in iRoar to learn more: just click on the CRN until a few lines of text appear in the upper left corner of your screen.

Prerequisites to PSYC 2030, 3090/3091, 3100/3101, and 4000-Level Psychology Courses

As part of the psychology degree requirements, all psychology students are required to take PSYC 2010, PSYC 2030, PSYC 3090/3091, PSYC 3100/3101, at least three credits from PSYC courses numbered between 4000-4890, and at least three credits from PSYC courses numbered between 4000-4999.

PSYC 2010 (or its equivalent from another institution) is a prerequisite for most (but not all) psychology courses. Please note that, in order to enroll in PSYC 2030, students must have taken PSYC 2010 (or its equivalent from another institution) previously or be taking it concurrently.

Starting in the 2020-2021 curriculum year, students need to earn at least a C in PSYC 2030 in order to enroll in PSYC 3090/3091 and PSYC 3100/3101.

Moreover, please note that, in the Fall of 2022, most 4000-level psychology courses require PSYC 3100/3101 as a prerequisite. For further information, you might consult with your PAAC advisor.

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. All major requirements for both programs must be satisfied.

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.

Please note that students may **not** double-dip the General Education Mathematics or Science Requirements with the Departmental Mathematics or Science Requirement.

Please check with your advisor if you have questions concerning double-dipping.

Modern Language Requirement

Students in the BA Program in psychology must take two semesters (through 2020) in the same modern foreign language. Language courses at the 1000-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.

All students planning to take French, German, or Spanish need to take the Modern Language Placement Test (MLPT) unless (1) he or she is beginning a new language in which they have no prior experience or (2) the student is transferring credit from another institution. For information on the MLPT, go online to <http://www.clemson.edu/caah/departments/languages/resources/placement-test.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 2020. 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 after grades are reported.

Mathematics and Science Requirements in the BA Program

(All curriculum years)

Students in the BA Program must take a total of 10 credit hours in math and science courses as distributed below:

General Education Mathematics Requirement	3 credit hours
General Education Natural Science with Lab Requirement	4 credit hours
Departmental Mathematics or Science Requirement	3 credit hours

General Education Mathematics Requirement (3 credit hours)

Students in the BA Program must take one course from the General Education list for Mathematics to fulfill this requirement.

General Education Natural Science with Lab Requirement (4 credit hours)

Students in the BA Program must take one course from the General Education list for Natural Science with Lab to fulfill this requirement.

Departmental Mathematics or Science Requirement (3 credit hours)

Students in the BA Program must take three credit hours (in addition to the General Education Mathematics and Natural Science Requirements) to fulfill this departmental requirement. Students may select any mathematics or natural science course that satisfies the General Education Requirement, any STAT or MATH course at the 3000-level or higher, any natural or physical science course on the departmental list of acceptable courses, or any relevant course with the approval of the Psychology Department Chair.

Please note that excess credits filling the General Education Mathematics and Science Requirements may be applied to this Departmental Mathematics or Science Requirement.

Mathematics and Science Requirements in the BS Program

(All curriculum years)

Students in the BS Program must take a total of 23 credit hours in math and science courses as distributed below:

General Education Mathematics Requirement	3 credit hours
General Education Natural Science with Lab Requirement	4 credit hours
Departmental Mathematics or Science Requirement	16 credit hours

General Education Mathematics Requirement (3 credit hours)

Students in the BS Program must take one course from the General Education list for Mathematics to fulfill this requirement.

General Education Natural Science with Lab Requirement (4 credit hours)

Students in the BS Program must take one course from the General Education list for Natural Science with Lab to fulfill this requirement.

Departmental Mathematics or Science Requirement (16 credit hours)

Students in the BS Program must take sixteen credit hours (in addition to the General Education Mathematics and Natural Science Requirements) to fulfill this departmental requirement. Students may select any mathematics or natural science course that satisfies the General Education Requirement, any STAT or MATH course at the 3000-level or higher, any natural or physical science course on the departmental list of acceptable courses, or any relevant course with the approval of the Psychology Department Chair.

Please note that excess credits filling the General Education Mathematics and Science Requirements may be applied to this Departmental Mathematics or Science Requirement.

Courses Filling the General Education Mathematics Requirement

Below you will find a brief description of the courses that will fill the General Education Mathematics Requirement as stated in the most recent *Undergraduate Announcements*.

MATH 1010 Essential Mathematics for the Informed Society 3 (3) 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 MATH 3010, MATH 3020, MATH 3090, or STAT 3010. *Preq:* Any MATH or STAT course, or a score of 540 or higher on the SAT Math section, or a score of 21 or higher on the ACT Math section, or a score of 50 or higher on the Clemson Mathematics Placement Test (CMPT).

MATH 1020 Business Calculus I 3 (3) 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 MATH 1060. *Preq:* Any MATH or STAT course, or a score of 620 or higher on the SAT Math section, or a score of 26 or higher on the ACT Math section, or a score of 60 or higher on the Clemson Mathematics Placement Test (CMPT).

MATH 1060 Calculus of One Variable I 4 (4) Topics include analytic geometry, introduction to derivatives, computation and application of derivatives, integrals, exponential and logarithm functions. Includes Honors sections. *Preq:* A score of 680 or higher on the SAT Math section, or a score of 29 or higher on the ACT Math section, or a score of 80 or higher on the Clemson Mathematics Placement Test (CMPT).

MATH 1070 Differential and Integral Calculus 4 (4) Continuation of MATH 1040. Successful completion of MATH 1040 and MATH 1070 is equivalent to the completion of MATH 1060. Continuation of differential calculus and an introduction to integral calculus. Not open to students who have received credit for MATH 1060. *Preq:* MATH 1040.

MATH 1080 Calculus of One Variable II 4 (4) Topics include transcendental functions, applications of integration, integration techniques, indeterminate forms, improper integrals, parametric equations, polar coordinates, and infinite series. Includes Honors sections. *Preq:* MATH 1060 with a C or better or MATH 1070 with a C or better.

MATH 2070 Business Calculus II 3 (3) 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 MATH 2060. *Preq:* MATH 1020 with a C or better or MATH 1060 or MATH 1070.

STAT 2220 Statistics in Everyday Life 3 (3) 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 MATH 3020, STAT 2300, STAT 3090, or STAT 4110. *Preq:* Any MATH or STAT course, or a score of 540 or higher on the SAT Math section, or a score of 21 or higher on the ACT Math section, or a score of 50 or higher on the Clemson Mathematics Placement Test (CMPT).

STAT 2300 Statistical Methods I 3 (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. Statistical microcomputer software is used. Not open to students who have received credit for MATH 3020 or STAT 3090. Includes Honors sections. *Preq:* Any MATH or STAT course, or a score of 620 or higher on the SAT Math section, or a

score of 26 or higher on the ACT Math section, or a score of 65 or higher on the Clemson Mathematics Placement Test (CMPT). *Coreq:* STAT 2301.

STAT 3090 Introductory Business Statistics 3 (3) Introductory probability and statistics for business students, particularly those who will take MGT 3100. Topics include descriptive statistics, probability, expectations, binomial, normal, sampling distributions, one and two sample estimation and testing. *Preq:* MATH 1060 or MATH 1070 or MATH 2070 or MATH 2100.

STAT 3300 Statistical Methods II 3 (3) Principle topics include collecting and summarizing data, probability distributions, analysis of categorical data, introduction to multiple linear regression, experimental design, analysis of variance, and non-parametric methods. Statistical computer software is used. Not open to students who have received credit for MATH 4020. *Preq:* MATH 3020 with a C or better or STAT 2300 with a C or better.

