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Section I: Psychology Department

Historical Overview and Acknowledgments

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

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

Beginning in the Summer of 2016, the Psychology Department joined together with other departments to form the College of Behavioral, Social, and Health Sciences (CBSHS). At the present time, the department has 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 Rachel Basiura, Gabrielle Cummings, Riley Graham, Ashley Hughes, Courtney Luber, Taylor Miguelino 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.

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

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Faculty

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

Jennifer Bisson  jbisson@clemson.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), Lifespan Developmental Psychology (3400), Senior Laboratory in Psychology (4920)

Edwin G. Brainerd, Jr.  bedwin@clemson.edu, Brackett 312H, (864) 656-4976
- Ph.D. in Experimental Psychology, 1974, West Virginia University
- Research: Behavior modification, stress management, romantic relationships, jealousy
- Courses: Introduction to Psychology (2010), Personality (3700), Systems and Theories of Psychology (4150)

Thomas W. Britt  twbritt@clemson.edu, Brackett 410G, (864) 656-4979
- Ph.D. in Social Psychology, 1994, University of Florida
- Research: Social and organizational psychology: determinants of employee resilience in the face of high levels of stress, positive psychological approaches to stress and thriving, determinants of treatment seeking for mental health problems, military psychology
- Courses: Introduction to Psychology (2010), Advanced Experimental Psychology (3100), Organizational Psychology (3680)

Kaileigh Byrne  kaileib@clemson.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: Cognitive Psychology (3330)

Robert Campbell  campber@clemson.edu, Brackett 410A, (864) 656-4986
- Ph.D. in Developmental Psychology, 1986, University of Texas at Austin
- Research: Moral development, development of the self and values, self-esteem, development of expertise, mathematical development, psychological theory, history of developmental psychology, philosophy of social science
- Courses: Advanced Experimental Psychology (3100), Cognitive Psychology (3330), Infant and Child Development (4430), Moral Development (4470), Psychology of Music (4890)

Claudio Cantalupo  ccantal@clemson.edu, Brackett 410D, (864) 656-4978
- Ph.D. in Biopsychology, 2000, University of Memphis
- Research: Experimental neuropsychology, comparative psychology, cognitive primatology
- Courses: Physiological Psychology (3240), Sensation and Perception (4220), Psychology of Music (4890)

Zhuo Chen  zhuoc@clemson.edu, Brackett 312J, (864) 656-4974
- Ph.D. in Social/Personality, Quantitative Methods, University of Oregon
- Research: Personality and culture, mysticism, stress and coping, psychological adjustment and well-being, faith and reason, religiosity and spirituality
- Courses: Personality (3700), Psychological Testing (4710)
Lee Gugerty  gugerty@clemson.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), 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**: Cross-Cultural Psychology (3890)

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), Senior Laboratory in Psychology (4920)

Bruce King  bking2@clemson.edu, Sirrine 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  rkwals@clemson.edu, Brackett 410E, (864) 656-0348
    • **Ph.D. in Social Psychology**, 1990, University of North Carolina at Greensboro
    • **Research**: Aversive interpersonal behaviors (specifically, complaining, cyber bullying, and teasing), health psychology (with an emphasis on organ donation)
    • **Courses**: Introduction to Psychology (2010), Pursuing Happiness (2500), Social Psychology (3520), Psychology of Women (4080)

James McCubbin  jmccubb@clemson.edu, Brackett 312E, (864) 656-1738
    • **Ph.D. in Health Psychology**, 1980, University of North Carolina - Chapel Hill
    • **Research**: Behavioral medicine, psychophysics, 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**: Advanced Experimental Psychology (3100), Social Psychology (3520), Industrial Psychology (3640), Organizational Psychology (3680), Leadership in Organizations (3690), Personality Psychology (3700)

DeWayne Moore  moore@clemson.edu, Brackett 312I, (864) 656-4983
    • **Ph.D. in Developmental Psychology**, 1979, Michigan State University
    • **Research**: Cognitive aging, adolescent development
    • **Courses**: Introductory Experimental Psychology (3090)

Eric Muth  muth@clemson.edu, Edwards 109A, (864) 656-6741
    • **Ph.D. in Psychology**, 1997, Pennsylvania State University
    • **Research**: Performance and physiological changes in extreme environments
    • **Courses**: Applied Psychophysiology (4560)
Chris Pagano  cpagano@clemson.edu, Brackett 312F, (864) 656-4984
- **Ph.D. in Human Experimental Psychology**, 1993, University of Connecticut
- **Research**: Haptic & visual perception, proprioception, visually guided reaching, human factors, teleoperation of robotic systems
- **Courses**: Introduction to Psychology (2010), Sensation and Perception (4220)

Richard Pak  richpak@clemson.edu, Brackett 410B, (864) 656-1584
- **Ph.D. in Psychology**, 2005, Georgia Institute of Technology
- **Research**: Human factors psychology, human-computer interaction, cognitive aging, spatial abilities, memory
- **Courses**: Introduction to Psychology (2010)

June J. Pilcher  jpilche@clemson.edu, Brackett 312G, (864) 656-4985
- **Ph.D. in Biopsychology**, 1989, University of Chicago
- **Research**: Sleep and sleep loss, circadian rhythms, physiology and psychology of stress, exercise and cognition, physical activity and health, global health communication and behavior change, on-the-job safety
- **Courses**: Introduction to Psychology (2010), Physiological Psychology (3240), Brain and Behavior (4750), Health Psychology (4800), Science of Sleep (4890)

Cynthia Pury  cpury@clemson.edu, Brackett 410H, (864) 656-7876
- **Ph.D. in Clinical Psychology**, 1997, Northwestern University at Evanston
- **Research**: Courage, strengths and virtues, positive psychology
- **Courses**: Fundamentals of Psychological Science (2890), Advanced Experimental Psychology (3100), Abnormal Psychology (3830), Positive Psychology (4820), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930)

