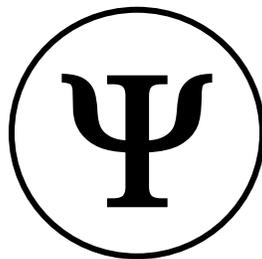


Clemson University  
*Department of Psychology*

---

**Psychology**  
**Undergraduate**  
**Handbook**  
***2021-2022***

---



Dr. Pamela Alley

*[www.clemson.edu/psych](http://www.clemson.edu/psych)*

# Table of Contents

<b><u>Section I: Psychology Department</u></b>	4
Historical Overview and Acknowledgments	4
Administration and Staff	5
Psychology Department Facebook Page	5
Faculty	6
<b><u>Section II: Curriculum and Specific Course Information</u></b>	11
General Education Requirements	11
General Education Student Learning Outcomes	13
Bachelor of Arts (BA) vs. Bachelor of Science (BS) Degree	14
Psychology Program Requirements	15
Psychology Courses	16
Psychology Laboratory Courses	20
Double Major/Two Degrees	21
Double-Dipping	21
Modern Language Requirement	21
Mathematics and Science Requirements in the BA Program	22
Mathematics and Science Requirements in the BS Program	23
Courses Filling the General Education Mathematics Requirement	24
Courses that Fill the Departmental Mathematics or Science Requirement	25
Science and Technology in Society (STS) Requirement	26
Social Science Requirement	26
Cross-Cultural Awareness Requirement	26
4000-Level Psychology Requirement	27
Clemson Abroad	27
Enrollment in Graduate Courses	27
Graduate Study in Law, Medicine, and Social Work	28
<b><u>Section III: Minor Requirement</u></b>	29
<b><u>Section IV: Psychology Curriculum Maps</u></b>	30
Psychology BA Curriculum Map (2021-2022)	31
Psychology BS Curriculum Map (2021-2022)	33
<b><u>Section V: Procedural and Policy Information</u></b>	35
Psychology Academic Advising Center (PAAC)	35
Advisor Assignment	35
Advising and Registration Process	35
Academic Advising for Freshmen and Sophomores	35
Academic Advising for Juniors and Seniors	35
iRoar	35
Degree Works	35
Interactive Monitors	36
Undergraduate Advising Posters	36
Change of Major//Minor/Curriculum Year Form	36
Substitution Form	37
Academic Forgiveness	37
Credit for Courses Taken at Other Institutions	37
Credit Load	37

Academic Success Center	37
Graduation Requirements	38
Degree Works Check	38
Electronic Resources	38
Registration Portal	38
Undergraduate Announcements	38
Academic Advising Resource Manual	38
<b>Section VI: Research, Clinical, and Professional Opportunities</b>	<b>39</b>
Research Opportunities	39
Directed Studies in Psychology (PSYC 4970)	39
Team-Based Research (PSYC 4980)	40
Senior Division Honors Research (PSYC 4900 and 4910)	41
Clinical Opportunities	42
Practicum in Clinical Psychology (PSYC 4930)	42
Volunteer Agencies in the Clemson Area	43
Internship and Cooperative Education Program Opportunities	47
On-Campus Internships	47
Off-Campus Internships	47
Cooperative Education Program	47
Departmental and College Student Organizations and Boards	48
College of Behavioral, Social, and Health Sciences Student Advisory Board	48
Psychology Club	48
Psi Chi	48
Clemson Society for Industrial-Organizational Psychology (CSIOP)	48
Clemson Human Factors and Ergonomics Society (HFES)	48
National Honor Societies	49
Professional Affiliations	50
American Psychological Association (APA)	50
Association for Psychological Science (APS)	50
Southeastern Psychological Association (SEPA)	50
Society for Personality and Social Psychology (SPSP)	50
Davenport Scholars	51
University, College and Departmental Awards	52
<b>Section VII: About Psychology and Psychologists</b>	<b>54</b>
What is Psychology?	54
What Do Psychologists Do?	54
Where Do Psychologists Work?	55
Areas of Concentration in Psychology	56
<b>Section VIII: Post Graduation</b>	<b>60</b>
Is Graduate School For You?	60
What are Master's Degree Programs?	60
What are Doctoral Degree Programs?	60
What Kinds of Programs and Degrees are Available in the Field of Mental Health?	61
What are Entrance Requirements for Graduate School?	61
Who Should You Ask for a Recommendation?	61
How Should You Ask for a Recommendation?	62
How Can the Michelin Career Center Assist You in Applying to Graduate School?	62
How Can the Michelin Career Center Assist You in Your Job Search?	63

# 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 twenty-seven full-time faculty members, approximately 700 undergraduate majors, and approximately forty graduate students. In addition to a Master's Program in Applied Psychology, the Department now sponsors Ph.D. programs in Industrial/Organizational and Human Factors Psychology. A specialization in Occupational Health Psychology is also offered as part of any of the three graduate programs.

In the 2015-2016 academic year, the Psychology Department added the Psychology Academic Advising Center (PAAC). Two full-time academic advisors are primarily responsible for advising first semester transfers, freshmen, and sophomores, but all students are welcome to visit them with any questions. 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. It continues to grow both in size and in opportunities.

This handbook will introduce you to the faculty and the program as well as provide you with information on a wide variety of enriching experiences available to the Psychology undergraduate at Clemson University. Special thanks to Kelly Evans, Sophie Finnell, Maggie Harris, Grace Kinnear, Madison Lenz and Kaitlyn Rubley and the faculty for their contributions to the revision of this handbook.

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

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

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

### **Department Chair**

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

### **Undergraduate Coordinators**

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

Dr. Pamela Alley  
palley@clemson.edu  
Brackett 312A  
(864) 656-7634

### **Psychology Academic Advising Center (PAAC) Advisors**

Ms. Erin Siders  
esiders@clemson.edu  
Edwards 422  
(864) 656-2571

Mr. Jeff Moore  
jtmoore@clemson.edu  
Edwards 427  
(864) 656-2570

### **Administrative Assistants**

Teresa Sharpe  
ts@clemson.edu  
Brackett 417  
(864) 656-3211

Deb Galinsky  
dquant@clemson.edu  
Brackett 418  
(864) 656-3210

## **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**

**Pamela R. Alley** palley@clermson.edu, Brackett 312A, (864) 656-7634

- *Ph.D. in Clinical Psychology*, 1983, University of Connecticut
- Courses: Lifespan Developmental Psychology (3400), Abnormal Psychology (3830)

**Jennifer Bisson** jbisson@clermson.edu, Brackett 410C, (864) 656-0998

- *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)