Courses that Fill the Departmental Mathematics or Science Requirement

In addition to the General Education Mathematics and Natural Science Requirements, students must take additional math and science courses in order to fulfill this departmental requirement. Students may select any course on the **Departmental List of Acceptable Natural or Physical Science Courses:**

ASTR ***	Any Astronomy course
BCHM***	Any Biochemistry course
BIOL ***	Any Biology course
CH***	Any Chemistry course
ENSP***	Any Environmental Science and Policy course
ENT***	Any Entomology course
GEN***	Any Genetics course
GEOL ***	Any Geology course
MICR***	Any Microbiology course
NUTR***	Any Nutrition course
PHSC***	Any Physical Science course
PHYS***	Any Physics course

Students may also select from the additional courses found below:

MATH 1010, 1020, 1060, 1070, 1080, 2070, 3000-4999
STAT 2220, 2300, 3000-4999

Social Science Requirement

To fulfill the General Education 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 PSYC 2010 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 PSYC 2010, two non-psychology social science courses (from the same or different fields) from the approved General Education list for Social Sciences.

4000-Level Psychology Requirement

To fulfill the 4000-level psychology requirement, students must complete at least three credits from PSYC courses numbered between 4000 and 4890 as well as at least three credits from PSYC courses numbered between 4000 and 4999.

Clemson 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 Pam Hendrix Center for Education Abroad which is located on the third floor of Martin Hall just behind Sikes Hall. For more information, you may go to <http://www.clemson.edu/studyabroad/index.html>.

Please remember that in order for a student to qualify for an undergraduate degree, you must complete through instruction from Clemson a minimum of 37 of the last 43 credits presented for the degree. Students may be able to obtain a waiver for approved study abroad experiences through the Undergraduate Studies Office (864-656-3022).

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 <https://www.clemson.edu/graduate/files/pdfs/GS6.pdf>.

SC REACH ACT *(From 2025-2026 Undergraduate Catalog)*

The South Carolina REACH Act applies to all new first year undergraduate students who enter the University during summer 2021 or afterward and to all new transfer undergraduate students who enter the University spring 2022 or afterward (unless they enrolled at any higher education institution as a degree seeking undergraduate student prior to fall 2021). Successful completion of coursework in compliance with the South Carolina REACH Act is required for graduation.

To satisfy this graduation requirement, all students must pass one course that has been approved as meeting the South Carolina REACH Act requirement. A current list of Clemson courses that meet the requirement is below. Students may select any course that meets the requirement, regardless of catalog year. This course may count as a requirement in any part of the program of study, including the major, minor, general education or as a free elective.

- **HIST 1010 - History of the United States to 1877 3 Credits (3 Contact Hours)**
- **POSC 1010 - American National Government 3 Credits (3 Contact Hours)**
- **POSC 1030 - Introduction to Political Theory 3 Credits (3 Contact Hours)**

Please note: While additional courses may be approved that satisfy this requirement, including courses taken elsewhere that transfer as HIST 1010, POSC 1010, and POSC 1030, it is highly unlikely that such courses will incorporate a complete set of required reading to satisfy the law. In other words, unless it is an official South Carolina REACH Act course completed at another public South Carolina college or university, the prospect of gaining approval for a course other than the Clemson courses listed above is unlikely.

Exceptions: Students who have passed an AP, IB, or dual enrollment course in United States government or history while enrolled in high school are exempt from the South Carolina REACH Act graduation requirement. These students may select elective credits to complete the total required credits for their major if needed. Also note that any associated testing for purposes of gaining AP or IB college credits is irrelevant to South Carolina REACH Act compliance.

Graduate Study in 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:

Law School

Dr. Tim Garrison
Pre-Law Advisor
106 Strode Tower
<https://www.clemson.edu/academics/programs/pre-law/index.html>
tagarri@clemson.edu
(864) 656-1977

Health Professional Graduate Programs

Harolynn Williams
Medicine; Dentistry; Pharmacy; Physician's Assistant; Physical Therapy; Occupational Therapy;
Audiology, Speech, and Language Pathology; Podiatry; Chiropractic
College of Science
102 Long Hall
<http://clemson.edu/prehealth>
harolyw@clemson.edu
(864) 656-4154

Dr. Vincent Gallicchio
All Graduate Health Care Education and Study Abroad Medical Mission Trip Information
Biology Department
122 Long Hall
vsgall@clemson.edu
(864) 650-6702

Social Work

Jennifer Holland, LMSW
Sociology Department
Brackett 130D
hollan2@clemson.edu
(864) 656-2018

Section III: 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. Students may officially declare two minors. Please note that courses used to fill a minor requirement may not be used to also fill a second minor requirement. Minor requirements vary by field but consist of at least 15 credit hours with at least nine at the 3000-level or above. Please note that several minors require prerequisite courses. Therefore, students are encouraged to select and begin fulfilling their chosen minor as soon as possible.

Below you will find a list of possible minors for students in the current curriculum year. For more information on the specific requirements, you may go to the current catalog found online. Note that available minors and minor requirements vary according to curriculum year.

Accounting Minor	German Technical Minor
Adult/Extension Education Minor	Global Black Studies Minor
Aerospace Studies Minor	Global Politics Minor
Agricultural Business Management Minor	Great Works Minor
Agricultural Mechanization and Business Minor	Historic Preservation Minor
American Sign Language Studies Minor	History Minor
Animal and Veterinary Sciences Minor	Horticulture Minor
Anthropology Minor	Human Capital Education and Leadership Development Minor
Architecture Minor	Human Resource Management Minor
Art Minor	International Engineering and Science Minor
Artificial Intelligence Minor	Italian Studies Minor
Astronomy Minor	Japanese Studies Minor
Athletic Leadership Minor	Landscape Architecture Minor
Biochemistry Minor	Legal Studies Minor
Biological Sciences Minor	Management Minor
Brand Communications Minor	Management Information Systems Minor
British and Irish Studies Minor	Materials Science and Engineering Minor
Business Administration Minor	Mathematical Sciences Minor
Chemistry Minor	Microbiology Minor
Chinese Studies Minor	Middle Eastern Studies Minor
Classics and Ancient World Minor	Military Leadership Minor
Cluster Minor	Music Minor
Communication Studies Minor	Natural Resource Economics Minor
Community Development and City Planning Minor	Nonprofit Leadership Minor
Computer Science Minor	Nuclear Engineering and Radiological Sciences Minor
Construction Science and Management Minor	Packaging Science Minor
Creative Writing Minor	Park and Protected Area Management Minor
Criminal Justice Minor	Pathways in the Humanities and Social Sciences Minor
Cybersecurity Minor	Philosophy Minor
Dance Minor	Physics Minor
Digital Production Arts Minor	Plant and Environmental Sciences Minor
East Asian Studies Minor	Plant Pathology Minor
Economics Minor	Political and Legal Theory Minor
Educational Interpreting Minor	Political Science Minor
Electrical Engineering Minor	Precision Agriculture Minor
Electrification of Transportation Minor	Professional Writing Minor
Engineering Leadership Minor	Psychology Minor
English Minor	Public Policy Minor
Entomology Minor	Race, Ethnicity and Migration Minor
Entrepreneurship Minor	Religious Studies Minor
Environmental Science and Policy Minor	Russian Area Studies Minor
Equine Industry Minor	Sociology Minor
Film Studies Minor	Spanish Studies Minor
Financial Management Minor	Spanish-American Area Studies Minor
Food Science Minor	Sustainability Minor
Forest Products Minor	Theatre Minor
Forest Resource Management Minor	Travel and Tourism Minor
French Studies Minor	Turfgrass Minor
Gender, Sexuality and Women's Studies Minor	Urban Forestry Minor
Genetics Minor	Wildlife and Fisheries Biology Minor
Geography Minor	Women's Leadership Minor
Geology Minor	Youth Development Studies Minor
German Studies Minor	

Section IV: Psychology Program Description and Requirements

This section describes the psychology program and provides information about course requirements as stipulated in the current edition of the Undergraduate Announcements.

