The purpose of this handbook is to give you a detailed description of the major in psychology and its requirements, as well as to answer some of the questions our majors frequently have. Of course, some of the topics covered are described elsewhere, such as in the CSULB catalog. However, since space in these sources is limited, we have tried to cover these topics more fully as well as to detail some which can only be found in widely scattered sources.

Obtaining a baccalaureate degree can be a trying experience at times, and the many requirements imposed along the way can make the process seem like a solutionless maze. Unfortunately, much as we might occasionally desire some master plan which would simplify the process, the very diversity of backgrounds, needs and goals which characterize our students requires flexibility and thus makes such a thing impossible. There is no single path to follow, no simple roadmap to use in completing your degree program. Still, there are some general guidelines which many students have found useful. It is these guidelines which you will find here. However, you should view it in this sense and not as a substitute for your own careful analysis of your needs and goals or your own thorough exploration of the options you have in obtaining a degree.

To assist you in this exploration, the department provides academic advising. You should begin the advising process with the Psychology Peer Advisors.

Peer Advising Office - Psy 206

Phone (562) 985-5680

E-mail: psyugadv@csulb.edu

Website: http://www.csulb.edu/colleges/cla/departments/psychology/peer_advising/
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Welcome to the Psychology Department. We hope to share with you a sense of excitement about the search for knowledge about human and animal behavior as well as about its application for the promotion of human welfare.

**Faculty** The faculty in our department provide a wide range of expertise. We have no single dominant orientation to the field of psychology but rather have a balanced mix of views and interests. The members of the department have a commitment to excellence in teaching. Over a third of our faculty have won college and campus-wide teaching awards. On the teaching evaluation forms that students complete anonymously department faculty are typically rated among the best teachers in the college.

Our faculty is also active in research and professional and community service. Research interests range from brain science to violence in the community. Members of our faculty have written over thirty books and numerous chapters for books in areas of their expertise. They publish regularly in professional journals with several faculty publishing over 100 articles each. The knowledge gained through department research is shared in many forums from professional meetings to the popular media. During the past decade, over 1,000 research papers have been presented by our faculty and their students at national and international conferences. Faculty who have conducted research in areas of direct public interest have had their work described in the popular media.

To reflect the interdisciplinary nature of the department, several members of the faculty have served as chairs of other departments (such as Human Development, Linguistics, and Women's, Gender and Sexuality Studies), as Director of the Center for Community Engagement, as Director of the Center for Faculty Professional Development, as Vice Provost for Enrollment & Director of Strategic Planning and as chairs of important University committees.

Furthermore, psychology faculty often function as consultants to industry and community agencies such as the police, youth programs, women's shelters, and educational institutions. They can also be found as editorial consultants, expert witnesses in court, and on government scientific committees. One member of our faculty left to serve in the state legislature.

**Students** We currently have about 1200 psychology majors and premajors who reflect the diverse campus student body. CSULB was recently ranked 7th in the nation in the number of psychology BAs awarded to minority students. CSULB is listed as one of the Best Western Colleges and has consistently been ranked as a Best Value Public College in the nation by Princeton Review.

Many majors aspire to graduate work and are admitted to graduate programs throughout the country. The department was ranked by the National Science Foundation as second in the nation among comprehensive universities in the number of students who went on to complete a Ph.D. program. Other students seek and find jobs in business and human service agencies which utilize their psychological skills. Just as faculty are active in research and service, many psychology majors assist in research and co-author papers which they present at conferences.

Many psychology majors win campus honors for their scholarship and research. Every year at least one psychology student is selected for Phi Beta Kappa, the premier national honor society. Psychology majors are often selected as outstanding graduates of the College. Also, the 2001, 2004, 2006, 2009 and 2011 Distinguished Alumni of the College of Liberal Arts were former psychology majors.