Patrick H. Raymark  praymar@clemson.edu, Brackett 415, (864) 656-4715
- **Ph.D. in Industrial/Organizational Psychology**, 1993, Bowling Green State University
- **Research**: Personnel selection, job analysis, performance appraisal, leadership
- **Courses**: Leadership in Organizational Settings (3690)

Patrick J. Rosopa  prosopa@clemson.edu, Brackett 410J, (864) 656-7633
- **Ph.D. in Industrial/Organizational Psychology**, 2006, University of Central Florida
- **Research**: Industrial-organizational psychology, quantitative analysis, citizenship behavior, stereotypes, mentoring, individual differences in organizational behavior
- **Courses**: Introductory Experimental Psychology (3090), Industrial Psychology (3640), Organizational Psychology (3680)

Sarah Sanborn  ssanbor@clemson.edu, Brackett 310, (864) 656-0998
- **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), Lifespan Developmental Psychology (3400), Infant and Child Development (4430)

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**: Social Psychology (3520), Group/Team Dynamics (3890), 21st Century Teamwork (4890)
Robert R. Sinclair  rsincla@clemson.edu, Brackett 319A, (864) 656-3931
- Ph.D. in Industrial/Organizational Psychology, 1995, Wayne State University
- Research: Organizational and occupational health psychology, organizational commitment and retention, individual and organizational factors influencing employee safety, health, and well-being, occupational health in nursing, military, and retail contexts, work schedules, economic stressors
- Courses: Psychological Testing (4710), Occupational Health (4890)

Benjamin R. Stephens  bstephe@clemson.edu, Brackett 312L, (864) 656-4982
- Ph.D. in Developmental Psychology, 1985, University of Texas
- Research: Perceptional development, vision, perception and performance, safety, education
- Courses: Advanced Experimental Psychology (3100)

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 (2890), Introductory Experimental Psychology (3090), Advanced Experimental Psychology (3100), Industrial Psychology (3640), Psychological Testing (4710), Judgment and Decision Making (4890)

Mary Anne Taylor  taylorm@clemson.edu, Brackett 410I (864) 656-4714
- Ph.D. in Industrial/Organizational Psychology, 1990, University of Akron
- Research: Reactions to sex and race-based affirmative action, test development, retirement planning and adjustment
- Courses: Introduction to Psychology (2010)

Richard A. Tyrrell  tyrrell@clemson.edu, Brackett 319B, (864) 656-4977
- Ph.D. in Experimental Psychology, 1993, The Pennsylvania State University
- Research: Experimental psychology, visual perception and performance, transportation safety
- Courses: Introduction to Psychology (2010), Introductory Experimental Psychology (3090), Sensation and Perception (4220)

Laura A. Whitlock  lwhitlo@clemson.edu, Brackett 312B, (864) 656-2309
- Ph.D. in Human Factors Psychology, 2015, North Carolina State University
- Research: Design of mobile technology for health self-management, game-based cognitive training programs for older adults
- Courses: Laboratory in Cognitive Psychology (3340), Human Factors (4350)

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: Abnormal Psychology (3830), Theories of Psychotherapy (4880), Practicum in Clinical Psychology (4930)
Section II: Curriculum and Specific Course Information

General Education Requirements – 33 credit hours (from the most recent edition of the Undergraduate Announcements)

To meet the General Education Requirements, students must complete 31 credit hours in General Education Coursework and 2 credit hours in Distributed Coursework.

I. General Education Coursework – 31 credit hours

General education requirements in our curriculum 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 credit hours

English Composition--3 credits
ENGL 1030 (ENGL 1020 for transfer students)

Oral Communication--3 credits
COMM 1500, 2500, HON 2230, or an approved cluster of courses such as AS 3090, 3100, 4090, 4100; or ML 1010, 1020

B. Mathematical, Scientific, and Technological Literacy – at least 10 credit hours

Mathematics--3 credits
MATH 1010, 1020, 1060, 1070, 1080, 2070, STAT 2220\(^1\), 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\(^1\), 1060\(^1\), GEOL 1010/1030, 1120\(^1\)/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\(^1\), 2010\(^1\), 2030\(^1\), 2040\(^1\), 2100\(^1\), 2200\(^1\), ENSP 2000\(^1\), ENSP (PES) 3150\(^1\), ENT 2000\(^1\), GEOL 1200, 3000\(^1\), PES (ENSP) 3150\(^1\), PHYS 2400, 2450\(^1\), 2800, PLPA 2130\(^1\), STS 2160\(^1\)

C. Arts and Humanities – at least 6 credit hours

Literature--3 credits
Any 2000-level ENGL literature course or any of the other courses listed (ENGL 2020, 2120, 2130, 2140, 2150, 2160), CHIN 4010, 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, 3750, ASL 3050, CAAH 2010, CHIN (PHIL) 3120, (PHIL) 3130, (PHIL) 4140, 4990, COMM 1800, 3030, 3080, 3090, 4020, ENGL (GW) 3010, 3550, (WCIN) 3570, (LANG, WCIN) 4540, FR 3070, GER 3400, GW (ENGL) 3010, 4050, HON 1910, 2010, 2030, 2100, 2220, HUM 3010, 3020, 3060, 3090, JAPN 3070, 3080, LANG 3400, 3420, 3560, (ENGL, WCIN) 4540, LARC 1160, MUSC 2100, (THEA) 3080, (THEA) 3090, 3110, 3120, 3130, 3140, 3170, 3610, 3620, 3630, 3640, 3690, 3700, 3710, 3720, 3760, HON 1920, 2020, 2220, PAS 3010, POSC 1010, 1020, 1030, 1040, PSYC 2010, 2500, 2750, RS 3010, SOC 2010, 2020 (AGRB and ECON are considered the same field.)