BA 2025-2026

BS 2025-2026

Summary of Psychology Program Requirements

Starting 2022-2023

BA Program and BS Program: PSYC Course Requirements

The Bachelor of Arts and Science programs in Psychology require PSYC 2010, 2030, 3090, 3100, and 24 additional credits selected from 3000-4000-level psychology courses arranged as follows:

- At least six credits from the **Biological and Cognitive courses**: PSYC 3220, 3240, 3330
- At least three credits from **Applied courses**: PSYC 3350, 3640, 3680, 3830
- At least three credits from **Individuals and Groups courses**: PSYC 3400, 3520, 3700
- At least three credits from PSYC courses numbered between 4000 and 4890
- At least three credits from PSYC courses numbered between 4000 and 4999
- At least six additional credits from 3000- or 4000-level PSYC courses

PSYC Course Number Key

PSYC 2010	Introduction to Psychology
PSYC 2030	Fundamentals of Psychological Science
PSYC 3090	Introductory Experimental Psychology
PSYC 3100	Advanced Experimental Psychology
PSYC 3220	Sensation and Perception
PSYC 3240	Physiological Psychology
PSYC 3330	Cognitive Psychology
PSYC 3350	Human Factors
PSYC 3400	Lifespan Developmental Psychology
PSYC 3520	Social Psychology
PSYC 3640	Industrial Psychology
PSYC 3680	Organizational Psychology
PSYC 3700	Personality
PSYC 3830	Abnormal Psychology

BA Program and BS Program: Additional Major Requirements

1. In the BA Program, students must fulfill a foreign language proficiency requirement through 2020 and in the BS Program, students do not.
2. In the BA Program, students must take three credit hours to fulfill the Departmental Mathematics or Science Requirement and in the BS Program, students must take sixteen credit hours.
3. In the BS Program, students must take an additional social science course to fulfill the Departmental Social Science Requirement, and in the BA Program, students do not.

BA Program and BS Program: General Education Requirements

1. In the BS Program, students take PHIL 1020 to fulfill the General Education Non-Literature Requirement, and in the BA Program, students do not.

Psychology BA Program Description and Requirements

2025-2026

Program Description

Psychology is the study of human and animal behavior and the biological, psychological, and social processes related to that behavior. The Bachelor's degree in Psychology prepares students for a variety of professional careers related to human resources, personnel, counseling, and other people-oriented positions in human services, business, and industry. Additionally, the Bachelor's degree provides excellent preparation for graduate training in such areas as clinical, counseling, industrial, experimental, cognitive, social, biological, health, developmental, and school psychology. The program also provides excellent preparation for students who intend to pursue professional training in medicine, physical or occupational therapy, dentistry, pharmacy, veterinary science, or law. Further information is available at www.clemson.edu/psych/.

Change of Major into Psychology

Students who change majors into Psychology must have completed at least 12 credit hours at Clemson or in the Bridge Program and must have a 2.4 minimum Clemson/Bridge cumulative grade-point average.

Program Requirements

The Bachelor of Arts program requires PSYC 2010, PSYC 2030, PSYC 3090, PSYC 3100, and 24 additional credits selected from 3000-4000-level psychology courses arranged as follows:

At least six credits from Biological and Cognitive courses:

- PSYC 3220 – Sensation and Perception 3 Credits
- PSYC 3240 – Physiological Psychology 3 Credits
- PSYC 3330 – Cognitive Psychology 3 Credits

At least three credits from Applied courses:

- PSYC 3350 – Human Factors Psychology 3 Credits
- PSYC 3620 Sport Psychology 3 Credits
- PSYC 3640 - Industrial Psychology 3 Credits
- PSYC 3680 - Organizational Psychology 3 Credits
- PSYC 3830 - Abnormal Psychology 3 Credits
- PSYC 3850 – Forensic Psychology 3 Credits

At least three credits from Individuals and Groups courses:

- PSYC 3400 - Lifespan Developmental Psychology 3 Credits
- PSYC 3520 - Social Psychology 3 Credits
- PSYC 3700 - Personality 3 Credits

At least 12 additional credits from PSYC courses as follows:

- At least three credits selected from PSYC courses numbered 4000 to 4890

- At least three credits selected from PSYC courses numbered 4000 to 4999
- At least six additional credits selected from 3000- or 4000-level PSYC courses

Additional Requirements:

Students must fulfill a foreign language proficiency requirement through 2020; take three credit hours to fulfill the Departmental Mathematics or Science Requirement; and fulfill the SC REACH ACT graduation requirement by taking one of the approved courses (see footnotes). Students should consult their advisors for other degree requirements and course recommendations.

Freshman Year

First Semester

- PSYC 2010 - Introduction to Psychology 3 Credits
- PSYC 2030 - Fundamentals of Psychological Science 3 Credits
- Mathematics Requirement 3 Credits ¹
- Modern Language Requirement 3 Credits ²
- Social Science Requirement 3 Credits ³

Credit Hours: 15

Second Semester

- ENGL 1030 - Composition and Rhetoric 3 Credits
- Arts and Humanities (Non-Literature) Requirement 3 Credits ¹
- Major Requirement 6 Credits ⁴
- Modern Language Requirement 3 Credits ²

Credit Hours: 15

Sophomore Year

First Semester

- PSYC 3090 - Introductory Experimental Psychology 4 Credits
- Arts and Humanities (Literature) Requirement 3 Credits ¹
- Global Challenges Requirement 3 Credits ¹
- Natural Science with Lab Requirement 4 Credits ¹
- Elective 1 Credit

Credit Hours: 15

Second Semester

- PSYC 3100 - Advanced Experimental Psychology 4 Credits
- Departmental Mathematics or Science Requirement 3 Credits ⁵
- Major Requirement 3 Credits ⁴
- Elective 5 Credits

Credit Hours: 15

Junior Year

First Semester

- Global Challenges Requirement 3 Credits ¹
- Major Requirement 4 Credits ⁴
- Minor Requirement 3 Credits ⁶
- Elective 5 Credits

Credit Hours: 15

Second Semester

- Major Requirement 3 Credits ⁴
- Minor Requirement 3 Credits ⁶
- Oral Communication Requirement 3 Credits ¹
- SC REACH ACT Requirement 3 Credits ⁷
- Elective 3 Credits

Credit Hours: 15

Senior Year

First Semester

- Major Requirement 5 Credits ⁴
- Minor Requirement 3 Credits ⁶
- Elective 7 Credits

Credit Hours: 15

Second Semester

- Major Requirement 3 Credits ⁴
- Minor Requirement 6 Credits ⁶
- Elective 6 Credits

Credit Hours: 15

Total Credits: 120

Footnotes

¹ See General Education Requirements.

² Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement in Academic Regulations.

³ See General Education Requirements. Social Science Requirement must be in an area other than psychology.

⁴ See major requirements in program description above.

⁵ Three credit hours, in addition to the Mathematics and Natural Science General Education requirements, are required. Select any mathematics or natural science course that satisfies the General Education Requirement; any MATH or STAT course at the 3000-level or higher; or any natural or physical science course from the following: any ASTR, BCHM, BIOL, CH, ENSP, ENT, GEN, GEOL, MICR, NUTR, PHSC or PHYS course.

⁶ Select any minor listed in Minors.

⁷ See the South Carolina REACH Act requirement in the Academic Regulations section.

NOTE: A transfer course may not be used to satisfy the General Education Global Challenges requirement. While a transfer course may fulfill other degree requirements, students must enroll in a Clemson course(s) on the Global Challenges list to fulfill the Global Challenges requirement.

Psychology BS Program Description and Requirements

2025-2026

Program Description

Psychology is the study of human and animal behavior and the biological, psychological, and social processes related to that behavior. The Bachelor's degree in Psychology prepares students for a variety of professional careers related to human resources, personnel, counseling, and other people-oriented positions in human services, business, and industry. Additionally, the Bachelor's degree provides excellent preparation for graduate training in such areas as clinical, counseling, industrial, experimental, cognitive, social, biological, health, developmental, and school psychology. The program also provides excellent preparation for students who intend to pursue professional training in medicine, physical or occupational therapy, dentistry, pharmacy, veterinary science, or law. Further information is available at www.clemson.edu/psych/.

