

Psychology

(Bachelor of Science)

Psychology is the systematic and scientific study of behavior and mental processes (e.g., memory, emotion). It seeks to explain how physiological, personal, cultural, social, developmental, and environmental conditions influence thought and action. Research aims to understand, predict, and influence behavior.

In the past century, psychology has moved from being a branch of philosophy to being both an experimental science and an active helping profession.

Likewise, psychologists work in a variety of settings where their expertise in human behavior is applied to increase efficiency, assist in product design, improve work conditions, and more. To quote the American Psychological Association, "In every conceivable setting from scientific research centers to mental healthcare services, 'the understanding of behavior' is the enterprise of psychologists" (www.apa.org).

A strong grasp of psychology also requires knowledge of the approach and content of considered core to the field as a whole. Students gain this understanding by completing coursework in the primary areas of Psychology: Research Methods, Physiological/Cognitive, Social/Personality, Culture/Gender, and Clinical/Counseling. Students complete the major by choosing additional courses to meet individual needs with the help of their Professional Advisor. Students should consult with their Faculty Mentor about career planning and professional development.

The program offers special opportunities for qualified students to strengthen their professional preparation. Psychology faculty frequently work with students on collaborative research projects. Support for advanced student research is enhanced by technology in several research labs. Although all courses are taught by faculty members, undergraduate teaching assistantships allow students to master course content and receive valuable training in the teaching of psychology. Internships can be acquired in a variety of university and community settings.

Psychology helps to deepen understanding of individual and social behavior and provides a strong general background for many careers. Psychology graduates are employed in a variety of positions with their bachelor's degree, including in social and community service, business, research, and education-related fields from after-school programs to college admissions. Because of the wide range of possibilities, students should select courses and pursue applied experiences relevant to the occupational area of greatest interest. Preparation for specialized professional work — such as testing, counseling, university teaching, consulting, and many research activities — usually requires a master's or doctoral degree. Psychology majors have pursued graduate school in many fields, including psychology sub-disciplines such as experimental, developmental, neuroscience, industrial/organizational, social, sport, exercise, and performance psychology, clinical, counseling, and school psychology, as well as the related fields of social work, education, medicine, law, and business.

There are many different complementary minors. They vary based on individual interests and future career or educational goals, so students are encouraged to discuss options with an advisor.

Psychology Learning Outcomes

GOAL 1 Content Knowledge and Applications

- 1.1 Describe key concepts, principles, and theories in psychological science
- 1.2 Develop a working knowledge of psychology's major subfields
- 1.3 Portray significant aspects of the history of psychological science
- 1.4 Apply psychological content to solve practical problems
- 1.5 Provide examples of psychology's integrative themes*

GOAL 2 Scientific Inquiry and Critical Thinking

- 2.1 Exercise scientific reasoning to investigate psychological phenomena
- 2.2 Interpret, design, and evaluate psychological research
- 2.3 Incorporate sociocultural factors in scientific research practices
- 2.4 Use statistics to evaluate quantitative research findings

GOAL 3 Values in Psychological Science

- 3.1 Employ ethical standards in research, practice, and academic contexts
- 3.2 Develop and practice interpersonal and intercultural responsiveness
- 3.3 Apply psychological principles to strengthen community and improve quality of life

GOAL 4 Communication, Psychological Literacy, and Technology Skills

- 4.1 Interact effectively with others
- 4.2 Write and present effectively for different purposes
- 4.3 Provide evidence of psychological literacy
- 4.4 Exhibit appropriate technological skills to improve communication

GOAL 5 Personal and Professional Development

- 5.1 Exhibit effective self-regulation
- 5.2 Refine project management skills
- 5.3 Display effective judgment in professional interactions
- 5.4 Cultivate workforce collaboration skills
- 5.5 Demonstrate appropriate workforce technological skills
- 5.6 Develop direction for life after graduation

<https://www.apa.org/about/policy/undergraduate-psychology-major.pdf>

Major

Code	Title	Credits
Supporting Courses		12-14
PSYCH 102	Introduction to Psychology	
PSYCH 203	Introduction to Lifespan Development	
Biology (choose one):		
BIOLOGY 201 & BIOLOGY 202	Principles of Biology: Cellular and Molecular Processes and Principles of Biology Lab: Cellular and Molecular Processes	
HUM BIOL 102	Introduction to Human Biology	
HUM BIOL 240	Anatomy and Physiology	
Statistics (choose one):		
PSYCH 205	Social Science Statistics	
BUSAN 220	Introduction to Business Statistics (for Business major and minors only)	
MATH 260	Introductory Statistics	
Upper-Level Courses		28
PSYCH 300	Research Methods in Psychology	
Core Courses		
Physiological/Cognitive (choose one):		
PSYCH 308	Physiological Psychology	
PSYCH 417	Psychology of Cognitive Processes	
Social/Personality (choose one):		
PSYCH 330	Social Psychology	
PSYCH 429	Theories of Personality	
Culture/Gender (choose one):		
PSYCH 350	Cultural Psychology	
PSYCH 401	Psychology of Women and Gender	
Clinical/Counseling (choose one):		
PSYCH 435	Psychopathology	
PSYCH 438	Counseling and Psychotherapy	
Elective Courses (choose 12 credits - any Psychology Upper-Level course in the areas above not already taken or any of the following):		
PSYCH 310	Drugs and Behavior	
PSYCH 315	Social Cognitive Affective Neuroscience	