D. Social Sciences – at least 6 credit hours
Selected from two different fields—6 credits

E. Cross-Cultural Awareness – at least 3 credit hours
AAH 1020, AGRB 2050, ANTH 2010, ART 2100, ASL 3050, CAAH 2010, COMM 1800, GEOG 1030, HIST 1720, 1730, 1930, HON 1930, 2090, HUM 3090, IS 1010, 2100, LANG 2500, 2540, MUSC 2100, 3140, PAS 3010, POSC 1020, 1040, PSYC 2500, REL 1010, 1020, WS 1030, or through a University-approved cross-cultural experience

F. Science and Technology in Society – at least 3 credit hours
AGED (EDF) 4800, AGRB 2050, (ECON) 4570, AVS 3150, 4150, BIOL 2000, 2010, 2030, 2040, 2100, 2110, 2200, 4730, CH 1050, 1060, COMM 1070, 3070, CPSC 2920, CTE 1150, 2210, ECE 1010, ECON 3190, (AGRB) 4570, EDF (AGED) 4800, ENGL 3490, ENGR 2200, 2210, ENR 3120, (FOR) 4160, ENSP 1250, 2000, (PES) 3150, 4000, ENT 2000, FDSC 2140, FOR (ENR) 4160, GEOL 1120, 1200, (ENS) 1250, 2700, 3000, 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, (HCG) 3330, NUTR 2030, 2100, PES (ENSP) 3150, 4760, PHIL 1240, 2100, 3240, 3260, 3280, 3400, 3445, PHYS 2450, PKSC 3680, PLPA 2130, PRTM 2110, PSYC 2750, RS (SOC) 4010, SOC (RS) 4010, 4030, STAT 2220, STS 1010, 1020, 1200, 1710, 2150, 2160, 3010, 3030, 4980, 4990

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

1This course also satisfies the Science and Technology in Society Requirement.
2This course also satisfies the Cross-Cultural Awareness Requirement.

II. Distributed Coursework – 2 credit hours
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 COMPETENCIES (from the most recent edition of the Undergraduate Announcements)

A. Arts and Humanities
Demonstrate an ability to analyze and/or interpret the arts and humanities.

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

C. Natural Sciences
Demonstrate the process of scientific reasoning by performing an experiment and thoroughly discussing the results with reference to the scientific literature, or by studying a question through critical analysis of the evidence in the scientific literature.

D. Social Sciences
Describe and explain human actions using social science concepts and evidence.

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

F. Science and Technology in Society
Demonstrate an understanding of issues created by the complex interactions among science, technology, and society.

G. Communication
Effective oral and written communication is the means by which all competencies will be demonstrated.

H. 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.

I. 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:

<table>
<thead>
<tr>
<th>BA in Psychology</th>
<th>BS in Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Must fulfill a foreign language proficiency requirement through 2020</td>
<td>• Does not need to fulfill a foreign language proficiency requirement</td>
</tr>
<tr>
<td>• Must take three credit hours to fulfill the Departmental Mathematics or Science Requirement</td>
<td>• Must take sixteen credit hours to fulfill the Departmental Mathematics or Science Requirement</td>
</tr>
<tr>
<td>• May take any course on the approved General Education list to fulfill the General Education Non-Literature Requirement</td>
<td>• Must take PHIL 1020 to fulfill the General Education Non-Literature Requirement</td>
</tr>
<tr>
<td>• Does not need to fulfill an additional Departmental Social Science Requirement</td>
<td>• Must fulfill an additional Departmental Social Science Requirement</td>
</tr>
<tr>
<td>• Does not need to fulfill the Foundations of Science Requirement</td>
<td>• Must fulfill the Foundations of Science Requirement (typically by taking PSYC 4150)</td>
</tr>
<tr>
<td>• Must fulfill six credit hours of PSYC electives</td>
<td>• Must fulfill three credit hours of PSYC electives</td>
</tr>
</tbody>
</table>
Psychology Courses (from the most recent edition of the Undergraduate Announcements)

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 2020 Introductory Psychology Laboratory 1 (2) Major phenomena and methods of psychology are illustrated and investigated in a series of laboratory modules. Students also explore career and academic development issues.

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. 

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. 

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

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 3250 Physiological Psychology Laboratory 1 (3) Demonstrations and techniques of selected physiological procedures are presented to explain the principles discussed in PSYC 3240. 
Preq or concurrent enrollment: PSYC 3240.

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 3560 Social Science of Entrepreneurship 3 (3) Examines those areas of the social sciences that have direct relevance for entrepreneurs. Topics include processes by which entrepreneurs are shaped by social institutions such as the family and community, public policy implications and influences on entrepreneurship, risk perception, decision making, motivation, leadership, and group dynamics. May also be offered as ELE 3560 or POSC 3560 or SOC 3560. *Preq: SOC 2010 or SOC 2020 or SOC 2350 or PSYC 2010 or POSC 1010 or POSC 1020 or POSC 1040.*

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 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 4230 Sensation and Perception Laboratory 1 (2) Selected experiments are conducted to demonstrate the phenomena involved in sensation and perception. *Preq:* PSYC 3090. *Preq or concurrent enrollment:* PSYC 4220.

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 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 biopsychosocial 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: PSYC 3700 or 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 4920 Senior Laboratory in Psychology 1 (2) Students complete an integrative review of topics in psychology in the context of producing a reflective portfolio.  
Preq: Senior standing.

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 area of applied psychology. Students usually are involved in a project designed to help solve an industrial problem through a direct application of industrial or social psychology.  
Preq: 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 SPSS 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 the student’s own research project.

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 32 total required psychology credit hours for graduation.