**Facilities** The department is housed in the Psychology Building, one of the first purpose-designed psychology buildings in the country. On the first floor are the larger classrooms and the administrative offices. The second floor houses smaller classrooms, the Assessment Materials Center, the Peer Advising suite (Psy 206), faculty offices and research space. On the third floor are the Psychology Student Study Center (Psy 314), additional classrooms, faculty offices, research space and computer facilities (Psy 300 and 304). Finally, the fourth floor is devoted to research space and faculty offices.

**THE FACULTY**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Courses typically taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahrens, Courtney</td>
<td>Associate Professor</td>
<td>Ph.D., University of Illinois at Chicago</td>
<td>278, 354, 375i, 405, 423</td>
</tr>
<tr>
<td>Amirkhan, James</td>
<td>Professor</td>
<td>Ph.D., UCLA</td>
<td>Personality; stress and coping; health psychology; attribution theory; survey research methods.</td>
</tr>
<tr>
<td>Chiappe, Dan</td>
<td>Professor</td>
<td>Ph.D., University of Toronto</td>
<td>Cognition, critical thinking.</td>
</tr>
</tbody>
</table>

The date in parentheses indicates the year the individual joined the faculty. For further details about some faculty, consult the Department Information link on the psychology department webpage: [http://www.csulb.edu/psychology](http://www.csulb.edu/psychology)
Cho, Young-Hee (1998)
Professor
Ph.D., UC Irvine
Decision making; alcohol research.
Courses typically taught: 210, 310, 411, 412.

Chun, Chi-Ah (2000)
Professor
Ph.D., UCLA
Stress and coping; Asian-American mental health.
Courses typically taught: 100, 220, 368, 370, Honors.

Fiebert, Martin S. (1965)
Professor
Ph.D., University of Rochester
Clinical; personality; male sex roles; family therapy; transpersonal.
Courses typically taught: 373, 407, 475.

Green, Kenneth F. (1968)
Professor and Chair
Ph.D., University of Massachusetts
Physiological; systems of reward, pleasure, and pain inhibition.
Courses typically taught: 210, 241, 333, 341, 441, 444.

Halim, May Ling (2012)
Assistant Professor
Ph.D. New York University
Developmental Psychology
Courses typically taught: 361, 365.

Jorgenson, Dale O. (1972)
Professor
Ph.D., University of Minnesota
Social; environmental; social smiling; group decision-making in social traps; energy conservation; psychohistorical changes in social motives and values; attributional beliefs.
Courses typically taught: 100, 351.

Kelemen, William (2001)
Professor—On leave
Ph.D., Baylor University
Experimental; cognition; metacognition.
Courses typically taught: 100, 220, 332, 444.

Professor
Ph.D., UC Berkeley
Learning and memory, neuroscience.
Courses typically taught: 241, 333, 401, 433, 441.

MacDonald, Kevin (1985)
Professor
Ph.D., University of Connecticut
Developmental psychology; social and personality development; human sociobiology.
Courses typically taught: 346 I, 361, 363, 365, 463.

Professor
Ph.D., Syracuse University
Cognitive neuroscience; critical thinking; memory and language.
Courses typically taught: 130, 301, 332, 433, 434.

Miles, James (2011)
Assistant Professor
Ph.D. University of Virginia
Cognitive Psychology
Courses taught: 331, 433.

Associate Professor—on leave
Ph.D. Michigan State University
Industrial-Organizational Psychology
Courses typically taught: 381.

Pedersen, William (2002)
Professor
Ph.D., USC
Social; aggression

Rozee, Patricia D. (1987)
Professor
Ph.D., UC Davis
Psychology of women; applied social psychology; cross-cultural and interdisciplinary approach to the study of rape.
Course typically taught: 354, 375I, 405.

Span, Sherry (2000)
Professor
Ph.D., USC
Relationship between attention deficit disorders and substance abuse.
Courses typically taught: 100, 150, 210, 220, 331, 370, 457, 477.

Strybel, Thomas Z. (1986)
Professor
Ph.D., University of Arizona
Multisensory cueing effects in visual search performance; dynamic auditory spatial processing; human factors; perception.
Courses typically taught: 210, 331, 411, 418, 427.