Change of Major into Psychology

Students who change majors into Psychology must have completed at least 12 credit hours at Clemson or in the Bridge Program and must have a 2.4 minimum Clemson/Bridge cumulative grade-point average.

Program Requirements

The Bachelor of Science program in Psychology requires PSYC 2010, PSYC 2030, PSYC 3090, PSYC 3100, and 24 additional credits selected from 3000-4000-level psychology courses arranged as follows:

At least six credits from Biological and Cognitive courses:

- PSYC 3220 – Sensation and Perception 3 Credits
- PSYC 3240 – Physiological Psychology 3 Credits
- PSYC 3330 – Cognitive Psychology 3 Credits

At least three credits from Applied courses:

- PSYC 3350 – Human Factors Psychology 3 Credits
- PSYC 3620 – Sport Psychology 3 Credits
- PSYC 3640 - Industrial Psychology 3 Credits
- PSYC 3680 - Organizational Psychology 3 Credits
- PSYC 3830 - Abnormal Psychology 3 Credits
- PSYC 3850 – Forensic Psychology 3 Credits

At least three credits from Individuals and Groups courses:

- PSYC 3400 - Lifespan Developmental Psychology 3 Credits
- PSYC 3520 - Social Psychology 3 Credits

- PSYC 3700 - Personality 3 Credits

At least 12 additional credits from PSYC courses as follows:

- At least three credits selected from PSYC courses numbered 4000 to 4890
- At least three credits selected from PSYC courses numbered 4000 to 4999
- At least six additional credits selected from 3000- or 4000-level PSYC courses

Additional Requirements:

Students must take 16 credits to fulfill the Departmental Mathematics or Science Requirement; fulfill the SC REACH ACT graduation requirement by taking one of the approved courses (see footnotes); must take an additional social science course to fulfill the Departmental Social Science Requirement; and must take PHIL 1020 to fulfill the General Education Non-Literature Requirement. Students should consult their advisors for other degree requirements and course recommendations.

Freshman Year

First Semester

- PHIL 1020 - Introduction to Logic 3 Credits
- PSYC 2010 - Introduction to Psychology 3 Credits
- PSYC 2030 - Fundamentals of Psychological Science 3 Credits
- Departmental Mathematics or Science Requirement 3 Credits ¹
- Mathematics Requirement 3 Credits ²

Credit Hours: 15

Second Semester

- ENGL 1030 - Composition and Rhetoric 3 Credits
- Departmental Mathematics or Science Requirement 4 Credits ¹
- Major Requirement 3 Credits ³
- Natural Science with Lab Requirement 4 Credits ²
- Elective 1 Credit

Credit Hours: 15

Sophomore Year

First Semester

- PSYC 3090 - Introductory Experimental Psychology 4 Credits
- Arts and Humanities (Literature) Requirement 3 Credits ²
- Departmental Mathematics or Science Requirement 4 Credits ¹
- Social Science Requirement 3 Credits ⁴

Credit Hours: 14

Second Semester

- PSYC 3100 - Advanced Experimental Psychology 4 Credits
- Departmental Social Science Requirement 3 Credits ⁴
- Global Challenges Requirement 3 Credits ²
- Major Requirement 3 Credits ³
- South Carolina REACH ACT Requirement 3 Credits ⁵

Credit Hours: 16

Junior Year

First Semester

- Departmental Mathematics or Science Requirement 3 Credits ¹
- Global Challenges Requirement 3 Credits ²
- Major Requirement 3 Credits ³
- Minor Requirement 3 Credits ⁶
- Elective 3 credits

Credit Hours: 15

Second Semester

- Departmental Mathematics or Science Requirement 2 Credits ¹
- Major Requirement 4 Credits ³
- Minor Requirement 3 Credits ⁶
- Oral Communication Requirement 3 Credits ²
- Elective 3 Credits

Credit Hours: 15

Senior Year

First Semester

- Major Requirement 8 Credits ³
- Minor Requirement 3 Credits ⁶
- Elective 4 Credits

Credit Hours: 15

Second Semester

- Major Requirement 3 Credits ³
- Minor Requirement 6 Credits ⁶
- Elective 6 Credits

Credit Hours: 15

Total Credits: 120

Footnotes

¹ Sixteen credit hours, in addition to the Mathematics and Natural Science General Education Requirements, are required. Select any mathematics or natural science course that satisfies the General Education Requirement; any MATH or STAT course at the 3000-level or higher; or any natural or

physical science course selected from the following: any ASTR, BCHM, BIOL, CH, ENSP, ENT, GEN, GEOL, MICR, NUTR, PHSC or PHYS course.

² See General Education Requirements.

³ See major requirements in program description above.

⁴ See General Education Requirements. PSYC 2010 and two additional non-psychology social science courses (from the same or different fields) satisfy General Education and departmental requirements.

⁵ See the South Carolina REACH ACT Requirement in the Academic Regulations section.

⁶ Select any minor listed in Minors.

NOTE: A transfer course may not be used to satisfy the General Education Global Challenges Requirement. While a transfer course may fulfill other degree requirements, students must enroll in a Clemson course(s) on the Global Challenges list to fulfill the Global Challenges Requirement.

Section V: Procedural and Policy Information

Psychology Academic Advising Center (PAAC)

The academic advisors who serve in the Psychology Academic Advising Center (PAAC) advise all psychology majors. They include: Stacey Marcus, Marion Davis, Mary Emma Dayhuff, Julianne Hendricks, and Emily Walker.

Advisor Assignment

Since the Spring 2022 semester, all psychology students have been assigned to a PAAC advisor who serves as their primary advisor for the duration of their time at Clemson.

Advising and Registration Process

Academic Advising

Prior to registration, students will receive an email from their PAAC advisor with instructions on how to make an advising appointment. Students are encouraged to schedule appointments in CU Navigate in a timely manner and to come prepared to discuss course selection. Their PAAC advisor will then give students their PIN number in order to register.

iRoar

iRoar is the student information system that will provide students with a wide variety of information including their course schedules, transcripts, and Degree Works. Students will also register for courses in iRoar which can be found at iroar.clemson.edu.

Degree Works

The Degree Works 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. Students can view their Degree Works in iRoar which can be found at iroar.clemson.edu.

Interactive Monitors

Interactive monitors are located on the third and fourth floors of Brackett Hall. These monitors provide a psychology faculty directory which includes contact information, courses taught, creative inquiry teams, teaching assistants, and an office map. There is also information regarding our Psychology Academic Advising Center and Frequently Asked Questions (FAQs) for undergraduates.

Change of Major/Minor/Curriculum Year Form

If you would like to (1) change your major out of Psychology, (2) change from a BA to a BS in Psychology or from a BS to a BA in Psychology, (3) enter/change your minor or (4) change your curriculum year, you may go to iRoar and select **Student Self-Service → Student Records → Undergraduate Change of Program: Major, Minor, Emphasis, Catalog Year**.

For further information you may go to: <https://www.clemson.edu/registrar/student-menu/student-records/majors-minors.html>. If you have questions on how to access or complete the form, you may contact your PAAC advisor.

Substitution Form

If you would like to request a course substitution, you may contact your PAAC advisor for guidance. You will then have to initiate the request through iRoar and select **Student Self-Service → Student Records → Request Substitution for an Academic Requirement**.

For further information you may go to: <https://www.clemson.edu/registrar/documents/course-sub-student.pdf>.

Academic Forgiveness

Students will have to initiate a request for academic forgiveness through iRoar by selecting **Student Self-Service → Student Records → Request Academic Forgiveness**.