Senior Laboratory in Psychology (PSYC 4920)
PSYC 4920 is a one credit hour course that reviews and integrates various theories within the field of psychology. Students will construct a resume and explore post-graduation options. Students will also participate in a variety of laboratory activities and exercises that culminate in the creation of a reflective ePortfolio.
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 on line 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics Requirement</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>General Education Natural Science with Lab Requirement</td>
<td>4 credit hours</td>
</tr>
<tr>
<td>General Education Mathematics or Natural Science Requirement</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Departmental Mathematics or Science Requirement</td>
<td>3 credit hours</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>General Education Natural Science with Lab Requirement</td>
<td>4</td>
</tr>
<tr>
<td>General Education Mathematics or Natural Science Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Departmental Mathematics or Science Requirement</td>
<td>16</td>
</tr>
</tbody>
</table>

**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 the Mathematics and Statistics courses have been modified significantly from previous curriculum years. If a student has already taken any of the courses that previously fulfilled the GED Mathematics Requirement, they will still get credit for them even though they are no longer listed below. Also 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, 3020, 3090, or STAT 3010. *Preq:* Any MATH or STAT course or a score of 50 or higher on the Clemson Mathematics Placement Test.

**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 60 or higher on the Clemson Mathematics Placement Test.

**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:* Score of 80 or better on the Clemson Mathematics Placement Test.

**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, or STAT 3090. *Preq:* Any MATH course or a score of 50 or higher on the Clemson Mathematics Placement Test.

**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 course or STAT 2220 or a 65 or better on the Clemson Mathematics Placement Test. *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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR ***</td>
<td>Any Astronomy course</td>
</tr>
<tr>
<td>BCHM ***</td>
<td>Any Biochemistry course</td>
</tr>
<tr>
<td>BIOL ***</td>
<td>Any Biology course</td>
</tr>
<tr>
<td>CH ***</td>
<td>Any Chemistry course</td>
</tr>
<tr>
<td>ENSP ***</td>
<td>Any Environmental Science and Policy course</td>
</tr>
<tr>
<td>ENT ***</td>
<td>Any Entomology course</td>
</tr>
<tr>
<td>GEN ***</td>
<td>Any Genetics course</td>
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<tr>
<td>GEOL ***</td>
<td>Any Geology course</td>
</tr>
<tr>
<td>MICR ***</td>
<td>Any Microbiology course</td>
</tr>
<tr>
<td>NUTR ***</td>
<td>Any Nutrition course</td>
</tr>
<tr>
<td>PHSC ***</td>
<td>Any Physical Science course</td>
</tr>
<tr>
<td>PHYS ***</td>
<td>Any Physics course</td>
</tr>
</tbody>
</table>

Students may also select from the additional courses found below:

- MATH 1010, 1020, 1060, 1070, 1080, 2070, 3000-4999
- STAT 2220, 2300, 3000-4999
- PES 3150
- PLPA 2130
- STS 2160
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 and departmental Social Science Requirement in the BA Program in Psychology, students must take one course from the approved General Education list for Social Sciences. Note that 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:

| IS 1010 Cross-Cultural Awareness International Experience 0 | Study of cross-cultural awareness as part of an international/study abroad experience. Minimum duration of the study abroad experience is four weeks. May be repeated. To be taken Pass/Fail only. |

For further information, contact the Clemson Abroad Office at 656-2457 or abroad@clemson.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 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 Clemson Abroad Office 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/](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) or Mr. Jeff Moore (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 at [http://www.grad.clemson.edu/forms/pdf/GS6.pdf](http://www.grad.clemson.edu/forms/pdf/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. Joe Stewart  
Political Science Department  
Brackett 231B  
jstewa4@clemson.edu  
(864) 656-3233

**Health Professional Graduate Programs**

Chad Richardson  
Medicine; Dentistry; Pharmacy; Physician’s Assistant; Physical Therapy; Occupational Therapy; Audiology, Speech, and Language Pathology  
College of Science  
102 Long Hall  
http://clemson.edu/prehealth  
cmricha@g.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. 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, go to https://www.registrar.clemson.edu/. Note that available minors and minor requirements vary according to curriculum year.

Accounting
Adult/Extension Education
Aerospace Studies
Agricultural Business Management
Agricultural Mechanization and Business
American Sign Language Studies
Animal and Veterinary Sciences
Anthropology
Architecture
Art
Athletic Leadership
Biochemistry
Biological Sciences
British and Irish Studies
Business Administration
Chemistry
Chinese Studies
Cluster
Communication Studies
Computer Science
Creative Writing
Crop and Soil Environmental Science
Cybersecurity
Digital Production Arts
East Asian Studies
Economics
English
Entomology
Entrepreneurship
Environmental Science and Policy
Equine Industry
Film Studies
Financial Management
Food Science
Forest Products
Forest Resource Management
French Studies
Gender, Sexuality, and Women’s Studies
Genetics
Geography
Geology
German Studies
Global Politics
Great Works

History
Horticulture
Human Resource Management
International Engineering and Science
Italian Studies
Japanese Studies
Legal Studies
Management
Management Information Systems
Mathematical Sciences
Microbiology
Middle Eastern Studies
Military Leadership
Music
Natural Resource Economics
Nonprofit Leadership
Nuclear Engineering and Radiological Sciences
Packaging Science
Pan African Studies
Park and Protected Area Management
Philosophy
Physics
Plant Pathology
Political and Legal Theory
Political Science
Precision Agriculture
Public Policy
Race, Ethnicity, and Migration
Religious Studies
Russian Area Studies
Science and Technology in Society
Screenwriting
Sociology
Spanish Studies
Spanish-American Area Studies
Sustainability
Theatre
Travel and Tourism
Turfgrass
Urban Forestry
Wildlife and Fisheries Biology
Women's Leadership
Writing
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 times taken each semester. Please note that students are not required to follow these maps exactly.