Thayer, Robert E. (1963)
Professor
Ph.D., University of Rochester
Personality; motivation; emotion; arousal states, mood, energy-tension as a function of exercise, nutrition, sleep; self-regulation of mood.

Thoman, Dustin (2008)
Assistant Professor
Ph.D. University of Utah
Social
Courses typically taught: 351, 412, 451.
Urizar, Guido (2006)
Associate Professor
Ph.D., University of Florida
Clinical and Health Psychology
Courses typically taught: 241, 378, 379.

Professor
Ph.D., Purdue University
Human factors
Courses typically taught: 220, 327I, 331, 427.

Assistant Professor
Ph.D., Tulane University
Affective variables in job performance
Courses typically taught: 210, 220, 310, 381, 453, 457.

Whitney, David (1995)
Professor
Ph.D., Michigan State University
Personnel psychology
Courses typically taught: 210, 362, 381.

Wilson, Bianca (2006)
Assistant Professor — On Leave
Ph.D., University of Illinois at Chicago (UIC)
Community and Prevention Research
Courses typically taught: 210, 220, 378.

Zavala, Arturo (2007)
Assistant Professor
Ph.D., Arizona State University at Tempe
Physiological psychology; addictive processes
Courses typically taught: 241, 340, 342

Jennings, Amy (2008)
M.A., CSULB
Quantitative/qualitative stats w/emphasis in
education assessment
Courses typically taught: 301, 406

Killian, Carey (2000)
M.A., CSULB
Stereotyping and prejudice
Courses typically taught: 130, 300I, 301

Quon, Judy (1998)
Ph.D., Claremont Graduate University
Organization development, program evaluation,
cultural issues
Courses typically taught: 100, 130, 150, 381, 383. 384

Emeriti Faculty
Bachelor, Patricia, Ph.D., USC
Beckman, Alexander, Ph.D., UC Santa Barbara
Binder, Virginia L., Ph.D., Indiana University
Carlson, Earl R., Ph.D., University of Michigan
Colman, Keith R., Ph.D. UCLA
Connor, Michael E., Ph.D., University of Hawaii
Creamer, Lyle R., Ph.D., University of Illinois
Danson, Carl M., Ph.D., Ohio State University
DeHardt, Doris, Ph.D., Michigan State University
Flores de Apodaca, Roberto, Ph.D., U of Rochester
Hartley, Joellen T., Ph.D., UC Irvine
Hershberger, Scott, Ph.D., Fordham University
Hupka, Ralph B. Ph.D., University of Mass.
Jarrett, Hilton, Ph.D., USC
Jung, John, Ph.D., Northwestern University
Linden, James I., Ph.D., Michigan State Univ.
Lindner, Rhoda, Ph.D., Indiana University
Lowenthal, Alan S., Ph.D. Ohio State University
Mason, Charles F., Ph.D., Purdue University
Nummedal, Susan G., Ph.D., Univ. of Minnesota
Nygaard, John E., Ph.D., University of Illinois
Petersen, Paul G., Ph.D., UC Berkeley
Raine, Walter J., Ph.D., University of Chicago
Rhodes, Fen, Ph.D., Ohio State University
Smith, Sara W., Ph.D. University of Illinois
Thomas, Cher, Ph.D., UC Davis

WHY MAJOR IN PSYCHOLOGY
If you share an interest in the field of psychology, you
may wonder if a major in psychology is a good choice.
In the long run, the best choice is to pursue those
activities and areas which have the greatest intrinsic
appeal. Research has shown that we are much more
satisfied if we make this choice. Even when we
initially choose something else, we are likely to end
up in careers which are consistent with these
interests. So, if you find the field of psychology as
interesting and exciting as we do, we believe it would
be a good selection. While considerations like
employment opportunities are important, it is quite
clear that these opportunities are more generally
available to those with a sincere interest in any field
because they are more likely to seek them out than
those with less interest.