For further information you may go to:
<https://www.clemson.edu/registrar/student-menu/student-records/academic-forgiveness.html>.

Your primary advisor will then receive an email containing a link to approve or deny the requested academic forgiveness.

Please note that for students beginning in Fall 2019, you may apply for a maximum of two courses (instead of three courses) to be forgiven.

You may contact your PAAC advisor for guidance.

Requesting Approval to Take a Course Elsewhere

You may go to
<https://www.clemson.edu/cbshs/departments/psychology/undergraduate/ugrad-faq.html>
on our website for detailed instructions on how to request approval to take a course elsewhere.

You may also find the form at: <https://www.clemson.edu/registrar/documents/credits-taken-elsewhere.pdf>.

Please remember that in order for a student to qualify for an undergraduate degree, you must complete through instruction from Clemson a minimum of 37 of the last 43 credits presented for the degree.

You may contact your PAAC advisor for guidance.

Credit Load

Students on academic probation are limited to registration in 16 credits. To have that limit raised, the student's academic advisor should e-mail regserv@clemson.edu. Staff in Registration Services will increase the credits to a maximum of 19.

All other undergraduate students are limited to registration in 19 credit hours. The day before classes begin, credit hours are automatically increased to 21. Students who wish to register for more than 21 credits must have approval of the advisor. Advisors should e-mail regserv@clemson.edu to have the 21 credit limit increased beginning the day before classes begin.

Advisors will not be able to raise credit hours.

This information is taken directly from the Registrar's website at <https://www.clemson.edu/registrar/student-menu/registration/checklist.html>.

Academic Success Center

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

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.

Degree Works Check

Students at the end of their second to last semester at Clemson before graduation may contact the Registrar's Office via email to review their Degree Works with a university auditor. This service will be available for two weeks around the time of registration for the student's final semester. This service is available only for students who have already met with their psychology advisor and who have remaining questions or concerns about whether they are on track to meet all graduation requirements. This will allow the student the opportunity to make any necessary changes to their last semester schedule.

Electronic Resources

Registrar's Portal

The Registrar's Portal provides the schedule of classes and other useful information about the registration process for the entire university. The Registrar's Portal is available at <https://www.clemson.edu/registrar/student-menu/registration/>.

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://catalog.clemson.edu/*](http://catalog.clemson.edu/).

Academic Advising Resource Manual

Many advising questions concerning General Education Requirements can be answered by accessing the Academic Advising Resource Manual at [*http://www.clemson.edu/academics/advising/advisors/manual.html*](http://www.clemson.edu/academics/advising/advisors/manual.html).

Section VI: Research, Clinical, and Professional Opportunities

Research Opportunities

Directed Studies in Psychology (PSYC 4970)

PSYC 4970 is the study of a particular topic under the direction of a faculty member and includes Honors sections. It may be repeated for a maximum of 12 credits.

Prerequisites: Consent of the instructor.

Philosophy: PSYC 4970 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 PSYC 4970 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.

Honors Sections: Students taking PSYC 4970 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.

Team-Based Research (PSYC 4980)

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 PSYC 4980 credit for each semester of participation. Honors sections are included. Faculty projects provide an opportunity for students to pursue project topics for two or more years for a total of 18 credits of PSYC 4980.

Prerequisites: Given the often inter-disciplinary nature of the research teams, the only prerequisite for PSYC 4980 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.

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).

Honors Sections: Students taking PSYC 4980 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.

To find out more about research opportunities (PSYC 4970 and PSYC 4980) in the psychology department, you may go to our website at <https://www.clemson.edu/cbshs/departments/psychology/students/resources.html>. Students may then contact faculty members directly about the possibility of joining their team.

Senior Division Honors Research (PSYC 4900 and 4910)

To earn Departmental Honors, the Department of Psychology requires completion of a two-semester program of independent research (PSYC 4900/4910) 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 PSYC 4900/4910 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 either be a student in the Honors College or apply for Departmental Honors through the Honors College. To be admitted to the Honors College, the student must have a cumulative GPA of at least 3.5. After admission, the student 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 PSYC 4900/4910 (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. Applications for the Honors College, as well as timeline and criteria can be found at <http://www.clemson.edu/cuhonors/prospective-students/admissions/current-students.html>. Students who are already in the Honors College do not need to submit a separate application for Departmental Honors to the Honors College.

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. Heidi Zinzow in Brackett 312K). Later, approval of the thesis proposal and the final submitted thesis also are to be recorded on this same form and returned in Brackett 418.

Recommended Sequence: Prior to enrolling in PSYC 4900, all students must complete the required PSYC 3090/3100 sequence. In certain cases, students may take PSYC 3100 and PSYC 4900 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 or creative inquiry project (PSYC 4970/4980) prior to enrollment in PSYC 4900.

Once a topic has been selected and a major advisor chosen, the student is ready to enroll in PSYC 4900. Usually, PSYC 4900 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 PSYC 4900. 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 PSYC 4900. Evaluation of the proposal, its defense, and progress toward completion of the project will be used to assign a grade for PSYC 4900. 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 PSYC 4910 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 PSYC 4910.

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. Heidi Zinzow. Her office is located in Brackett 312K, and she can also be reached by phone at (864) 656-4376 and by email at hzinzow@clemson.edu.

Clinical 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 Practicum in Clinical Psychology (PSYC 4930), while those looking for experience outside the classroom may explore volunteer work at one of the numerous volunteer agencies in the area.

Practicum in Clinical Psychology (PSYC 4930)

Prerequisites: PSYC 3830

Philosophy: This course allows students to gain 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. Internship sites include a broad range of community organizations, mental health centers, schools, residential facilities, and professional practices. Student activities may include observing and interacting with populations with mental or behavioral disorders, shadowing clinicians, assisting with psychoeducational groups, attending case consultation meetings, and other activities as appropriate to the site. 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 participation, quality 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.

Volunteer Agencies in the Clemson Area *(Last updated Fall 2021)*

Alston Wilkes Society: counsels and assists adult and youth ex-offenders
Anderson, SC
www.alstonwilkessociety.org

American Red Cross: helps with disasters and health safety
Upstate SC
<https://www.redcross.org/local/south-carolina/about-us/locations/upstate-sc.html>

Anderson Oconee Behavioral Health Services: assists individuals with drug and alcohol abuse problems
Upstate SC
www.aobhs.org

Behavioral Dimensions: Provides applied behavioral analysis (ABA) to children on the autism spectrum
Anderson, SC
<https://www.behavioraldimensions.com/contact-us/>

Big Brothers/Big Sisters: provides big brother/big sister role models for children
Greenville, SC
www.bbbsupstate.com

Calvary Home for Children: provides long term foster care for abused/neglected children
Anderson, SC
www.calvaryhome.org

Clemson Community Care: provides food, shelter, and tutoring services for individuals in need
Clemson, SC
www.clemsoncommunitycare.org

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

Clemson Spectrum Program: assists clients in adaptive living and academic success skills
Clemson, SC
<https://www.clemson.edu/academics/studentaccess/autism-transition.html>

Collins Home and Family Ministries: provides shelter and counseling to needy children and families
Seneca, SC
www.collinschildrenshome.org

Disabilities and Special Needs Board: assists individuals with disabilities and special needs
Anderson, SC
www.acdsnb.org

FAVOR: non-profit recovery support center for addiction
Upstate SC
<https://favorsc.org/>

Foothills Alliance: provides support for victims of rape and child abuse
Anderson, SC
www.foothillsalliance.org

Foothills Community Foundation: conducts various philanthropic projects throughout the year
Anderson, SC
www.foothillscommunityfoundation.org

Gateway House: provides adult mental health resources, housing, employment and educational opportunities
Greenville, SC
www.gateway-sc.org

Golden Harvest Food Bank: provides quality food and grocery products to those in need
Liberty, SC
www.goldenharvest.org