BA 2018-2019

BS 2018-2019
## Psychology BA Curriculum Map (2018-2019)

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>3 ENGL 1030 Composition and Rhetoric</td>
<td>3 Arts and Humanities (Non-Lit.) Requirement ¹</td>
</tr>
<tr>
<td>3 PSYC 2010 Introduction to Psychology</td>
<td>3 Major Requirement ³</td>
</tr>
<tr>
<td>1 PSYC 2020 Introductory Psychology Lab.</td>
<td>3 Modern Language Requirement ²</td>
</tr>
<tr>
<td>3 Mathematics Requirement ¹</td>
<td>4 Natural Science with Lab Requirement ¹</td>
</tr>
<tr>
<td>3 Modern Language Requirement ²</td>
<td>3 Social Science Requirement ⁴</td>
</tr>
<tr>
<td>1 Elective</td>
<td></td>
</tr>
<tr>
<td>14 Total Hours</td>
<td>16 Total Hours</td>
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</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>4 PSYC 3090 Introductory Experimental Psych.</td>
<td>4 PSYC 3100 Advanced Experimental Psych.</td>
</tr>
<tr>
<td>3 Arts and Humanities (Literature) Requirement ¹</td>
<td>3 Departmental Math. or Science Requirement ⁵</td>
</tr>
<tr>
<td>3 Cross-Cultural Awareness Requirement ¹</td>
<td>3 Major Requirement ³</td>
</tr>
<tr>
<td>3 Mathematics or Natural Science Requirement ¹</td>
<td>5 Elective</td>
</tr>
<tr>
<td>2 Elective</td>
<td></td>
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<tr>
<td>15 Total Hours</td>
<td>15 Total Hours</td>
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### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Major Requirement ³</td>
<td>3 Major Requirement ³</td>
</tr>
<tr>
<td>3 Minor Requirement ⁶</td>
<td>3 Minor Requirement ⁶</td>
</tr>
<tr>
<td>3 Science and Tech. in Society Requirement ¹</td>
<td>3 Oral Communication Requirement ¹</td>
</tr>
<tr>
<td>5 Elective</td>
<td>6 Elective</td>
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<tr>
<td>15 Total Hours</td>
<td>15 Total Hours</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PSYC 4920 Senior Laboratory in Psychology</td>
<td>3 Major Requirement ³</td>
</tr>
<tr>
<td>3 Major Requirement ³</td>
<td>6 Minor Requirement ⁶</td>
</tr>
<tr>
<td>3 Minor Requirement ⁶</td>
<td>6 Elective</td>
</tr>
<tr>
<td>8 Elective</td>
<td></td>
</tr>
<tr>
<td>15 Total Hours</td>
<td>15 Total Hours</td>
</tr>
</tbody>
</table>

**120 Total Semester Hours**
1 See General Education Requirements.

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

3 See major requirements in program description above.

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

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

6 Select any minor listed in Minors.

NOTE: Fundamentals of Psychological Science (taught as a section of PSYC 2890) will fulfill the Introductory Psychology Laboratory (PSYC 2020) and Senior Laboratory in Psychology (PSYC 4920) requirements, plus one additional general elective credit.

NOTE: This curriculum map is consistent with the one in the 2018-2019 edition of the Undergraduate Announcements. However, please note that, subsequent to the publication of the Undergraduate Announcements, ENGL 1030 for psychology majors was moved from the first to the second semester of the freshman year.
# Psychology BS Curriculum Map (2018-2019)

## Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>3 ENGL 1030 Composition and Rhetoric</td>
<td>3 PHIL 1020 Introduction to Logic</td>
</tr>
<tr>
<td>3 PSYC 2010 Introduction to Psychology</td>
<td>4 Departmental Math. or Science Requirement&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>1 PSYC 2020 Introductory Psychology Lab.</td>
<td>3 Major Requirement&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>3 Mathematics Requirement&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3 Mathematics or Natural Science Requirement&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>4 Natural Science with Lab Requirement&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3 Elective</td>
</tr>
<tr>
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<td>16 Total Hours</td>
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## Sophomore Year

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<td>4 PSYC 3100 Advanced Experimental Psychology</td>
</tr>
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<td>3 Cross-Cultural Awareness Requirement&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>4 Departmental Math. or Science Requirement&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3 Departmental Math. or Science Requirement&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>3 Social Science Requirement&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>2 Departmental Math. or Science Requirement&lt;sup&gt;2&lt;/sup&gt;</td>
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<tr>
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<td>4 Major Requirement&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>6 Minor Requirement&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
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</tr>
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</table>

120 Total Semester Hours
See General Education Requirements.

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

2 See major requirements in program description above.

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.

Select any minor listed in Minors.

NOTE: Fundamentals of Psychological Science (taught as a section of PSYC 2890) will fulfill the Introductory Psychology Laboratory (PSYC 2020) and Senior Laboratory in Psychology (PSYC 4920) requirements, plus one additional general elective credit.

NOTE: This curriculum map is consistent with the one in the 2018-2019 edition of the Undergraduate Announcements. However, please note that, subsequent to the publication of the Undergraduate Announcements, ENGL 1030 for psychology majors was moved from the first to the second semester of the freshman year.
Psychology Academic Advising Center (PAAC)

The Psychology Academic Advising Center (PAAC) is located in Brackett 327. Ms. Caroline Oncken (concken@clemson.edu) and Mr. Jeff Moore (jtmoore@clemson.edu) serve as our two full-time PAAC advisors. 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. Oncken and Mr. Moore advise and clear all first semester transfers, freshmen, and sophomores. Ms. Oncken works with students whose last name begins with A-K. Mr. 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 First Semester Transfers, Freshmen, and Sophomores

Prior to registration, students will receive an email from Ms. Oncken and Mr. Moore with instructions on how to make an advising appointment. Students are encouraged to schedule appointments in a timely manner and to come prepared to discuss course selection. Either Ms. Oncken or Mr. Moore will clear students for registration at this time.

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. Students are encouraged to schedule appointments in a timely manner and to come prepared to discuss course selection. Advisors will clear students for registration at this time.

iRoar

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

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

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.