THE PSYCHOLOGY MAJOR
Of course, one goal of an undergraduate education is
to provide students with an opportunity to explore
different fields and to define their interests. We
strongly urge you to approach a major in this fashion.
Many students are surprised to find out how much
room there is for such exploration along the way to a
degree.
In the process of completing your degree and defining
your interests in the field, you may find that you have
acquired a number of skills which are useful for your
personal growth, and others which may make you
more competitive in the job market. On the personal
level, an understanding of learning, motivation and
the social behavior of others should increase your
interpersonal effectiveness. In the job market, oral
and written communication skills and especially the
analytic and organization skills learned in research
methods and statistics should distinguish you from
other liberal arts applicants.
Specifically, students who obtain a BA in psychology should have current knowledge of:

- the major theories in psychology and their influences across subfields and time.
- the major methodologies of psychological research and fundamental statistical concepts.
- the biological processes underlying behavior.
- sensation, perception, information processing and retention.
- how behaviors develop and change throughout the life span.
- how internal, environmental and social factors influence behavior.
- individual differences in behavior, including those related to gender, ethnicity and culture.
- different perspectives on the origin and treatment of abnormal behavior.
- ethical issues in teaching, research and the practice of professional psychology.

In the course of learning the above, students are expected to graduate with the ability to:

- design and implement research, analyze data appropriately and judge the significance of findings.
- critically evaluate psychological research as well as popular notions of human nature.
- use the primary literature of the field and prepare a clear, organized summary of a topic.
- use computers for the preparation of manuscripts, the analysis of data, research and communication.
- understand and work effectively with diverse individuals and groups.
- apply theory and research to contemporary problems.
- maintain currency in the field and utilize that knowledge in their lives.

HOW TO BECOME A PSYCHOLOGY MAJOR

The number of applicants to the major in psychology exceeds the number that can be accommodated by the department's resources. For this reason the undergraduate psychology major has been designated as impacted by California State University.

All applicants to the major must be able to demonstrate that they meet the following requirements for admission:

1. A grade of "C" or better in Psy 100 (General Psychology), Psy 210 (Statistics with lab) and Psy 220 (Research Methods with lab), or their equivalents.

2. Completion of a minimum of 60 semester units of degree credit including all lower-division General Education requirements, with a GPA of at least 2.5 in all courses at all colleges, all courses at CSULB, all courses in the major at all colleges, in all upper division courses in the major at CSULB; or 36 semester units of degree credit, including the entire General Education Foundation, with a cumulative GPA of 3.00. Eligible applicants will be selected for admission on the basis of cumulative GPA and space available. (That cumulative GPA may be greater than the current 2.5.)

To apply to be a major:

New students:

Freshman applicants to the Bachelor of Arts in Psychology will be placed in pre-major status for psychology. Acceptance into the pre-major category does not imply or assure subsequent acceptance into the major.

Until a student is formally admitted to the department, he/she will be entitled to use the services of the Peer Advising offices and the help of the Student Study Center, and to participate in department activities just as majors do. A drawback to pre-major status is that the pre-major is subject to changes in major requirements. The student must declare a major (psychology or other) upon completion of 60 units.

Continuing students:

Continuing students (including transfer applicants who were not admitted to the university as psychology majors) seeking admission to the major in psychology must submit a supplemental application and transcripts (may be copies) to the Peer Advising Office. This may be done at any time, but early application is recommended in order to ensure major status by registration for the following semester. The Peer Advisors will review the application to make sure it is complete and will give a dated receipt. Students with fewer than 60 units may be designated as pre-majors.

Applicants will be notified of acceptance into the major within three to five weeks after the receipt of the application.

Transfer students:

Transfer applicants must apply to the University during the initial filing period of October and November for the following fall semester. They must indicate their choice of major on the application. Admission will be conditional based upon submission of evidence that the requirements noted above will be satisfied by the start of the first semester on campus. Transfer students may be given a pre-major status until the requirements to apply to the major are met.
**Conditions for remaining in the major:**

Students will lose their psychology major status if their GPA falls below 2.0.