Goodwill Industries International: conducts food, clothing, and furniture drives
Upstate SC
www.goodwill.org

Greenville Mental Health Center: provides mental health services
Greenville, SC
<http://www.greenvillementalhealth.org/>

Guardians Ad Litem: provides advocacy for children in legal matters
Upstate SC
www.gal.sc.gov

Helping Hands of Clemson: provides foster care and emergency shelter for abused and neglected children
Clemson, SC
www.helpinghandsofclemson.org

Hospice of the Upstate: provides care for terminally ill patients
Anderson, SC
www.hospiceoftheupstate.com

Jasmine Road: a program for women in recovery from sex trafficking, prostitution, and sexual abuse
Greenville, SC
<https://www.jasmineroad.org/>

Life Abilities – The Easter Seal Society: assists individuals with disabilities
Greenville, SC
www.easterseals.com/southcarolina

Littlejohn Community Center: provides mentoring and academic support to Clemson residents
Clemson, SC
www.littlejohncommunitycenter.org

March of Dimes: offers aid to children with disabilities
Greenville SC
www.marchofdimes.com/southcarolina

Meals on Wheels: provides meals and support to individuals in need
Liberty, SC
www.mealsonwheelsamerica.org

Mental Health America of Greenville County: provides mental health services
Greenville, SC
www.mhagc.org

New Foundations Home for Children: provides services for emotionally troubled children
Anderson, SC
<http://newfoundationschildren.com>

Patrick B. Harris Psychiatric Hospital: provides mental health services in a hospital setting
Anderson, SC
www.patrickbharris.com

Pendleton Place: provides emergency shelter for abused and neglected children
Greenville, SC
www.pendletonplace.org

Phoenix Center: serves women with substance use disorders and their children
Greenville, SC
<http://www.phoenixcenter.org/women-residential.php>

Prisma Health Marshall I. Pickens Hospital: provides mental health services in a hospital setting
Greenville, SC
www.prismahealth.org/locations/hospitals/prisma-health-marshall-i-pickens-hospital

Rape Crisis Council of Pickens: provides advocacy for all victims of sexual assault/abuse
Easley, SC
www.sccadvsa.org

Richard Campbell Veterans Nursing Home: assists elderly veterans
Anderson, SC
www.hmrveteranservices.com

Salvation Army: provides social services and aids in clothing, furniture, and food drives
Upstate SC
www.salvationarmycarolinas.org

Senior Solutions: assists elderly individuals
Upstate SC
www.upstateseniors.org

South Carolina Vocational Rehabilitation: aids individuals in gaining employment
Upstate SC
www.scvrd.net

Internship and Cooperative Education Program Opportunities

The Center for Career and Professional Development houses the Cooperative Education Program, the Michelin Career Center, and the University Professional Internship and Co-op (UPIC) Program.

On-Campus Internships

On-campus internships are available through the UPIC Program. These paid positions give the student the opportunity to work with a member of Clemson's faculty or administration. To identify available on-campus internship opportunities, go to ClemsonJobLink at <http://career.clemson.edu/clemsonjoblink>. For assistance in accessing and using this site, students are encouraged to visit a career counselor on the third floor of the Hendrix Student Center.

Available on-campus internship options for the following semester are typically listed on ClemsonJobLink mid-October and mid-March. After you have secured an internship, you will need to register for the online zero-credit-hour internship (INT 1510 or INT 2510) course in iRoar which will then be included on your transcript.

For more information, you may contact the Center at (864) 656-0282 or email Dr. Caren Kelley-Hall at caren@clemson.edu.

Off-Campus Internships

Off-campus internships allow students to gain work experience and to make professional connections before graduation. To identify available off-campus internship opportunities, go to ClemsonJobLink at <http://career.clemson.edu/clemsonjoblink>. For assistance in accessing and using this site and other resources, students are encouraged to visit a career counselor on the third floor of the Hendrix Student Center.

Please note that internships must meet certain criteria to receive internship credit. After you have secured an internship, you have the option to register for the online zero-credit-hour internship (INT 1010 or INT 2010) course in iRoar which will then be included on your transcript. For more information on off-campus internships, you may contact the Center at (864) 722-2033 or email Dr. Troy Nunamaker at tnunama@clemson.edu.

The Michelin Career Center also provides an international internship option to students during the summer months (INT 3010). Information sessions are held in late Fall with program applications due by February 1. These internships are open to all majors and are currently being offered in Australia and throughout Europe. For more information on international internships, you may contact the Center at (864) 722-2033 or email Dr. Troy Nunamaker at tnunama@clemson.edu.

Cooperative Education Program

The Cooperative Education Program provides students with the opportunity to engage in a work experience (usually off-campus) within their current field of study. These paid positions allow students to work full-time at a company for two consecutive academic terms (i.e., spring-summer or summer-fall). This academic program is designed to allow students to learn and develop under a mentor in their field.

To enroll in the program and begin the process of identifying available co-op experiences, visit the Cooperative Education office in Suite 316 of the Hendrix Center where you will be assigned to a co-op advisor. Interested students should begin their search early in the current semester in order to secure a co-op position for the following semester. Students typically participate in their sophomore or junior year. After you have secured a co-op position, you will need to register for the appropriate zero-credit-hour co-op course in iRoar which will then be included on your transcript.

For more information, you may contact the Cooperative Education Program at (864) 656-3150 or email Dr. Jeff Neal at jfneal@clemson.edu.

Departmental and College Student Organizations and Boards

College of Behavioral, Social, and Health Sciences Student Advisory Board

This group represents majors from each department in the College of Behavioral, Social, and Health Sciences and meets to communicate its concerns and feedback to college administrators. The Psychology Department sends one junior and one senior psychology major as departmental representatives.

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. For more information, students may contact Dr. Heidi Zinzow, the faculty advisor, at hzinzow@clemson.edu.

Psi Chi

Psi Chi (www.psichi.org) is the national honor society for psychology students. To be eligible to apply for membership at Clemson, you must be at least a second semester sophomore, be majoring or minoring in psychology, have completed at least nine semester hours of psychology courses, have a psychology GPA of at least 3.0, and have a cumulative GPA of at least 3.5. For questions concerning membership in Psi Chi at Clemson, contact Dr. Kaileigh Byrne at kaileib@clemson.edu.

Association of Minority Psychology Students (AMPS)

The Association of Minority Psychology Students is a new student organization that provides support to psychology majors and minors of color at Clemson University. For more information, students may go to the TigerQuest page at <https://clemson.campuslabs.com/engage/organization/clemson-amps>.

Clemson Society for Industrial-Organizational Psychology (CSIOP)

The Clemson Society for Industrial-Organizational Psychology (<http://blogs.clemson.edu/csiop/>) provides undergraduate students the opportunity to network with graduate students as well as participate in professional development opportunities (such as attending lectures, learning how to apply to graduate school, and getting involved in psychology research).

Clemson Human Factors and Ergonomics Society (HFES)

The Clemson Human Factors and Ergonomics Society (<http://blogs.clemson.edu/cuhfes/>) provides undergraduate students the opportunity to network with graduate students as well as participate in professional development opportunities (such as attending lectures and field trips, learning how to apply to graduate school, and getting involved in human factors research).

National Honor Societies

Alpha Lambda Delta

Alpha Lambda Delta (<http://aldclermson.weebly.com/>) recognizes college students in their first year. To qualify for membership at Clemson, students must earn at least a 3.5 GPA in their first semester and must rank in the top 20% of their class

Golden Key International Honour Society

Golden Key International Honour Society (<http://gknhs.people.clemson.edu>) recognizes sophomores, juniors, and seniors from all academic disciplines who are dedicated to scholastic excellence and achievement. To qualify for membership at Clemson, students must rank in the top 15% of their class.