Forms

To find many of the most common student forms, you may go to http://www.registrar.clemson.edu/html/forms.htm. If you need help in accessing or in filling out these forms, you may visit the Psychology Academic Advising Center.
Changing into the Major

In order for a student to change their major into Psychology, he or she must have completed at least twelve credit hours at Clemson or in the Bridge Program and must have a 2.4 minimum Clemson/Bridge cumulative grade point ratio. For instructions on changing one’s major (or adding Psychology as a second major or second degree), students may go to http://www.clemson.edu/cbbs/departments/psychology/undergraduate/changemajor.html. If you have questions concerning the Change of Major process, you may contact Ms. Caroline Oncken (concken@clemson.edu) or Mr. Jeff Moore (jtmoore@clemson.edu) to set up an appointment.

Substitutions

Students who wish to request a course substitution must complete the Substitution Form which can be found online at http://www.registrar.clemson.edu/pdf/subform.pdf. To complete the form, you may contact Ms. Caroline Oncken (concken@clemson.edu) or Mr. Jeff Moore (jtmoore@clemson.edu) to set up an appointment.

Changing Curriculum Year or Minor

Students who wish to change to a more recent curriculum year or who wish to change their minor may do so by going into iRoar and selecting Student → Student Records → Change of Program. For further instructions, you may go to the link at http://www.registrar.clemson.edu/manuals/change-of-major-student.pdf. If you have questions on how to access or complete the form, you may contact Ms. Caroline Oncken (concken@clemson.edu) or Mr. Jeff Moore (jtmoore@clemson.edu) to set up an appointment.

Academic Forgiveness

According to the Undergraduate Announcements, the Academic Forgiveness Policy (AFP) “allows a student enrolled beginning Fall 2013 or after to eliminate from the GPA calculation up to three courses in which a D or F was earned.” Students may begin this process by completing the Academic Forgiveness Request Form which can be found at http://www.registrar.clemson.edu/pdf/academicForgiveness.pdf. Then you may contact Ms. Caroline Oncken (concken@clemson.edu) or Mr. Jeff Moore (jtmoore@clemson.edu) to set up an appointment.

Credit for Courses Taken at Other Institutions

In order to receive credit for a course taken at another institution, students must complete a Request For Approval of Work To Be Taken Elsewhere form available at https://docs.google.com/viewer?url=http://www.registrar.clemson.edu/pdf/approval.pdf.

All courses should first be checked against the Transfer Course Equivalency List (TCEL), which can be found at https://www.clemson.edu/admissions/tcel/.

If the course is on the TCEL List, you will only need to obtain the signature of your psychology advisor and then deliver the form to Sikes 104.

If the course is not on the TCEL List, and it is a Psychology course, you will need to deliver the form to the Psychology Academic Advising Center (PAAC) along with a printed copy of the course description. Forms will be ready for pick-up the following Wednesday in the main office in Brackett 418.
For courses outside of psychology that do not appear in TCEL, contact the appropriate departmental representative from the list found at http://www.registrar.clemson.edu/html/regCoord.htm.

All forms will need to be signed by the student’s psychology advisor and delivered to Sikes 104 before the student takes the course. A grade of “C” or better must be earned. It is important to note that 37 of the last 43 credits a student takes in order to graduate must be taken at Clemson University.

If you have further questions on how to access or complete the form, you may contact Ms. Caroline Oncken (concken@clemson.edu) or Mr. Jeff Moore (jtmoore@clemson.edu) to set up an appointment.

**Credit Load**

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

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

Advisors will not be able to raise credit hours.

This information is taken directly from the Registrar’s website at https://www.registrar.clemson.edu/html/creditHours.htm.

**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 http://www.registrar.clemson.edu/portal.

Undergraduate Announcements

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

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

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

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

The types of activities students taking 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/files/pdf/undergrad-research-teams-fall-2018.pdf. 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/admissions.html. Students who are already in the Honors College do not need to submit a separate application for Departmental Honors to the Honors College.

Thesis Committee and Approvals: The honors student should select, as the Thesis Advisor, a Psychology faculty member who has expertise in areas related to the research proposal. This advisor will serve as the Chair of a Thesis Committee that includes two additional faculty members selected by the student in consultation with the Thesis Advisor. Normally these will be Psychology faculty, but when the honors project involves another discipline (e.g., the student's minor), a faculty member from that discipline may be put on the Thesis Committee. Each member of this committee is to indicate his or her willingness to serve on the student's Thesis Committee by signing the Honors Thesis Approval Form (available in Brackett 418 or from Dr. Heidi Zinzow in Brackett 312K). Later, approval of the thesis proposal and the final submitted thesis also are to be recorded on this same form and returned in Brackett 418.

Recommended Sequence: Prior to enrolling in PSYC 4900, all students must complete the required PSYC 3090/3100 sequence. In certain cases, students may take PSYC 3100 and PSYC 4900 concurrently. It is recommended that this required sequence be completed during the sophomore year. Some students, particularly those struggling with selection of a thesis topic or development of a good research question, will benefit from participating in a Directed Studies or Creative Inquiry project (PSYC 4970/4980) prior to enrollment in PSYC 4900.

Once a topic has been selected and a major advisor chosen, the student is ready to enroll in PSYC 4900. Usually, PSYC 4900 should be taken the last semester of the junior year. If an empirical study is proposed, then a literature review, identification of methodology, and completion of a formal written proposal is expected as part of PSYC 4900. If time permits, the student should begin preparing research materials. The student will present and defend a written thesis proposal to the Thesis Committee as a requirement of PSYC 4900. Evaluation of the proposal, its defense, and progress toward completion of the project will be used to assign a grade for PSYC 4900. The advisor, in consultation with other committee members, will be responsible for assigning the grade.