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

- *Ph.D. in Social Psychology*, 1994, University of Florida
- Research: Social and organizational psychology: 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: Introduction to Psychology (2010), Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Organizational Psychology (3680)

**Kaileigh Byrne** kaileib@clermson.edu, Brackett 318, (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@clermson.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)

**Zhuo Chen** zhuoc@clermson.edu, Brackett 312J, (864) 656-4974

- *Ph.D. in Social/Personality, Quantitative Methods*, University of Oregon
- Research: Psychology of religion and spirituality, meaning and well-being
- Courses: Personality (3700), Psychology of Religion (3890), Psychological Testing (4710)

**Lee Gugerty** gugerty@clermson.edu, Brackett 312D, (864) 656-4467

- *Ph.D. in Human Factors Psychology*, 1989, University of Michigan
- Research: Human factors psychology, cognitive psychology, dynamic situation awareness and navigation skills, usability evaluation
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Critical Thinking (3310), Laboratory in Cognitive Psychology (3340)

**Ceren Gunsoy** cgunsoy@clemson.edu, Brackett 319C, (864) 656-3936

- *Ph.D. in Social Psychology*, 2016, Iowa State University
- Research: Cross-cultural psychology, interpersonal conflict, emotions
- Courses: Social Psychology (3520), Psychology and Culture (3570)

**John Hester** jrheste@clemson.edu, Brackett 310, (864) 656-9730

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

**Jo Jorgensen** jjorgen@clemson.edu, Brackett 312C, (864) 656-4889

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

**Bruce King** bking2@clemson.edu, Surrine 379, (864) 656-7368

- *Ph.D. in Biopsychology*, 1978, University of Chicago
- Research: Physiological psychology, biological bases of feeding behavior and body weight regulation, human sexuality
- Courses: Human Sexual Behavior (3060)

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

- *Ph.D. in Social Psychology*, 1990, University of North Carolina at Greensboro
- Research: Aversive interpersonal behaviors (specifically, complaining, cyber bullying, 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@clemson.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)

**James McCubbin** jmccubb@clemson.edu, Brackett 312E, (864) 656-3929

- *Ph.D. in Health Psychology*, 1980, University of North Carolina - Chapel Hill
- Research: Behavioral medicine, psychophysiology, stress and cardiovascular disease, pain control mechanisms, psychoneuroendocrinology, occupational health psychology
- Courses: Health Psychology (4800)

**Eric McKibben** mckibbe@clemson.edu, Brackett 309

- *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), Sports Psychology (4890)

**Chris Pagano** cpagano@clermson.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 (4220)

**Richard Pak** richpak@clermson.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)

**June J. Pilcher** jpilche@clermson.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)

**Cynthia Pury** cpury@clermson.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 (taught as 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@clermson.edu

- *Ph.D. in Clinical-Community Psychology*, 1997, University of South Carolina
- Courses: Abnormal Psychology (3830), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930)

**Patrick H. Raymark** praymar@clermson.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@clermson.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@clermson.edu, Brackett 312H, (864) 656-4976

- *Ph.D. in Developmental Psychology*, 2007, University of Alabama-Birmingham
- Research: Aging and cognition, human factors

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

- *Ph.D. in Developmental Psychology, 2015, University of Connecticut*
- Research: Parent-infant attachment, infant crying, infant auditory perception, 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)

**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)

**Anna Rene Schmauder** aschmau@clemson.edu, Vickery Hall 101B, (864) 656-3833

- *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)

**Marissa L. Shuffler** mshuffl@clemson.edu, Brackett 320, (864) 656-2831

- *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: Psychology of Group and Team Dynamics (3770), Group/Team Dynamics (3890), Teamwork in the 21<sup>st</sup> Century (4890), Teamwork Dynamics (4890)

**Robert R. Sinclair** rsincl@clmson.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)

**Mark Small** msmall@clemson.edu, Brackett 321F, (864) 656-6286

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

**Dustin Souders** djsoude@clemson.edu, Brackett 410A, (864) 656-4986

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

**Benjamin R. Stephens** bstephe@clemson.edu, Brackett 312L, (864) 656-4982

- *Ph.D. in Developmental Psychology*, 1985, University of Texas
- Research: Vision, human factors forensics, safety, education
- Courses: Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101)

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

- *Ph.D. in Industrial/Organizational Psychology*, 1988, University of Illinois
- Research: Decision making and motivation, real-time judgment and risk, industrial teams and teamwork, organizational simulation methods
- Courses: Introduction to Psychology (2010), Fundamentals of Psychological Science (2030), Introductory Experimental Psychology (3090), Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Industrial Psychology (3640)

**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)

**Peggy Tyler** ptyler@clemson.edu, Brackett 321C

- *Ph.D. in Industrial/Organizational Psychology*, 2012, Clemson University
- Courses: Fundamentals of Psychological Science (2030), Advanced Experimental Psychology (3100), Advanced Experimental Psychology Laboratory (3101), Systems and Theories of Psychology (4150)

**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)

**William Volante** wvolant@clemson.edu

- *Ph.D. in Human Factors and Cognitive Psychology*, 2020, University of Central Florida
- 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: I. General Education Coursework- 31 credit hours; II. Distributed Coursework- included in majors.

---

### **I. General Education Coursework – 31 hours required**

General education requirements in some curricula are more restrictive than those shown below. Science in Technology in Society and Cross-Cultural Awareness requirements may be satisfied by other General Education courses, as indicated in the footnotes below, as long as the student completes a total of 31 hours in area I. and satisfies requirements A-F below:

#### **A. Communication: at least 6 credits**

**English Composition--3 credits**  
ENGL 1030

**Oral Communication--3 credits**  
COMM 1500, 2500; HON 2230, or an approved cluster of courses

#### **B. Mathematical, Scientific, and Technological Literacy: at least 10 credits**

**Mathematics--3 credits**  
MATH 1010, 1020, 1060, 1070, 1080, 2070; STAT 2220<sup>1</sup>, 2300, 3090, 3300

**Natural Science with Lab--4 credits**  
ASTR 1010/1030, 1020/1040; BIOL 1030/1050, 1040/1060, 1090, 1100, 1110, 1200/1220, 1200/1230;  
CH 1010, 1020, 1050<sup>1</sup>, 1060<sup>1</sup>; GEOL 1010/1030, 1120<sup>1</sup>/1140, 2020; PHSC 1070, 1080, 1170, 1180;  
PHYS 1220/1240, 2000, 2070/2090, 2080/2100, 2210/2230, 2220/2240