PSYCH 321	Sport and Performance Psychology
PSYCH 325	Forensic Psychology
PSYCH 331	Infancy and Early Childhood Development
PSYCH 332	Middle Childhood and Adolescent Development
PSYCH 343	Adult Development and Aging
PSYCH 344	Dying, Death, and Loss
PSYCH 380	Conservation Psychology
PSYCH 415	Industrial and Organizational Psychology
PSYCH 424	Psychology of Emotion
PSYCH 440	Multicultural Counseling and Mental Health
PSYCH 443	Spirituality and Development
PSYCH 450	Health Psychology
PSYCH 483	Selected Topics
PSYCH 490	Capstone in Psychology
PSYCH 492	Applied Research Lab (max. 3 credits)
PSYCH 499	Travel Course
One (or more) of the following is encouraged, but does not count toward major requirements:	
PSYCH 471	Field Experience I
PSYCH 472	Field Experience II
PSYCH 478	Honors in the Major
PSYCH 495	Teaching Assistantship
PSYCH 496	Research Assistantship
PSYCH 497	Internship
PSYCH 498	Independent Study

Total Credits	40-42
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Minor

Code	Title	Credits
Supporting Courses		9-10
PSYCH 102	Introduction to Psychology	
PSYCH 203	Introduction to Lifespan Development	
Statistics (choose one):		
BUSAN 220	Introduction to Business Statistics	
MATH 260	Introductory Statistics	
PSYCH 205	Social Science Statistics	

Upper-Level Courses	12-13
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Choose any four upper-level (300 or 400 level) psychology prefix courses

Total Credits	21-23
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¹ Courses not used in one of the four core requirement areas may be completed as the one additional elective course.

Curriculum Guide

The following is only an example of a four-year Psychology degree program and is subject to change without notice. Students should consult an advisor to ensure that they have the most accurate and up-to-date information available about a particular four-year degree option.

An example: Four year plan for **Psychology Major**

120 credits necessary to graduate.

Plan is a representation and categories of classes can be switched. Check with your advisor.

Course	Title	Credits
Freshman		
Fall		
PSYCH 102	Introduction to Psychology	3
First Year Seminar		3

General Ed		3
General Ed		3
General Ed		3
Credits		15
Spring		
HUM BIOL 102	Introduction to Human Biology	3
PSYCH 203	Introduction to Lifespan Development	3
General Ed		3
General Ed		3
General Ed		3
Credits		15
Sophomore		
Fall		
PSYCH 205	Social Science Statistics	4
PSYCH 3XX/4XX	Psychology Upper Level Core Course	3
General Ed		3
General Ed		3
General Ed		3
Credits		16
Spring		
PSYCH 300	Research Methods in Psychology	4
PSYCH 3XX/4XX	Psychology Upper Level Core Course	3
General Ed		3
General Ed		3
General Ed		3
Credits		16
Junior		
Fall		
PSYCH 3XX/4XX	Psychology Upper Level Core Course	3
PSYCH 3XX/4XX	Elective	3
Elective		3
Elective		3
Elective		3
Credits		15
Spring		
PSYCH/HUM DEV 3XX/4XX	Psychology Upper Level Core Course	3
PSYCH 3XX/4XX	Elective	3
Elective		3
Elective		3
Elective		3
Credits		15
Senior		
Fall		
PSYCH 3XX/4XX	Psychology Upper Level Elective	3
PSYCH 495 or PSYCH 496 or PSYCH 497	Teaching Assistantship or Research Assistantship or Internship	3
Elective		3
Elective		3
Elective		3
Credits		15
Spring		
PSYCH 3XX/4XX	Psychology Elective	3
PSYCH 494	Capstone in Psychology	3
PSYCH 495 or PSYCH 496 or PSYCH 497	Teaching Assistantship or Research Assistantship or Internship	3
Elective		3
Elective		3
Credits		15
Total Credits		122

Faculty

Jason Cowell; Professor; Ph.D., University of Minnesota*

Jenell L Holstead; Professor; Ph.D., University of Indiana*

Ryan C Martin; Professor; Ph.D., University of Southern Mississippi, chair*

Sawa Senzaki; Professor; Ph.D., University of Alberta

Christine A Smith; Professor; Ph.D., University of Pittsburgh

Kristin M Vespia; Professor; Ph.D., University of Iowa

Dean D VonDras; Professor; Ph.D., Washington University in St. Louis

Georjeanna J Wilson-Doenges; Professor; Ph.D., University of California - Irvine*

Todd Hillhouse; Associate Professor; Ph.D., Virginia Commonwealth University

Elif Ikizer; Associate Professor; Ph.D., University of Connecticut

Joanna Morrisey; Associate Professor; Ph.D., University of Iowa*

Chelsea B Wooding; Associate Professor; Ph.D., West Virginia University*

Alison Diaczenko; Assistant Professor; Ph.D., New School for Social Research

Thomas Gretton; Assistant Professor; Ph.D., Florida State University*

Abigail Nehrkorn-Bailey; Assistant Professor; Ph.D., West Virginia University

Stephanie Cutlan; Assistant Teaching Professor; Ph.D., University of Memphis

Macrae Husting; Assistant Teaching Professor; Ph.D., University of Wisconsin - Milwaukee