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

In PSYC 4910 the student should complete the project, including data collection and analysis if it is an empirical study, and prepare his or her honors thesis. A draft copy of the completed thesis is to be given to each member of the student's thesis committee for review prior to the presentation and defense of the thesis project. After allowing sufficient time for review of the thesis by committee members, the project is to be presented and defended before the thesis committee and other interested individuals. Honors students are strongly encouraged to attend one or more of these presentations prior to completing their own thesis.
In order to graduate with Departmental Honors in Psychology, an acceptable thesis must be submitted to, and approved by the Thesis Advisor and at least one other member of the student's committee. If possible, the honors thesis should be completed and submitted by the end of the first semester of the student's senior year. The student is expected to present a copy of the final approved thesis to his or her Thesis Advisor. The Thesis Advisor, in consultation with other members of the Thesis Committee, shall assign the grade for PSYC 4910.

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

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

**Clinical Opportunities**

Psychology students wishing to gain hands-on experience in a real world setting have a number of opportunities available to them both within Clemson and in the surrounding community. Students opting for a more structured clinical experience may enroll in the Practicum in Clinical Psychology (PSYC 4930), while those looking for experience outside the classroom may explore volunteer work at one of the numerous volunteer agencies in the area.

**Practicum in Clinical Psychology (PSYC 4930)**

**Prerequisites:** PSYC 3830

**Philosophy:** This course allows students to gain first-hand experience in a clinical setting. It is an opportunity for the student to apply skills learned in other psychology courses and to understand the context in which psychological assessment and treatment occurs. Internship sites include a broad range of community organizations, mental health centers, schools, residential facilities, and professional practices. Student activities may include observing and interacting with populations with mental or behavioral disorders, shadowing clinicians, assisting with psychoeducational groups, attending case consultation meetings, and other activities as appropriate to the site. The student should expect to spend 5-8 hours a week in the clinical setting and to attend a weekly class meeting. Assignments include readings from the textbook and selected case studies, journal entries, and a mock assessment report. Professional behavior and the highest ethical standards are of paramount importance in this course as the student will be representing Clemson University.

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

**Grading:** The final grade will be based on class participation, quality journal entries, the mock assessment report, completion of internship hours, and the on-site supervisor’s assessment of the quality of the student’s work.
Volunteer Agencies in the Clemson Area (Last updated January 2018)

Emergency Services

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

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

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

American Red Cross: helps with disasters and health safety
Walhalla, SC
Contact: (864) 638-5619 or 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

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

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

Anderson Emergency Soup Kitchen: assists in feeding noon meals to the needy
Anderson, SC
Contact: (864) 224-4763 or 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

Meals on Wheels: provides meals and support to individuals in need
Liberty, SC
Contact: (864) 855-3770 or 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

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

Golden Harvest Food Bank: provides quality food and grocery products to those in need
Liberty, SC
Contact: (864) 843-6161 or 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

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

Life Abilities – The Easter Seal Society: assists handicapped individuals
Greenville, SC
Contact: (864) 232-4185 or www.easterseals.com/southcarolina

March of Dimes: offers aid to disabled children
Greenville SC
Contact: (864) 235-8576 or www.marchofdimes.com/southcarolina

Oconee & Pickens County SC Vocational Rehabilitation
Seneca, SC
Contact: (864) 882-6669, 1-866-313-0082 or www.scvrd.net

South Carolina Vocational Rehabilitation: aids disabled individuals in gaining employment
Anderson, SC
Contact: (864) 224-6391 or 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

Calvary Home for Children: provides long term foster care for abused/neglected children
Anderson, SC
Contact: (864) 296-5437 or 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
Guardians Ad Litem: provides advocacy for children in legal matters
Pickens, SC
Contact: (864) 878-0807 or 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

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

Salvation Army: provides social services and aids in clothing, furniture, and food drives
Easley, SC
Contact: (864) 855-7198 or 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

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

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

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

Senior Solutions: assists elderly individuals
Greenville, SC
Contact: (864) 467-3120 or 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

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

Goodwill Industries International: conducts food, clothing, and furniture drives
Pendleton, SC 29670
Contact: (864) 646-4880 or 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

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.ghpsych.org

Mental Health America of Greenville County
Greenville, SC
Contact: (864) 467-3344 or 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
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 programs.

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 (846) 656-0282 or email Dr. Caren Kelley-Hall at caren@clemson.edu.

Off-Campus Internships

Off-campus internships allow students to gain work experience and to make professional connections before graduation. To identify available off-campus internship opportunities, go to ClemsonJobLink at http://career.clemson.edu/clemsonjoblink. For assistance in accessing and using this site, 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 and are typically awarded to juniors and seniors. 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, you may contact the Center at (864) 656-0316 or email Katherine Horner at khorner@clemson.edu.

Off-Campus Cooperative Education Program

The off-campus Cooperative Education Program provides students with the opportunity to engage in a work experience within their current field of study. These paid positions allow students to work full-time at a company for two consecutive semesters.

To begin the process of identifying available co-op experiences, visit the Cooperative Education office in Suite 316 of the Hendrix Center. 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 Center at (864) 656-3150 or email Dr. Jeff Neal at jfNeal@clemson.edu.
Departmental and College Student Organizations and Boards

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

This group represents majors from each department in the College of Behavioral, Social, and Health Sciences and meets to communicate its concerns and feedback to college administrators. The Psychology Department sends one junior and one senior psychology major as departmental representatives. These students are elected by the Psychology Club and meet regularly with the department chair.

Psychology Club

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

Psi Chi

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

Throughout your time at Clemson, it is possible that you will receive an invitation to join one of the various national honor societies. Below is a list of some well-esteemed honor societies and information about their membership qualifications.

**Alpha Lambda Delta**

Alpha Lambda Delta ([http://aldclemson.weebly.com/](http://aldclemson.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.

**Blue Key Honor Society**

Blue Key Honor Society ([http://www.cubluekey.org/](http://www.cubluekey.org/)) identifies upperclassmen who excel in character, scholarship, leadership and service. To be considered for membership at Clemson, students must typically have at least a 3.0 GPA and be nominated by the members of the Clemson Blue Key chapter.