**Mathematics or Natural Science--3 credits**  
Any general education Mathematics or Natural Science course listed above or BIOL 2000<sup>1</sup>, 2010<sup>1</sup>, 2030<sup>1</sup>, 2040<sup>1</sup>, 2100<sup>1</sup>, 2200<sup>1</sup>; ENSP 2000<sup>1</sup>, ENSP (PES) 3150<sup>1</sup>; ENT 2000<sup>1</sup>; GEOL 1200<sup>1</sup>, 3000<sup>1</sup>; PES (ENSP) 3150<sup>1</sup>, PHYS 2400, 2450<sup>1</sup>, 2800; PLPA 2130<sup>1</sup>; STS 2160<sup>1</sup>

#### **C. Arts and Humanities: at least 6 credits**

**Literature--3 credits**  
Any 2000-level ENGL literature course or any of the other courses listed (ENGL 2020, 2120<sup>2</sup>, 2130, 2140, 2150, 2160<sup>2</sup>); CHIN 4010, 4020; FR 3000, 3040; GER 2600, 3060, 3600, 3610; HON 1900, 2210; ITAL 3010, 3020; JAPN 4010, 4060; RUSS 3600, 3610; SPAN 3040, 3110, 3130

**Non-Literature--3 credits**  
AAH 1010; ART 2100<sup>2</sup>, 3750; ASL 3050<sup>2</sup>; CAAH 2010<sup>2</sup>; CHIN (PHIL) 3120, 3130, 4140; CHIN 4990;  
COMM 1800<sup>2</sup>, 3030, 3080, 3170; ENGL (GW) 3010; ENGL 3550; ENGL (WCIN) 3570; ENGL (LANG, WCIN) 4540; FR 3070; GER 3400; GW (ENGL) 3010; GW 4050; HON 1910, 2010<sup>1</sup>, 2030, 2100, 2220;  
HUM 3010, 3020, 3060, 3090<sup>2</sup>; JAPN 3070, 3080; LANG 3400, 3420, 3560; LANG (ENGL, WCIN) 4540;  
LARC 1160<sup>1</sup>; MUSC 2100<sup>2</sup>, 3110, 3120, 3130, 3140<sup>2</sup>, 3170, 3610, 3620, 3630, 3640, 3690, 3700, 3710, 3720; MUSC (THEA) 3080, 3090; PHIL 1010, 1020, 1030, 1240<sup>1</sup>, 2100<sup>1</sup>, 3160, 3170, 3180, 3230, 3240<sup>1</sup>,

3250, 3260<sup>1</sup>, 3270, 3440, 3450<sup>1</sup>; PHIL (CHIN) 3120, 3130, 4140; PHIL (WS) 3490; REL 1010<sup>2</sup>, 1020<sup>2</sup>, 3010, 3020, 3030, 3060, 3070, 3090, 3120, 3130, 3150, 3350; RUSS 3400; SPAN 3070, 3080; STS 1010<sup>1</sup>, 1020<sup>1</sup>, 2150<sup>1</sup>, 3010<sup>1</sup>, 3030<sup>1</sup>; THEA 2100, 2790, 3150, 3160, 3170; THEA (MUSC) 3080, 3090; WCIN (ENGL) 3570; WCIN (ENGL,LANG) 4540; WS 3010; WS (PHIL) 3490

#### **D. Social Sciences: at least 6 credits**

Selected from two different fields--6 credits

AGRB 2020; ANTH 2010<sup>2</sup>; ECON 2000, 2050, 2110, 2120; GEOG 1010, 1030<sup>2</sup>, 1060; HIST 1010, 1020, 1220<sup>1</sup>, 1240<sup>1</sup>, 1720<sup>2</sup>, 1730<sup>2</sup>, 1930<sup>2</sup>; HON 1920, 2020, 2200; PAS 3010<sup>2</sup>; POSC 1010, 1020<sup>2</sup>, 1030, 1040<sup>2</sup>, PSYC 2010, 2500<sup>2</sup>, 2750<sup>1</sup>; RS 3010; SOC 2010, 2020 (AGRB and ECON are considered the same field.)

#### **E. Cross-Cultural Awareness: at least 3 credits** (if not satisfied by a course in groups A-D)

AAH 1020; AGRB 2050<sup>1</sup>; ANTH 2010, 3010, 3200, 3250, 4280; ART 2100; ASL 3050; CAAH 2010; COMM 1800; ENGL 2120, 2160, 3540; GEOG 1030; HIST 1720, 1730, 1930, 3380; HON 1930, 2090; HUM 3090; IS 1010, 2100; LANG 2500, 2540; MUSC 2100, 3140; PAS 3010; POSC 1020, 1040; PSYC 2500, 3570; REL 1010, 1020; WS 1030, or through a University-approved cross-cultural experience

#### **F. Science and Technology in Society: at least 3 credits** (if not satisfied by a course in groups A-E)

AGED (EDF) 4800; AGRB 2050<sup>2</sup>; AGRB (ECON) 4570; AVS 3150, 4150; BIOL 2000, 2010, 2030, 2040, 2100, 2200, 4730; CH 1050, 1060; COMM 1070, 3070; CPSC 2920; CRP 2010; CTE 1150, 2210; ECE 1010; ECON 3190; ECON (AGRB) 4570; EDF (AGED) 4800; EES 4860; ENGL 3490, 3560; ENGR 2200, 2210; ENR 3120; ENR (FOR) 4160; ENSP (GEOL) 1250; ENSP 2000, 4000; ENSP (PES) 3150; ENT 2000; FDSC 2140; FOR (ENR) 4160; GEOL 1120, 1200, 2700, 3000; GEOL (ENSP) 1250; HCG (NURS) 3330; HIST 1220, 1240, 3210, 3220, 3230, 3920, 4240, 4910; HLTH 4310; HON 1940, 2010, 2060; IE 4880; LARC 1160; MATH 2190; MKT 4450; MUSC 3180; NURS 1400; NURS (HCG) 3330; NUTR 2030, 2100; PES (ENSP) 3150; PES 4760; PHIL 1240, 2100, 3240, 3260, 3280, 3400, 3450; PHYS 2450; PKSC 3680; PLPA 2130; PRTM 2110; PSYC 2750; RS (SOC) 4010; SOC (RS) 4010; SOC 4030; STAT 2220; STS 1010, 1020, 1200, 1710, 2150, 2160, 3010, 3030, 4980, 4990

NOTE: Cross-Cultural Awareness and Science and Technology in Society Requirements may be satisfied by other General Education courses, as indicated in the footnotes below, as long as the student completes a total of 31 hours in area.

<sup>1</sup>This course also satisfies the Science and Technology in Society Requirement.

<sup>2</sup>This course also satisfies the Cross-Cultural Awareness Requirement.