Students provisionally admitted to the major on the basis of the requirements noted earlier must complete PSY 301 with a passing grade no later than the end of the first semester in the major. Failure to do so will result in the student being dropped from the major. Continuing students are encouraged to take PSY 301 at the earliest opportunity. It is preferable not to wait until after admission to the major.

**NOTE:** Students may apply for admission to the psychology major no more than twice.

**NOTE:** To ensure that students make timely progress toward their degrees, CSULB limits the number of times that students can withdraw from or repeat courses to 18 units of withdrawals and 28 units of repeats of which a maximum of 16 may be for grade forgiveness (first attempt does not count toward the GPA), based on maximums established by the CSU Chancellor’s Office. Courses repeated or withdrawn from prior to Fall 2009 will not count toward these limits. Only courses attempted at CSULB count toward the limits.

**ACADEMIC ADVISING**

The Psychology Department attempts to meet the needs of our students for academic counseling through the services of the Undergraduate Advisor and Peer Advising office for questions about the major and by referrals to the College of Liberal Arts ATLAS Network for questions about general education requirements.

We urge you to take full advantage of the department advising services each semester before you register for the following semester and any time you have questions about department programs and graduate school. All continuing students applying to the major will meet with the Peer Advisors during the application and subsequent acceptance process. Begin the advising process by visiting the Psychology Peer Advisors in Ps 206. You do not need an appointment. If they are unable to answer your questions, they will refer you to the Undergraduate Advisor or other relevant resources. You may also call them at (562) 985-5680 or e-mail them at psyugadv@csulb.edu if you have a brief question. For GE and College of Liberal Arts major advising you may access the ATLAS Network Advising Center in LA 4, Room 202 They are open Monday through Friday for drop in or appointments. Phone 562-985-7804.

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**DOCTORAL (PH.D. OR PSY.D.) LEVEL**

One reason for choosing a major in psychology is that you wish to pursue a career in it. Graduate work in psychology is required for all professional work in psychology, with the Ph.D. or Psy.D. required to be called a "psychologist." 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.
- Many trained clinical or counseling psychologists and some doctoral-level school psychologists maintain independent practices through which they provide services. Besides the benefits of independent work, private practice involves 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 selection, pay and management programs. Psychologists with advanced training in applied fields such as psychometrics and human factors engineering are employed in research by computer and high technology firms. Psychologists also practice their profession by becoming managers in many types of organizations.
- Federal, state and local governments also employ psychologists in varied roles. Some assess and provide therapy for individual clients of government programs. Still others determine public policy, helping to write laws and design programs that pertain to human services. They may work as government administrators, program managers, aides to legislators, elected officials or evaluation researchers.

The general employment picture depends upon the state of the economy and the type of career that one decides to pursue. For example, retirements of current faculty will result in a substantial increase in new faculty positions, though the lagging economy may delay this process somewhat.

Opportunities in nonacademic settings should continue to be available, particularly in the private sector (e.g., full-time independent practice or employment in business or industry). If federal, state and local support of psychological services targeted at special groups (e.g., the aged), health maintenance and illness prevention increases, opportunities for psychologists in the public sector may also grow.
Given this outlook, psychologists with doctoral degrees in clinical, counseling, health and industrial/organizational psychology should have especially good employment opportunities. Furthermore, those with substantial technical training in quantitative research methods and computer applications will be able to take better advantage of new employment opportunities. Literature available in the Peer Advising Career Center describes some of these choices. See the binder on new career paths for Ph.D. psychologists.