Mortar Board

Mortar Board (<http://clemsonmortarboard.wixsite.com/Clemson>) identifies students who have distinguished themselves through their academic excellence, leadership, and service. To be considered for membership at Clemson, students must have completed 90 credit hours, have a cumulative 3.0 GPA, be a full-time student, and have at least one full semester left as a Clemson undergraduate.

National Society of Collegiate Scholars

The National Society of Collegiate Scholars (<http://www.nscs.org>) recognizes students who have demonstrated academic excellence in their first or second year at Clemson. To qualify for membership at Clemson, students must have at least a 3.4 GPA and have completed enough hours for a full-term semester but no more than half as many hours required for their degree.

Omicron Delta Kappa

Omicron Delta Kappa (<http://odk.people.clemson.edu>) is a national leadership honor society that recognizes student leaders in the fields of academics, athletics, service, mass media, and performing arts. To be considered for membership at Clemson, students must be juniors or seniors with at least a 3.0 GPA.

Phi Beta Kappa

Phi Beta Kappa (<https://www.clemson.edu/academics/societies/phi-beta-kappa/index.html>) is recognized as one of the oldest and most prestigious national honor societies for students in the liberal arts and sciences. To qualify for membership at Clemson, students must (among other requirements) have completed at least 90 credit hours, have at least a 3.7 GPA in relevant coursework, have fulfilled the General Education Mathematics Requirement, have completed a foreign language through 2020, and have evidence of good moral character.

Phi Kappa Phi

Phi Kappa Phi (<https://www.clemson.edu/academics/societies/phi-kappa-phi/>) is considered one of the oldest and most prestigious national honor societies. To qualify for membership at Clemson, students must be in the top 7.5% of second-term juniors or the top 10% of seniors.

Professional Affiliations

American Psychological Association (APA)

The American Psychological Association (www.apa.org) is a professional organization of psychologists. Undergraduate students studying psychology are eligible to join as Student Affiliates. To register online, go to <https://www.apa.org/members/your-membership/undergraduate>.

The American Psychological Association also has a website which provides information on careers in psychology and which can be found at <http://www.apa.org/careers/resources/guides/careers.pdf>. The website also identifies 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 especially useful to the undergraduate psychology major.

Association for Psychological Science (APS)

The Association for Psychological Science (www.psychologicalscience.org) is an organization which strives to maintain the scientific base of psychology. Undergraduate students taking psychology are eligible to join as Student Affiliates. To register online, go to <https://www.psychologicalscience.org/members/join-renew>.

Southeastern Psychological Association (SEPA)

The Southeastern Psychological Association (<http://www.sepaonline.com>) is a professional association for psychologists living in the southeastern region of the United States and in Puerto Rico. To register online, go to <http://www.sepaonline.com/membership.htm>.

Society for Personality and Social Psychology (SPSP)

The Society for Personality and Social Psychology (<https://www.spsp.org/>) is a professional association for personality and social psychologists with an emphasis on research. To register online, go to <https://www.spsp.org/membership>.

Society for the Study of Social Problems (SSSP)

The Society for the Study of Social Problems (<https://www.sssp1.org/>) is an interdisciplinary organization that focuses on the conduct of research intended to further social justice. To register online, go to <https://www.sssp1.org/index.cfm/m/253/Membership/>.

Davenport Scholars

The first Davenport Scholars were selected in the Spring of 2019. This program has been designed to recognize a select group of psychology majors who have excelled in both traditional academics and in psychological research. The latter may include working on a creative inquiry team (PSYC 4980), being engaged in directed studies (PSYC 4970), or working on an honors thesis (4900/4910). Davenport Scholars are named for Dr. Jack Davenport, a former Department Chair of Psychology at Clemson. The Davenport Scholars are honored at a reception in the Spring and receive a special graduation honor cord and a medallion from the Psychology Department.

2025 Davenport Scholars

Gisele Abreu	Alexa Hackmann	Athena Protonentis
Daley Barrett	Lauren Huser	Margaret Rosinski
Camryn Bradshaw	Julia Jamieson	Elina Schmidt
Madelyn Brancato	Lauren Johns	Allison Smith
Daniel Bunch	Georgia Johnston	Kate Soderlund
Alyssa Colannino	Anna Muma	Willow Stewart
Maria Del Mastro	Patricio Muraira Davila	Amber Taylor
Lauren Design	Carter Nelson	Ashley Tiller
Allison Dierks	Tabetha Norris	Emma Weber
Savannah Diggett	Kat Ortiz	Olivia Wilson
Grace Drolet	Taylor Pace	Ellena Wood
Isabella Eckert	Raina Palevich	Grace Yager
Faith Geisz	Lily Phelps	

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 humankind and Clemson University. In 2020, the award went to Ashni Bhojwani.

Norris Medal: This is the most prestigious award given to the best all-around graduating senior. In 2020, the award went to Dylan Erikson.

College Awards

Award for Outstanding Undergraduate Research: This award is presented to a graduating senior who has completed the most meritorious, undergraduate research project of the year. In 2022, the award went to Sophie Finnell.

Phi Kappa Phi Certificate of Merit: This award is presented to one student in each of the University's seven colleges for outstanding leadership and scholarship. In 2020, the award went to Rebecca Roth.

Dean's Award for Outstanding Achievement: This award is presented to a graduating senior who has excelled in academics, extra-curricular activities, leadership and public service. In 2020, the award went to Dylan Erikson.

Undergraduate Academic Excellence Award: This award is presented to a student with a GPR at or very near a perfect 4.0, as well as a distinguished record of scholarly performance. In 2022, the award went to Emma Winterlind; in 2019, to Gabrielle Cummings.

Undergraduate Emerging Leadership Award: This award is presented to a graduating senior who has shown a consistent pattern of significant leadership. In 2021, the award went to Grace Falgoust.

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 2022, the award went to Summerlin Nickel and Bella Parise; in 2021, to Halle Freedman and Emily Richardson; in 2020, to Leah Bourque.

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 2022, the award went to Shelby Mozingo; in 2021, to Audrey Hartis; in 2020, to Dylan Erikson and Taylor Miguelino.

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 2022, the award went to Emma Winterlind; in 2021, to Hanna Kent; in 2020, to Rebecca Roth.

Psychology Department Award for Academic Excellence: This award is presented to a graduating psychology major who has demonstrated academic excellence as well as diversity and breadth in their learning experiences. In 2022, the award went to Andrew Cook, Nicholas Deas, and Grace Raskopf; in

2021, to Katherine Blackwood, Laura Dodson, Owen Minello, and Kelsey Quinn; in 2020, to Alyssa Davis, Alexandra Doubles, Paige Kennett, and Rebecca Lindgren.

The Psi Chi Outstanding Researcher Award: This award is presented to the graduating senior with the best body of research as judged by a committee appointed by the Department Chair. In 2022, the award went to Jordan Britt and Hailey Carroll; in 2021, to Tiffani Paul and Kaitlyn Rubley; in 2020, to Linnea Bacon and Stephanie Six.

The Robert S. and Kathryn N. Small Presidential Scholarship: This award is presented to outstanding students in liberal arts based on scholarship, leadership, character, and potential for making a significant contribution to their discipline. In 2021, the award went to Sophie Finnell; in 2020, to Kaitlyn Rubley.

Section VII: 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 Do 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 Do 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.

Areas of Concentration in Psychology

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 (3060), Physiological Psychology (3240), Lifespan Developmental Psychology (3400), Personality (3700), Abnormal Psychology (3830), Psychological Testing (4710), Brain and Behavior (4750), Health Psychology (4800), Positive Psychology (4820), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930).

Internet Resource: <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 (3520), Organizational Psychology (3680), Abnormal Psychology (3830), Health Psychology (4800), Positive Psychology (4820).

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 (3060), Lifespan Developmental Psychology (3400), Personality (3700), Abnormal Psychology (3830), Health Psychology (4800), Positive Psychology (4820), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930).