## **II. Distributed Coursework**

Please see 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*.**

## **GENERAL EDUCATION STUDENT LEARNING OUTCOMES** *(from the most recent edition of the Undergraduate Announcements)*

### **Communication**

Students will demonstrate competence in communication through organization of a central message with supporting materials in the chosen medium.

### **Arts and Humanities**

Students will analyze, interpret, and employ aesthetic, ethical, linguistic, and/or philosophical discourse in relevant contexts; or students will create, perform, interpret, reinterpret, and/or criticize artistic works.

### **Mathematics**

Students will demonstrate mathematical literacy through interpretation of mathematical forms and performing calculations.

### **Natural Sciences**

Students will demonstrate the process of scientific reasoning through experimental activity and critical comparison of their results to those predicted by accepted natural science principles.

### **Social Sciences**

Students will use social science concepts and evidence to explain human actions or behaviors in the past, the present, and/or the future.

### **Cross-Cultural Awareness**

Explain how aspects of culture are integrated into a comprehensive world view; and then demonstrate how culture influences human behavior.

### **Science and Technology in Society**

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

### **Critical Thinking**

Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.

### **Ethical Judgment**

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

## **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:

<b>BA in Psychology</b>	<b>BS in Psychology</b>
<ul style="list-style-type: none"> <li>• Must fulfill a foreign language proficiency requirement through 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Does not need to fulfill a foreign language proficiency requirement</li> </ul>
<ul style="list-style-type: none"> <li>• Must take three credit hours to fulfill the Departmental Mathematics or Science Requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Must take sixteen credit hours to fulfill the Departmental Mathematics or Science Requirement</li> </ul>
<ul style="list-style-type: none"> <li>• May take any course on the approved General Education list to fulfill the General Education Non-Literature Requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Must take PHIL 1020 to fulfill the General Education Non-Literature Requirement</li> </ul>
<ul style="list-style-type: none"> <li>• Does not need to fulfill an additional Departmental Social Science Requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Must fulfill an additional Departmental Social Science Requirement</li> </ul>
<ul style="list-style-type: none"> <li>• Does not need to fulfill the Foundations of Science Requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Must fulfill the Foundations of Science Requirement (typically by taking PSYC 4150)</li> </ul>
<ul style="list-style-type: none"> <li>• Must fulfill six credit hours of PSYC electives</li> </ul>	<ul style="list-style-type: none"> <li>• Must fulfill three credit hours of PSYC electives</li> </ul>

# Psychology Program Requirements

## **BACHELOR OF ARTS PROGRAM**

The Bachelor of Arts program in Psychology requires PSYC 2010, 2030, 3090, 3100, and 19 additional credits selected from PSYC 2750 and/or 3000-4000-level psychology courses arranged as follows:

- At least six credits from the **Biological and Cognitive courses**: PSYC 3240, 3330, 4220
- At least three credits from **Applied courses**: PSYC 2750, 3640, 3680, 3830, 4350, 4560, 4800, 4880
- At least three credits from **Individuals and Groups courses**: PSYC 3400, 3520, 3700
- At least one credit from the **Laboratory/Research courses**: PSYC 3340, 4560, 4710, 4900, 4930, 4950, 4970, 4980
- At least six credits of **Psychology Elective courses**
- At least six credits must be from **4000-level psychology courses**, with at least three of those credits from psychology courses numbered between 4000 and 4890.

Please note:

- BIOL 4700 may be taken in lieu of one elective psychology course.
- Students satisfying both the Applied and Laboratory/Research requirements with PSYC 4560 must still satisfy the requirement for 19 additional credits in Psychology.

## **BACHELOR OF SCIENCE PROGRAM**

The Bachelor of Science program in Psychology requires PSYC 2010, 2030, 3090, 3100, and 19 additional credits selected from PSYC 2750 and/or 3000-4000-level psychology courses arranged as follows:

- At least six credits from the **Biological and Cognitive courses**: PSYC 3240, 3330, 4220
- At least three credits from **Applied courses**: PSYC 2750, 3640, 3680, 3830, 4350, 4560, 4800, 4880
- At least three credits from **Foundations of Science courses**: PSYC 4150, PHIL 3260, 3270, GW 4020
- At least three credits from **Individuals and Groups courses**: PSYC 3400, 3520, 3700
- At least one credit from the **Laboratory/Research courses**: PSYC 3340, 4560, 4710, 4900, 4930, 4950, 4970, 4980
- At least three credits of **Psychology Elective courses**
- At least six credits must be from **4000-level psychology courses**, with at least three of those credits from psychology courses numbered between 4000 and 4890.

Please note:

- BIOL 4700 may be taken in lieu of one elective psychology course.
- Students satisfying both the Applied and Laboratory/Research requirements with PSYC 4560 must still satisfy the requirement for 19 additional credits in Psychology.

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

**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 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 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 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 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 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 2010.

**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 2010.

**PSYC 4220 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 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 3240.

**PSYC 4350 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 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 2010 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 2010; 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 2010.

**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 2010 and 3090.

**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 2010 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 2010.

**PSYC 4800 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 biopscho-social model and its application in the assessment, treatment, and prevention of health problems. *Preq:* PSYC 2010.

**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 2010.

**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:* 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:* Any 3000-level PSYC course.

**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.

**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. May be repeated for a maximum of 12 credits. Includes Honors sections. *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. May be repeated for a maximum of 18 credits. Includes Honors sections. *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.

### **Laboratory/Research Requirement** (Previously named Laboratory Requirement)

Students may fulfill this one credit requirement by taking Laboratory in Cognitive Psychology (PSYC 3340), Applied Psychophysiology (PSYC 4560), Psychological Testing (PSYC 4710), Practicum in Clinical Psychology (PSYC 4930), Directed Studies (PSYC 4970) or Team-Based Research (PSYC 4980).

Note that **PSYC 4560** may be used to satisfy the Applied and Laboratory/Research Requirements. If PSYC 4560 is used to satisfy both requirements, please note that students will still need to satisfy the 33 total required psychology credit hours for graduation.

## **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.

Approved Science and Technology in Society (STS) and Cross-Cultural Awareness (CCA) courses may double-dip with other General Education Requirements. Approved courses can be found in the most recent *Undergraduate Announcements* and in this publication in the section on General Education Requirements. If a student chooses to double-dip, they may need to take an additional course to be sure that they get to the 31 total General Education credit hours required for graduation.

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 13 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
General Education Mathematics or Natural Science Requirement	3 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.

### **General Education Mathematics or Natural Science Requirement** (3 credit hours)

Students in the BA Program must take one course from the General Education list for Mathematics or Natural Science Requirement 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 26 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
General Education Mathematics or Natural Science Requirement	3 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.