**MASTER’S (M.A./M.S.) LEVEL**

Many CSULB psychology majors are interested in applied psychology careers but do not wish to pursue doctoral training. Often they obtain master’s degrees in psychology or in a variety of psychology-related fields (education, social work, human resources management, marriage and family counseling). Though not officially “psychologists” by the standards of the American Psychological Association, they nevertheless find employment in psychology-related fields. In some areas, like clinical counseling, competition for jobs may be keen; in other areas, like industrial/organizational, the demand may exceed supply. Many businesses prefer Masters degrees for the skills and flexibility.

Students with questions about the appropriate level of graduate work based on their academic ability and interests should consult the Peer Advising Office, discuss their plans with faculty members in relevant areas of interest and enroll in Psychology 301—Psychology as a Discipline and a Profession—at the earliest opportunity.

**BACHELOR’S (B.A.) LEVEL**

While our baccalaureate degree program does not train a person to work as a professional psychologist, the B.A. in psychology provides an excellent liberal arts education and is a strong supplement to any vocational or professional training program. For the bachelor’s degree holder, there are a number of jobs related to psychology that may be entered without advanced education. Some examples are employment interviewers, personnel technicians, market researchers and management trainees.

In general, the employment outlook for B.A. psychology majors is relatively bright, especially those who have taken advantage of our extensive offerings in quantitative courses. This training is helpful generally — particularly for graduates willing to consider career opportunities in fields such as banking, business, insurance, retail management and government. Follow-up studies conducted by the California State University System indicated that nearly nine out of ten B.A. psychology graduates available for employment were employed within four months after graduation. Nearly one-half of the respondents reported that their jobs were directly or somewhat related to their major in psychology.

People majoring in psychology may increase their career options by broadening their experience through field work, internships and volunteer activities. Computer courses and knowledge of foreign languages are especially helpful. Students are also encouraged to consider a minor, a certificate program or a second major to complement their academic background in psychology and further enhance their career options.

One theme that is emphasized very heavily by many sources is that there are jobs for bright people who know how to analyze, communicate, get along with people, and who are willing to learn.

The analytical and interpersonal skills valued in liberal arts graduates are especially cultivated in our psychology programs. We hope you will find your experiences valuable as you embark on your career.

Students with career-related questions are encouraged to visit the Career Development Center in BH-250. This office provides assistance with exploration of life goals, academic and career options, and job market and placement trends. Some information about careers is also available in the Career Center of the Peer Advising Office in PSY 206.

**UNIVERSITY DEGREE REQUIREMENTS**

The University requires that you not only complete a major to obtain a baccalaureate degree, but that you complete certain other requirements as well. These are discussed below for your convenience. They are not listed in any specific chronological order, although some of those at the beginning should or must be completed early in your college experience. If you have questions or are unsure as to which requirements apply to you, consult the College of Liberal Arts ATLAS Network Advising Center in LA4, Room 202: 562-985-7804.

1. Take the English Placement Test or provide evidence of exemption before your first semester.

As a psychology major, one of your more important and marketable skills is to be able to write well. It is advisable for you to obtain as much writing experience as you can, either through the English Department or by
selecting psychology courses in which such skills are employed. To be able to write well is a must for professional psychologists and for those who have a B.A. alike. There are few careers in which this is not important.

2. **Take the Entry Level Math Test or provide evidence of exemption before your first semester.**

   As a psychology major, you will be required to take one or more courses in statistics which are obviously mathematically oriented. Not only is a solid math background important for success in these courses, but it is helpful in general in a profession which is heavily dependent on statistical inference as a method in scientific investigation or in a society which could frequently profit from the use of the kind of tool which statistical and mathematical analyses represent.

3. **Complete both Lower Division and Upper Division General Education requirements.**

   General Education is an important aspect of personal development. It is that part of your university program which encourages you to develop or improve such basic life skills as creativity, critical thinking, self motivation, independence, understanding of values and a general philosophy by which to make decisions throughout life. Possession of these skills makes possible your continued personal growth and the further development of your creative and adaptive capabilities—qualities necessary for you to adjust to and influence a rapidly changing world. It is the basis for lifelong learning, and it can increase your ability to be self-directing and to view learning as interrelated elements and not as isolated fragments. It is, in effect, a "survival kit" for the rest of your life!