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 (3240), Lifespan Developmental Psychology (3400), Psychology of Adolescence (3440), Adulthood and Aging (3450), Abnormal Psychology (3830), Sensation and Perception (4220), Infant and Child Development (4430), Moral Development (4470), Health Psychology (4800), Positive Psychology (4820).

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 (3300), Cognitive Psychology (3330, 3340), Lifespan Developmental Psychology (3400), Abnormal Psychology (3830), Infant and Child Development (4430), Moral Development (4470), Psychological Testing (4710).

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 (3240), Motivation (3300), Cognitive Psychology (3330, 3340), Sensation and Perception (4220), Brain and Behavior (4750).

Forensic Psychology

Forensic psychologists apply psychological principles, theories, and research to understand criminal behavior, assist in legal proceedings, and work within the justice system. Their work often involves assessing the mental state of criminal defendants, providing expert testimony in court, evaluating the credibility of witnesses, and offering recommendations for sentencing and treatment of offenders. Forensic psychologists may also conduct research on criminal behavior, work with law enforcement agencies to develop offender profiles, or assist in providing recommendations for interviewing suspects to a crime. They often work in settings such as correctional facilities, law enforcement agencies, courts, and private practices.

Suggested Courses: Physiological Psychology (3240), Cognitive Psychology (3330), Personality (3700), Abnormal Psychology (3830), Forensic Psychology (3850), Psychological Testing (4710), Brain and

Behavior (4750), Neuropsychology of Criminal Behavior (4850), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930)

Internet Resource: <https://ap-ls.org/>

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. 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 (3060), Physiological Psychology (3240), Social Psychology (3520), Abnormal Psychology (3830), Brain and Behavior (4750), Health Psychology (4800), Positive Psychology (4820).

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 (3240), Cognitive Psychology (3330, 3340), Industrial Psychology (3640), Sensation and Perception (4220), Human Factors Psychology (4350).

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; leadership, employee motivation, teams and group dynamics, occupational health; 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 (3300), Cognitive Psychology (3330, 3340), Social Psychology (3520), Industrial Psychology (3640), Organizational Psychology (3680), Human Factors Psychology (4350), Psychological Testing (4710), Positive Psychology (4820), Occupational Health Psychology (4890).

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 (3300), Cognitive Psychology (3330, 3340), Lifespan Developmental Psychology (3400), Psychology of Adolescence (3440), Abnormal Psychology (3830), Infant and Child Development (4430), Moral Development (4470), Psychological Testing (4710), Positive Psychology (4820).

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 (3300), Cognitive Psychology (3330, 3340), Social Psychology (3520), Personality (3700), Positive Psychology (4820).

Internet Resources: <http://www.socialpsychology.org/>

Section VIII: Post Graduation

In this section of the handbook, you will find some general information on applying to graduate school, seeking a job, requesting recommendations, and the Michelin Career Center.

Students with degrees in psychology have many options available to them. While some students will choose to directly enter the workforce upon graduation, others will opt instead to go to graduate school. Although the large majority of information below applies most specifically to students intending to continue in the field of psychology, it is important to note that many of our psychology majors choose to go to a graduate program in another field, such as medicine, dentistry, occupational/physical therapy, law, marketing, and marketing research.

For more information about what you can do in the field of psychology, visit <http://www.apa.org/careers/resources/guides/careers.pdf>

Is Graduate School for You?

For many careers in psychology, a graduate degree is needed. Graduate programs offer a number of different degrees including the Master of Arts (MA), Master of Science (MS), Doctor of Philosophy (PhD), and Doctor of Psychology (PsyD) 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.

What are Master's Degree Programs?

There are two types of master's degree programs in psychology. The 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.

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.

What are 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.

Students can apply to a PhD program in various areas of psychology such as Experimental, Industrial-Organizational, Human Factors, Social, and Clinical. A degree in Clinical Psychology also requires a yearlong internship.

You should note that all graduate programs differ in their admission requirements. Thus, it is important to research individual programs for clarifying information. Additionally, you may wish to contact your advisor to discuss your plans for graduate study and ensure you are properly prepared.

What Kinds of Programs and Degrees are Available in the Field of Mental Health?

There are many different master's programs that can lead to a career in the field of mental health, including a Master of Education in Counseling (MEd); Master of Social Work (MSW); or Master in Counseling or Clinical Psychology (MA or MS). Programs may be offered, for example, through a university's School of Education, School of Social Work, or Department of Psychology. Whatever route you take, most master's programs in the field of mental health call for 50 to 60 credits of coursework at a graduate level.

In many cases, students can earn a doctorate in the above-mentioned fields. Students interested in Clinical Psychology typically earn a PhD or a PsyD. A PhD is more research-based, whereas a PsyD is more focused on clinical practice.

Working in mental health counseling requires that the individual obtains a license. Each state now allows students to forgo the lengthy doctoral degree route while still enabling them to practice professional counseling. In South Carolina, the license required for professional counseling at the master's degree level is Licensed Professional Counselor (LPC). Typically to fulfill the requirements for an LPC, you will need to complete graduate coursework, the national exam, and an approved LPC internship.

Depending on your interests and educational degree, students may work in a variety of settings, such as schools, private practices, clinics, hospitals, and universities. For more information on the various degrees and career options, you may visit the Psychology Department website at www.clemson.edu/psych.

What are Entrance Requirements for Graduate School?

Although entrance requirements vary from program to program, most consider applicants' undergraduate coursework and academic achievement, GRE scores, research experience, work experience, extracurricular activities, volunteer experience, and letters of recommendation. Be sure to check the entrance requirements for each of your individual programs. Also, please note that most graduate programs view letters of recommendation as an important factor in the selection process. Thus, it is important to get to know the faculty early on so they will be able to write strong letters of recommendation for you.

Who Should You 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 You Ask for a Recommendation?

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. Also include a cover letter with your packet, making sure to list each school, the name of the program for which you are applying, the degree for which you are applying, and the deadline for each recommendation letter.

If it is the case that your professor will need to complete a written form and attach a letter of recommendation to mail, make sure you fill out your portion of the recommendations. Additionally, you should address all envelopes and apply proper postage.

If it is the case, however, that your professor will need to complete the letter of recommendation online, it is your responsibility to initiate the recommendation process with the schools to which you are applying.

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

How Can the Michelin Career Center Assist You in Applying to Graduate School?

Many students who graduate with a degree in psychology choose to go to graduate school. Students may make appointments to meet with career counselors at the Michelin Career Center to discuss career goals and degree options. Students may also receive assistance in writing their resumes, either by attending a workshop or by meeting individually with a counselor. Additionally, they can also receive help through mock interviews. Counselors at the Career Center are available to help students identify possible graduate school programs and to discuss taking the Graduate Record Exam (GRE). To access more information on the GRE, you may go to the following website at <http://www.ets.org/gre/>.

How Can the Michelin Career Center Assist You in Your Job Search?

Not all students graduating with a Psychology degree will choose to go to graduate school, but there are a number of helpful resources available to you at Clemson to aid you in your job search. Students are encouraged to visit the Michelin Career Center which is part of the Center for Career and Professional Development.

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 is career assessment and counseling, which may involve a discussion of your choice of major and career path.

The Career Center also assists in helping students look for job opportunities. To begin your search, you may visit ClemsonJobLink at <http://career.clemson.edu/clemsonjoblink>. If you need help navigating this site, counselors are available to provide assistance with this as well as with alumni networking. The Career Center also offers a series of special events throughout the academic year including Career Fairs. Career Fairs offer students at all stages of their career development a unique opportunity to get first-hand knowledge of employment trends and specific job openings.

In order to prepare for the job application process, counselors are available to assist in writing a resume and cover letter and in conducting mock interviews.

To learn more about the services provided at the Michelin Career Center or to set up an appointment with a career counselor, call (864) 656-0440 or visit the Career Center's office in Suite 316 in the Hendrix Student Center.