### **General Education Mathematics or Natural Science Requirement** (3 credit hours)

Students in the BS Program must take one course from the General Education list for Mathematics or Natural Science Requirement 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*. Please note that STAT 2220 can be double dipped with the Science and Technology (STS) Requirement.

---

**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
--

## **Science and Technology in Society (STS) Requirement**

Students will find acceptable courses to meet the STS requirement listed in the most recent *Undergraduate Announcements*. Approved STS courses can be double-dipped with other General Education Requirements and can be found in the *Undergraduate Announcements*.

## **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.

## **Cross-Cultural Awareness (CCA) Requirement**

**Students in both the BA and BS Programs** must take one course from the approved General Education Cross-Cultural Awareness Requirement list found in the most recent *Undergraduate Announcements*. Approved CCA courses can be double-dipped with other General Education Requirements and can be found in the *Undergraduate Announcements*.

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

<b>IS 1010 Cross-Cultural Awareness International Experience 1 credit (1 contact hour)</b> Study of cross-cultural awareness as part of an international/study abroad experience. Minimum duration of the international/study abroad experience is four weeks. To be taken Pass/No Pass only. May be repeated.
--

For further information, contact the Pam Hendrix Center for Education Abroad at 656-2457 or [abroad@clemsun.edu](mailto:abroad@clemsun.edu). The office is located in E-301 Martin Hall.

## **4000-Level Psychology Requirement**

To fulfill the 4000-level psychology requirement, students must complete six credits of 4000-level courses with at least three credits being numbered between 4000-4890. Please note that 4000-level PSYC courses that fill specific psychology course requirements can also be applied toward the required six hours of 4000-level credit hours.

## **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 in E-301 Martin Hall. For more information, students are encouraged to contact:

Joshua Hudson  
Study Abroad Coordinator  
(864) 656-2457  
*jhudson@clemson.edu*

More information on the Study Abroad Program can be found online at <http://www.clemson.edu/studyabroad/>.

To get approval to take courses abroad, you will need to complete the *Request For Approval Of Courses To Be Taken Abroad Form*, which can be found at [http://media.clemson.edu/ia/programs/coursework\\_approval\\_form.pdf](http://media.clemson.edu/ia/programs/coursework_approval_form.pdf). If you have any questions on how to access the form or how to fill it out, you may contact Ms. Erin Siders ([esiders@clemson.edu](mailto:esiders@clemson.edu)) or Mr. Jeff Moore ([jtmoore@clemson.edu](mailto:jtmoore@clemson.edu)).

Please note that, to qualify for an undergraduate degree, a student must complete through instruction from Clemson a minimum of 37 of the last 43 credits presented for the degree. If, as a result of your Study Abroad experience, you do not meet this minimum requirement, you must complete the *Residency Policy Waiver Form* found at [http://media.clemson.edu/ia/programs/residence\\_policy\\_waiver\\_request.pdf](http://media.clemson.edu/ia/programs/residence_policy_waiver_request.pdf)

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

## **Enrollment in Graduate Courses**

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

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

## **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) 324-4404

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

## **Section IV: Psychology Curriculum Maps**

*These psychology curriculum maps are included in the current edition of the Undergraduate Announcements. They provide guidelines to students, detailing the requirements/courses that are often taken each semester. Please note that students are not required to follow these maps exactly.*

**BA 2021-2022**

**BS 2021-2022**

## Psychology BA Curriculum Map (2021-2022)

### Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
3 PSYC 2010 Introduction to Psychology	3 ENGL 1030 Composition and Rhetoric
3 PSYC 2030 Fundamentals of Psych. Science	3 Arts and Humanities (Non-Lit.) Requirement <sup>1</sup>
3 Mathematics Requirement <sup>1</sup>	3 Major Requirement <sup>4</sup>
3 Modern Language Requirement <sup>2</sup>	3 Mathematics or Natural Science Requirement <sup>1</sup>
3 Social Science Requirement <sup>3</sup>	3 Modern Language Requirement <sup>2</sup>
15 Total Hours	15 Total Hours

### Sophomore Year

<u>First Semester</u>	<u>Second Semester</u>
4 PSYC 3090 Introductory Experimental Psych.	4 PSYC 3100 Advanced Experimental Psych.
3 Arts and Humanities (Literature) Requirement <sup>1</sup>	3 Departmental Math. or Science Requirement <sup>5</sup>
3 Cross-Cultural Awareness Requirement <sup>1</sup>	3 Major Requirement <sup>4</sup>
4 Natural Science with Lab Requirement <sup>1</sup>	5 Elective
1 Elective	
15 Total Hours	15 Total Hours

### Junior Year

<u>First Semester</u>	<u>Second Semester</u>
4 Major Requirement <sup>4</sup>	3 Major Requirement <sup>4</sup>
3 Minor Requirement <sup>6</sup>	3 Minor Requirement <sup>6</sup>
3 Science and Tech. in Society Requirement <sup>1</sup>	3 Oral Communication Requirement <sup>1</sup>
5 Elective	6 Elective
15 Total Hours	15 Total Hours

### Senior Year

<u>First Semester</u>	<u>Second Semester</u>
3 Major Requirement <sup>4</sup>	3 Major Requirement <sup>4</sup>
3 Minor Requirement <sup>6</sup>	6 Minor Requirement <sup>6</sup>
9 Elective	6 Elective
15 Total Hours	15 Total Hours

**120 Total Semester Hours**

<sup>1</sup>See General Education Requirements.

<sup>2</sup>Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University Statement in *Academic Regulations*.

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

<sup>4</sup>See major requirements in program description above.

<sup>5</sup>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 selected from the following: any ASTR, BCHM, BIOL, CH, ENSP, ENT, GEN, GEOL, MICR, NUTR, PHSC, or PHYS course.

<sup>6</sup>Select any minor listed in *Minors*.