4. **Complete the requirements of the major.**

   These are described in detail on pages 9 to 14 of this Handbook.

5. **Choose and complete your electives to accumulate the necessary number of units to obtain your degree.**

   To obtain the B.A. degree in psychology from CSULB, you must complete a minimum of 120 semester units. This work may be completed entirely on this campus or you may apply up to 70 units from community colleges or up to 90 units from all other colleges and universities combined toward your degree. Since the psychology major requires 46 or 47 units (32 or 33 at the upper division level and 14 from lower division requirements) plus six units of upper division courses from other social and behavioral science departments in the College of Liberal Arts, and since the GE requirements will yield around 50 units, this means that you may have about 20 units of electives to complete. This total gives you much more room to explore the course offerings here at CSULB than most students realize.

   The Psychology Department strongly suggests that you use elective units to explore nonrequired courses within the department or perhaps to complete a minor (which usually requires about 20 total units) and/or a Certificate Program (which usually requires a few more). In some respects, these courses are as important as those in your major. Having these on your official record may give the impression of better preparation.

   The list of Minors and Certificate Programs shown below is not exhaustive of those offered at CSULB but includes those which have been chosen more frequently by psychology majors. The requirements for each of these programs are listed in the University catalog. Interested students are advised to stop by the relevant departments for early advising. Additional information about Certificate Programs and Minors is available in the Peer Advising office.

**Certificate Programs**
- Africana Studies
- American Indian Studies
- Asian American Studies
- Chicano and Latino Studies
- Gerontology
- International Business
- Latin American Studies
- Legal Studies in the Liberal Arts
- Peace and Social Justice Studies
- Public Policy and Administration
- Religious Studies
- Russian & East European Studies
- Technical and Professional Communication
- Therapeutic Recreation

**Minors**
- Africana Studies
- American Indian Studies
- American Studies
- Anthropology
- Asian American Studies
- Biological Sciences
- Chicano and Latino Studies
- Computer Science
- Criminal Justice
- Dance
- Economics
- English
- Foreign Language
- Geography
- History
- Human Development
- Journalism
Linguistics
Mathematics
Music
Physics & Astronomy
Political Science
Recreation & Leisure Studies
Sociology
Women's, Gender & Sexuality Studies

In addition to these programs, there are also many "skills" courses in departments which have no minor such as educational psychology, social work, communicative disorders and education.

Other options include a second major which must be declared by the time you've completed 90 units. To declare a second major, visit the department of that major with proof of a GPA of at least 2.5 in all courses at all colleges, all courses at CSULB, all courses in the major at all colleges, in all upper division courses in the major at CSULB.

7. Complete at least 40 units from upper division courses (those numbered 300-499).

Many students are very chagrined to discover this requirement during their last semester here. Of course, it is generally advisable to have more than the minimum number of 40.

It is important to note that you can transfer upper division units from another college or university, but 24 of the 40 must be taken here at CSULB. If you are a transfer student, the number of total units and, specifically, the total from upper division courses, will be indicated in your analysis on MyCSULB. For students without such an analysis, it is wise to take transcripts to the campus University Center for Undergraduate Advising (Horn Center 103) and to the Psychology Peer Advisors who may refer you to the Psychology Undergraduate Advisor if necessary. The former will assist you in estimating your needs in General Education, and the latter can clarify your psychology requirements. Unfortunately, none of the units which you take at a community college will be given upper division status regardless of how similar a course you took at such a college is to those offered at the upper division level here. The question of course equivalency (i.e., whether an upper division course you took at another school is similar to one offered here) is one which can only be answered by the Undergraduate Advisor. However, even if a course you took elsewhere has no parallel in our department, you may still receive credit toward the major and certainly toward the degree.

8. Complete at least 30 of your 120 units in residence at CSULB.

Twenty-four of the 30 must be upper division and 12 of these units must be in your major.