**Golden Key International Honour Society**

Golden Key International Honour Society ([http://gknhs.people.clemson.edu](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](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](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](http://odk.people.clemson.edu)) is a national leadership honor society that recognizes student leaders in the fields of academics, athletics, service, mass media, and performing arts. To be considered for membership at Clemson, students must be juniors or seniors with at least a 3.0 GPA.
Phi Beta Kappa

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

Phi Kappa Phi

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

American Psychological Association (APA)

The American Psychological Association (www.apa.org) is a professional organization of psychologists. Undergraduate students studying psychology are eligible to join as Student Affiliates. To register online, go to http://www.apa.org/membership/undergrad/index.aspx.

The American Psychological Association also has a website which provides information on careers in psychology and which can be found at http://www.apa.org/careers/resources/guides/careers.pdf. The website also identifies available books and monographs on research, therapy, ethics, and other areas of interest in the field. APA books on graduate school programs and careers in psychology may be especially useful to the undergraduate psychology major.

Association for Psychological Science (APS)

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

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.
College and Departmental Awards and Scholarships

College Awards and Scholarships

Wallace Dabney Trevillian Merit Award: The award is presented to the student in the College of Business and Behavioral Sciences who has exhibited academic excellence, outstanding character, and leadership in student organizations. In 2016, the award went to Kaitlyn Kooi.

CBBS Award for Outstanding Undergraduate Research: This award is presented to the student in the College of Business and Behavioral Sciences who has completed the most meritorious undergraduate research project of the year. In 2016, the award went to Elizabeth Whittaker.

CBSHS Award for Outstanding Undergraduate Research: This award recognizes a student who has completed the most meritorious undergraduate research project of the year in the College of Behavioral, Social and Health Sciences. In 2017, the award went to Ashley Brady.

CBSHS 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 2018, the award went to Bradley Rikard.

Departmental Awards and Scholarships

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 2018, the award went to Kelsey Crawford; in 2017, to Kelsey Bennett; in 2016, to Cayley Balser.

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 2018, the award went to Courtney Luber and Emily Smith; in 2017, to Mona Doghman and Vanessa Macpherson; in 2016, to Taylor Roberson and Ellen Szubski.

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 2018, the award went to Rachel Basiura; in 2017, to Karissa Collins; in 2016, to Stephanie Jeffirs.

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 2018, the award went to Sarah Nash and Ashley Old; in 2017, to Kyla Davis, Sarah Limyansky, and Rebecca Pittman; in 2016, to Amy Broderick and Kathleen Clancy.

The Psi Chi Research Award: This award is presented to the graduating senior with the best research paper as judged by a three person committee appointed by the Department Chair. In 2017, the award went to Chelsea Campbell and Jessica Cashman; in 2016, to Elizabeth Whittaker.

Park Family Memorial Scholarship: This scholarship is presented to a student in the psychology department who has demonstrated academic excellence, research productivity, and involvement in other departmental activities. In 2016, this scholarship went to Macie Lanier.
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/](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/](http://www.socialpsychology.org/)
Section VIII: Post Graduation

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

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

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

**Is Graduate School for You?**

For many careers in psychology, a graduate degree is needed. Graduate programs offer a number of different degrees including the Master of Arts (MA), Master of Science (MS), Doctor of Philosophy (PhD), and Doctor of Psychology (PsyD) degrees. Gaining entry into graduate school in some areas of psychology, such as clinical, is extremely competitive. Undergraduate success, research experience, and strong letters of recommendation can all help improve your chances of admission into a graduate program.

**What are Master's Degree Programs?**

There are two types of master's degree programs in psychology. The terminal master's program is designed to provide training for immediate employment in applied settings, such as community mental health centers, business and industry, and school systems.

The second type of master's program prepares students to enter a doctoral program. Some of these programs are located in institutions that do not award a doctoral degree, which means that their graduates must apply to doctoral programs in other institutions after completing the master's degree. Although successful completion of such a program may help you get into the doctoral program of your choice, be aware that if you are accepted as a transfer student into a doctoral program after completing a master's degree, you may have to repeat some coursework.

**What are Doctoral Degree Programs?**

The doctoral degree in psychology opens up many career opportunities. In addition to coursework, a graduate student conducts research, takes comprehensive exams, and completes a dissertation.

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

You should note that all graduate programs differ in their admission requirements. Thus, it is important to research individual programs for clarifying information. Additionally, you may wish to contact your advisor to discuss your plans for graduate study and ensure you are properly prepared.
What Kinds of Programs and Degrees are Available in the Field of Mental Health?

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

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

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

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

What are Entrance Requirements for Graduate School?

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

Who Should You Ask for a Recommendation?

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

- Professors with whom you have done research
- Professors with whom you have taken several classes
- Professors from classes that require a large amount of student participation thus allowing the professor a chance to get to know you personally
- Professors from smaller classes that once again give the professor a chance to know you personally
• Professors who know you from a variety of activities, such as class, Psychology Club, Psi Chi and advising

• Professors from other departments (e.g., your minor) from whom you have had several courses or other types of interactions

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

How Should You Ask for a Recommendation?

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

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

In providing your information to the professor, it is best to organize the material together in a packet. Most professors appreciate a copy of your resume, statement of intent (i.e., immediate and long range goals), and an unofficial copy of your transcript. Also include a cover letter with your packet, making sure to list each school, the name of the program for which you are applying, the degree for which you are applying, and the deadline for each recommendation letter.

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

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

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

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

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

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

Not all students graduating with a Psychology degree will choose to go to graduate school, but there are a number of helpful resources available to you at Clemson to aid you in your job search. Students are encouraged to visit the Michelin Career Center which is part of the Center for Career and Professional Development.
The Michelin Career Center offers a variety of services that can guide you through your job search. Among the services provided free of charge to students is career assessment and counseling, which may involve a discussion of your choice of major and career path.

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

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

To learn more about the services provided at the Michelin Career Center or to set up an appointment with a career counselor, call (864) 656-6000 or visit the Career Center’s office in Suite 316 in the Hendrix Student Center.