## Psychology BS Curriculum Map (2021-2022)

### Freshman Year

<u>First Semester</u>	<u>Second Semester</u>
3 PHIL 1020 Introduction to Logic	3 ENGL 1030 Composition and Rhetoric
3 PSYC 2010 Introduction to Psychology	4 Departmental Math. or Science Requirement <sup>2</sup>
3 PSYC 2030 Fundamentals of Psych. Science	3 Major Requirement <sup>3</sup>
3 Mathematics Requirement <sup>1</sup>	4 Natural Science with Lab Requirement <sup>1</sup>
3 Mathematics or Natural Science Requirement <sup>1</sup>	1 Elective
15 Total Hours	15 Total Hours

### Sophomore Year

<u>First Semester</u>	<u>Second Semester</u>
4 PSYC 3090 Introductory Experimental Psych.	4 PSYC 3100 Advanced Experimental Psychology
3 Arts and Humanities (Literature) Requirement <sup>1</sup>	3 Cross-Cultural Awareness Requirement <sup>1</sup>
4 Departmental Math. or Science Requirement <sup>2</sup>	3 Departmental Math. or Science Requirement <sup>2</sup>
3 Social Science Requirement <sup>4</sup>	3 Social Science Requirement <sup>4</sup>
	3 Elective
14 Total Hours	16 Total Hours

### Junior Year

<u>First Semester</u>	<u>Second Semester</u>
3 Departmental Math. or Science Requirement <sup>2</sup>	2 Departmental Math. or Science Requirement <sup>2</sup>
3 Major Requirement <sup>3</sup>	4 Major Requirement <sup>3</sup>
3 Minor Requirement <sup>5</sup>	3 Minor Requirement <sup>5</sup>
3 Science and Tech. in Society Requirement <sup>1</sup>	3 Oral Communication Requirement <sup>1</sup>
3 Elective	3 Elective
15 Total Hours	15 Total Hours

### Senior Year

<u>First Semester</u>	<u>Second Semester</u>
6 Major Requirement <sup>3</sup>	3 Major Requirement <sup>3</sup>
3 Minor Requirement <sup>5</sup>	6 Minor Requirement <sup>5</sup>
6 Elective	6 Elective
15 Total Hours	15 Total Hours

**120 Total Semester Hours**

<sup>1</sup>See General Education Requirements.

<sup>2</sup>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.

<sup>3</sup>See major requirements in program description above.

<sup>4</sup>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.

<sup>5</sup>Select any minor listed in *Minors*.

# Section V: Procedural and Policy Information

## **Psychology Academic Advising Center (PAAC)**

Ms. Erin Siders ([esiders@clemson.edu](mailto:esiders@clemson.edu)) and Mr. Jeff Moore ([jtmoore@clemson.edu](mailto:jtmoore@clemson.edu)) serve as our two full-time PAAC advisors. Students may visit Ms. Erin Siders in Edwards 422 and Mr. Jeff Moore in Edwards 427. They will primarily be responsible for advising first semester transfers, freshmen, and sophomores, but all students are invited to visit them with questions.

## **Advisor Assignment**

Every student in the Psychology Department is assigned to both a PAAC advisor and a psychology faculty advisor. Ms. Erin Siders and Mr. Jeff Moore advise and clear all first semester transfers, freshmen, and sophomores. Ms. Erin Siders works with students whose last name begins with A-K. Mr. Jeff Moore works with students whose last name begins with L-Z. Your assigned psychology faculty advisor advises and clears all juniors and seniors.

## **Advising and Registration Process**

### **Academic Advising for Freshmen and Sophomores**

Prior to registration, students will receive an email from Ms. Erin Siders and Mr. Jeff Moore 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. Either Ms. Erin Siders or Mr. Jeff Moore will then give students their PIN number in order to register.

### **Academic Advising for Juniors and Seniors**

Prior to registration, students will receive an email from Dr. Pamela Alley detailing advising and registration procedures. Psychology faculty advisors will either post appointment schedules on their office door or email their advisees with alternative instructions. Some students will be instructed by their faculty advisor to make their appointment in CU Navigate. Students are encouraged to schedule appointments in a timely manner and to come prepared to discuss course selection. Advisors 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](http://iroar.clemson.edu).

## **Degree Works**

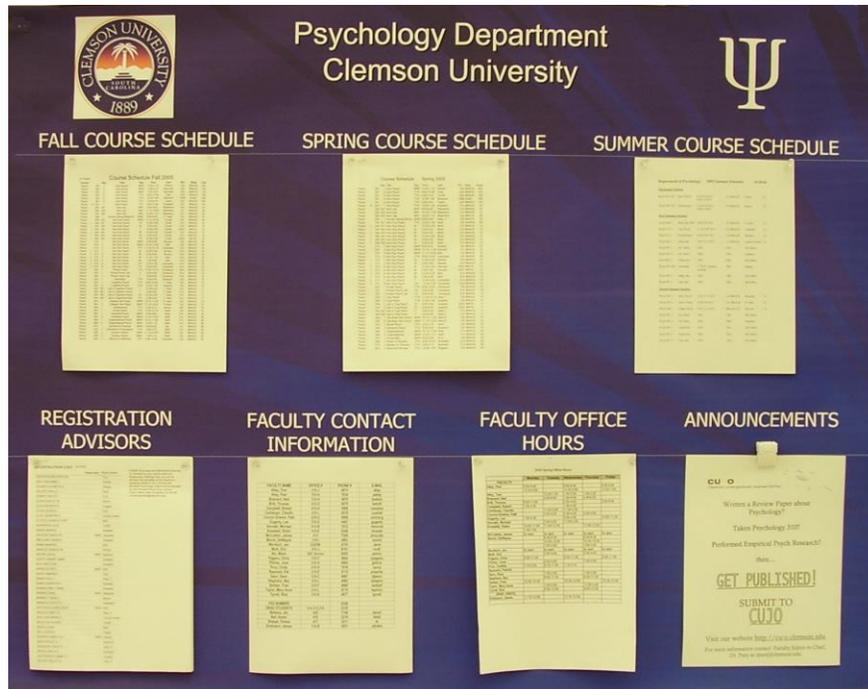
The Degree Works is part of a computerized system which compares all of a student's courses, both completed and in progress, with the course requirements for the degree and curriculum year indicated in the student's computer record. Students can view their Degree Works in iRoar which can be found at [iroar.clemson.edu](http://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.

## Undergraduate Advising Posters

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



## 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 → Student Records → Change of Program. 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 Ms. Erin Siders or Mr. Jeff Moore.

## **Substitution Form**

If you would like to request a course substitution you may contact either Ms. Erin Siders or Mr. Jeff Moore for guidance. You will then have to initiate the request through iRoar and select Student → Student Records → Request a Substitution for an Academic Requirement. For further information you may go to: <https://www.clemson.edu/registrar/documents/substitution-workflow-howto.pdf>.

## **Academic Forgiveness**

The Academic Forgiveness Policy, which was recently revised in 2019, allows a student who began at the University in the Summer of 2019 or after to forgive a maximum of two courses. You will have to initiate the request through iRoar and select Student → Student Records → Request Academic Forgiveness. For further information you may go to the following website at <https://www.clemson.edu/registrar/student-menu/student-records/academic-forgiveness.html>. If you have questions on how to access or complete the form, you may contact either Ms. Erin Siders or Mr. Jeff Moore for guidance.

## **Credit for Courses Taken at Other Institutions**

Students can be referred 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 either Ms. Erin Siders or Mr. Jeff Moore 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](mailto: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](mailto: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 visit the Registrar's Office in Sikes 104 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. During this period, university auditors will be available to confer with students every afternoon on a first come, first serve basis. 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/>.

### **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>.

# 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/undergraduate/beyond-the-classroom.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](mailto: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 January 2018)*

### **Emergency Services**

**American Red Cross:** helps with disasters and health safety  
Anderson, SC  
Contact: (864) 225-8666 or [www.upstatescredcross.org](http://www.upstatescredcross.org)

**American Red Cross:** helps with disasters and health safety  
Greenville, SC  
Contact: (864) 271-8222 or [www.upstatescredcross.org](http://www.upstatescredcross.org)

**American Red Cross:** helps with disasters and health safety  
Pickens, SC  
Contact: (864) 878-0131 or [www.upstatescredcross.org](http://www.upstatescredcross.org)

**American Red Cross:** helps with disasters and health safety  
Walhalla, SC  
Contact: (864) 638-5619 or [www.upstatescredcross.org](http://www.upstatescredcross.org)

**Anderson Sunshine House:** provides emergency shelter for homeless children and their families  
Anderson, SC  
Contact: (864) 225-8586

**Gateway House:** provides adult mental health resources, housing, employment and educational opportunities  
Greenville, SC  
Contact: (864) 242-9193 or [www.gateway-sc.org](http://www.gateway-sc.org)

**Helping Hands of Clemson:** provides foster care and emergency shelter for abused and neglected children  
Clemson, SC  
Contact: (864) 646-2941 or [www.helpinghandsofclemson.org](http://www.helpinghandsofclemson.org)

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

### **Family Support Services**

**Alston Wilkes Society:** counsels and assists adult and youth ex-offenders  
Anderson, SC  
Contact: (864) 260-9510 or [www.alstonwilkessociety.org](http://www.alstonwilkessociety.org)

**Anderson Emergency Soup Kitchen:** assists in feeding noon meals to the needy  
Anderson, SC  
Contact: (864) 224-4763 or [www.goldenharvest.org](http://www.goldenharvest.org)

**Clemson Community Care:** provides food, shelter, and tutoring services for individuals in need  
Clemson, SC  
Contact: (864) 653-4460 or [www.clemsoncommunitycare.org](http://www.clemsoncommunitycare.org)

**Meals on Wheels:** provides meals and support to individuals in need  
Liberty, SC  
Contact: (864) 855-3770 or [www.mealsonwheelsamerica.org](http://www.mealsonwheelsamerica.org)

**Collins Home and Family Ministries:** provides shelter and counseling to needy children and families  
Seneca, SC  
Contact: (864) 882-0893 or [www.collinschildrenshome.org](http://www.collinschildrenshome.org)

**Community Food Bank of the Piedmont:** distributes food items to agencies with clients in need  
Mauldin, SC  
Contact: (864) 675-0350

**Crisis Ministry Oconee:** provides aid for clients in need

Seneca, SC  
Contact: (864) 882-7146

**Foothills Alliance:** provides support for victims of rape and child abuse

Anderson, SC  
Contact: (864) 231-7273, 1-800-585-8952 or [www.foothillsalliance.org](http://www.foothillsalliance.org)

**Golden Harvest Food Bank:** provides quality food and grocery products to those in need

Liberty, SC  
Contact: (864) 843-6161 or [www.goldenharvest.org](http://www.goldenharvest.org)

**New Foundations Home for Children:** provides services for emotionally troubled children

Anderson, SC  
Contact: (864) 225-1628 or <http://newfoundationschildren.com>

**Rape Crisis Council of Pickens:** provides advocacy for all victims of sexual assault/abuse

Easley, SC  
Contact: (864) 442-5500 or [www.sccadvasa.org](http://www.sccadvasa.org)

### **Handicapped Services**

**Developmental Center for Exceptional Children:** serves disabled children ages 0-5

Anderson, SC  
Contact: (864) 260-5225 or <http://southfant.anderson5.net>

**Disabilities and Special Needs Board:** assists individuals with disabilities and special needs

Anderson, SC  
Contact: (864) 225-9941 or [www.acdsnb.org](http://www.acdsnb.org)

**Life Abilities – The Easter Seal Society:** assists handicapped individuals

Greenville, SC  
Contact: (864) 232-4185 or [www.easterseals.com/southcarolina](http://www.easterseals.com/southcarolina)

**March of Dimes:** offers aid to disabled children

Greenville SC  
Contact: (864) 235-8576 or [www.marchofdimes.com/southcarolina](http://www.marchofdimes.com/southcarolina)

**Oconee & Pickens County SC Vocational Rehabilitation**

Seneca, SC  
Contact: (864) 882-6669, 1-866-313-0082 or [www.scvrd.net](http://www.scvrd.net)

**South Carolina Vocational Rehabilitation:** aids disabled individuals in gaining employment

Anderson, SC  
Contact: (864) 224-6391 or [www.scvrd.net](http://www.scvrd.net)

### **Services to At-Risk Children**

**Big Brothers/Big Sisters:** provides big brother/big sister role models for children

Anderson, SC  
Contact: (864) 965-0505 or [www.bbbsupstate.com](http://www.bbbsupstate.com)

**Calvary Home for Children:** provides long term foster care for abused/neglected children

Anderson, SC  
Contact: (864) 296-5437 or [www.calvaryhome.org](http://www.calvaryhome.org)

**Council on Teen Pregnancy Prevention:** provides programs on pregnancy prevention

Anderson, SC  
Contact: (864) 260-5632

**Guardians Ad Litem:** provides advocacy for children in legal matters

Anderson, SC  
Contact: (864) 225-2348 or [www.gal.sc.gov](http://www.gal.sc.gov)

**Guardians Ad Litem:** provides advocacy for children in legal matters  
Pickens, SC  
Contact: (864) 878-0807 or [www.gal.sc.gov](http://www.gal.sc.gov)

**Guardians Ad Litem:** provides advocacy for children in legal matters  
Walhalla, SC  
Contact: (864) 638-2267 or [www.gal.sc.gov](http://www.gal.sc.gov)

**Littlejohn Community Center:** provides mentoring and academic support to Clemson 644 Old Greenville Hwy,  
Clemson, SC  
Contact: (864) 653-3835 or [www.littlejohncommunitycenter.org](http://www.littlejohncommunitycenter.org)

**Prevent Child Abuse Pickens County:** aids in preventing child abuse/neglect  
Easley, SC  
Contact: (864) 898-5583

**Salvation Army:** provides social services and aids in clothing, furniture, and food drives  
Anderson, SC  
Contact: (864) 225-7381 or [www.salvationarmycarolinas.org](http://www.salvationarmycarolinas.org)

**Salvation Army:** provides social services and aids in clothing, furniture, and food drives  
Easley, SC  
Contact: (864) 855-7198 or [www.salvationarmycarolinas.org](http://www.salvationarmycarolinas.org)

**Salvation Army Boys and Girls Club:** provides health, recreation, and tutoring activities  
Anderson, SC  
Contact: (864) 226-3644 or [www.salvationarmycarolinas.org](http://www.salvationarmycarolinas.org)

### **Services to the Elderly**

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

**Clemson Downs:** aids in daily activities of the elderly  
Clemson, SC  
Contact: (864) 654-1155 or <http://clemsondowns.com>

**Richard Campbell Veterans Nursing Home:** assists elderly veterans  
Anderson, SC  
Contact: (864) 261-6734 or [www.hmrveteanservices.com](http://www.hmrveteanservices.com)

**Senior Solutions:** assists elderly individuals  
Anderson, SC  
Contact: (864) 225-3370 or [www.upstateseniors.org](http://www.upstateseniors.org)

**Senior Solutions:** assists elderly individuals  
Oconee, SC  
Contact: (864) 885-1000 or [www.upstateseniors.org](http://www.upstateseniors.org)

**Senior Solutions:** assists elderly individuals  
Greenville, SC  
Contact: (864) 467-3120 or [www.upstateseniors.org](http://www.upstateseniors.org)

### **Miscellaneous**

**Anderson Literacy Volunteers:** provides tutoring in basic reading and writing for adults  
Anderson, SC  
Contact: (864) 332-5395

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

**Anderson Oconee Behavioral Health Services:** assists individuals with tobacco, drug and alcohol abuse problems  
Anderson, SC  
Contact: (864) 260-4168 or <http://aobhs.org>

**Anderson Oconee Behavioral Health Services:** assists individuals with tobacco, drug and alcohol abuse problems  
Seneca, SC  
Contact: (864) 882-7563 or <http://aobhs.org>

**Foothills Community Foundation:** conducts various philanthropic projects throughout the year  
Anderson, SC  
Contact: (864) 222-9096 or [www.foothillscommunityfoundation.org](http://www.foothillscommunityfoundation.org)

**Goodwill Industries International:** conducts food, clothing, and furniture drives  
Anderson, SC  
Contact: (864) 296-9034 or [www.goodwill.org](http://www.goodwill.org)

**Goodwill Industries International:** conducts food, clothing, and furniture drives  
Pendleton, SC 29670  
Contact: (864) 646-4880 or [www.goodwill.org](http://www.goodwill.org)

**Hospice of the Upstate:** provides care for terminally ill patients  
Anderson, SC  
Contact: (864) 224-3358, 1-800-261-8636 or [www.hospiceoftheupstate.com](http://www.hospiceoftheupstate.com)

**Greenville Health System-Dept. of Psychiatry & Behavioral Medicine (Marshall I. Pickens Hospital):** provides mental health services in a hospital setting  
Greenville, SC  
Contact: (864) 455-8988 or (toll free) 1-888-852-8520 or [www.ghspsych.org](http://www.ghspsych.org)

**Mental Health America of Greenville County**  
Greenville, SC  
Contact: (864) 467-3344 or [www.mhagc.org](http://www.mhagc.org)

**Patrick B. Harris Psychiatric Hospital:** provides mental health services in a hospital setting  
Anderson, SC  
Contact: (864) 231-2600 or [www.patrickbharris.com](http://www.patrickbharris.com)

## **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. Students may visit the Center, located on the third floor of the Hendrix Student Center, to find out about on-campus internships, off-campus internships and off-campus cooperative education assignments.

### **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 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](mailto: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, 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) 656-0316 or email Brittany Neely at [bnewsom@clemson.edu](mailto:bnewsom@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 Europe, South America, and Australia. For more information on international internships, you may contact the Center at (864) 722-2033 or email Troy Nunamaker at [tnunama@clemson.edu](mailto: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](mailto: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](mailto:hzinzow@clemson.edu).

### **Psi Chi**

Psi Chi ([www.psichi.org](http://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](mailto:kaileib@clemson.edu).

### **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](http://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](http://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.

---

### **2021 Davenport Scholars**

Lauren Ashley	Madison Lenz
Caroline Barrows	Isaac Lipe
Lindsey Behringer	Christine Lu
Katherine Blackwood	Emily Luce
Hailey Carroll	Emily Mattison
Scout Clark	Alexa McAllister
Andrew Cook	Colleen McGarvey
Nick Deas	Owen Minello
Laura Dodson	Shelby Mazingo
Grace Duff	Blythe Murphy
Hannah Dukes	Bella Parise
Kelly Evans	Tiffani Paul
Grace Falgoust	Meredith Pool
Hannah Fanset	Kelsey Quinn
Sophie Finnell	Emily Radovic
Halle Freedman	Grace Raskopf
Yuuki Garcia	Kaustubha Reddy
Kelsey Gentile	Grayson Reimer
Julia Gilstrap	Alana Revels
Lauren Gratto	Emily Richardson
Lauren Greene	Abigail Rowell
Ethan Hammond	Luna Sanders
Maggie Harris	Evangeline Sanders
Audrey Hartis	Laura Scherck
Skylar Hayes	Courtney Sciarro
Iliana Hebda	Connor Stephens
Savannah Herring	Morgan Summers
Allie Homer	Sarah Swoap
Lucy Jacobs	Audrey Varner
Lucy Jennings	Emily Walker
Shreya Katti	Delaney Wallace
Hanna Kent	Emma Winterlind
Jonathan Lancaster	Emily Wolfe
Hallie LeMalefant	

## **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**

**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 2019, the award went to Gabrielle Cummings; in 2018, to Bradley Rikard.

**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 2021, the award went to Halle Freedman and Emily Richardson; in 2020, to Leah Bourque; in 2019, to Josey Ott.

**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 2021, the award went to Audrey Hartis; in 2020, to Dylan Erikson and Taylor Miguelino; in 2019, to Elizabeth Van Doorn and Sadie Wannamaker.

**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 2021, the award went to Hanna Kent; in 2020, to Rebecca Roth; in 2019, to Gabrielle Cummings.

**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 2021, the award went to Katherine Blackwood, Laura Dodson, Owen Minello, and Kelsey Quinn; in 2020, to Alyssa Davis, Alexandra Doubles, Paige Kennett, and Rebecca Lindgren; in 2019, to Mackenzie Foster, Riley Graham, Dana Phan, Molly Scarborough.

**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 2021, the award went to Tiffani Paul and Kaitlyn Rubley; in 2020, to Linnea Bacon and Stephanie Six; in 2019, to Kristin Free.

**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 2020, the award went 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).

## **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](http://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.