To qualify for a degree, every candidate must pass the Writing Proficiency Examination (WPE) to be certified proficient in written composition in English. Students are strongly urged to take the examination during the first semester of their junior year. If they have not taken the exam by the end of the semester in which 65 units are earned, holds are placed upon future registration privileges. Students may not file for the Grad Check until after they have satisfactorily completed the WPE.

In order to register for the examination, first pick up a WPE Information Bulletin from Testing & Evaluation Services (BH-216) or online at http://www.csulb.edu/divisions/students/testing/wpe/bulletin.html.

After you register, you will be mailed an admission ticket for the examination and additional information about the exam. You will receive an emailed report of the results within six weeks after the exam. If you should fail the exam, you will be required to take further writing coursework. The responsibility for acquiring the skills necessary to pass the examination is the student's. The University offers many kinds of support in this endeavor. Some examples are:

a. regular University courses in writing
b. courses in your major field which develop writing skills
c. programs offered by the Learning Assistance Center
d. tutorial help from student organizations which provide assistance
e. Workshops offered by the testing office, which require a WPE workbook available at the Quick Copy Center.

You should consult with an academic advisor at the Academic Advising Center in the Horn Center where you may view a videotape about the examination and obtain assistance in the form of personal tutorials and computer-assisted review.
10. File your “Request to Graduate” form at the Enrollment Services Office.
   You may not file until you have declared your major(s)/minor(s). You must file your request by the deadline posted the semester before you plan to graduate. As noted previously, you must have satisfactorily completed the Writing Proficiency Exam before you apply. Enrollment Services follows a strict schedule so do not neglect this requirement or your graduation may be delayed. Instructions for filing for graduation at Enrollment Services (http://www.csulb.edu/depts/enrollment/assets/pdf/grad_request_bachelors_ati.pdf).
   Note that psychology majors do not have to submit Program Planners and no signature from the Psychology department is needed.
   The online Academic Requirements Report on MyCSULB will provide an official evaluation of your work to date. It will tell you which General Education requirements and which major requirements you have left to fulfill as well as how many total units, upper division units and units in residence you have to complete. Should you decide to change the date of graduation you put on your application, you must inform Enrollment Services (http://www.csulb.edu/depts/enrollment/assets/pdf/request_change_grad_date.pdf).
   A small fee will be charged for those who apply after published deadlines or change their graduation date.

11. End up with at least a 2.0 (C) average:
   - in all courses at all colleges;
   - in all courses at CSULB;
   - in all courses in the major at all colleges;
   - in all upper division courses in the major at CSULB.

12. Count no more than 8 activity units in one department; no more than 20 activity units total; no more than 24 units in extended education/Open University (called College of Continuing and Professional Education—CCPE) while in non-matriculated status.
   There is no limit to credit earned in CCPE sessions while you are in matriculated (officially admitted) status.

13. Count no more than 24 total units Credit/No Credit (CR/NC).
   No more than 12 units may be upper-division and no more than eight (8) units of CR/NC may be taken each semester. In the College of Liberal Arts, students may not take courses in their major CR/NC. Students preparing for graduate work may be discouraged from too many courses CR/NC.

14. Complete upper-division major courses within a ten (10) year period or have them revalidated by the department.

## Psychology Major Requirements

### Lower Division Requirements

The first two years are a time for laying the groundwork for later coursework at the upper division level. Besides the four required lower division psychology courses, students are advised to complete most of the General Education requirements during this time. The required lower division psychology courses are listed below.

- Psychology 100 General Psychology (3 units)
- Psychology 210 Introductory Statistics (4 units)
- Psychology 220 Research Methods (4 units)
- Psychology 241 Psychobiology (3 units)

See page 15 for prerequisites for PSY 210, 220 and 241.

Some students who choose psychology as a major wonder what courses about statistics and research methods have to do with psychology and, thus, why they are required to take them. While it is true that they have little coverage of the content of the discipline, they both represent important tools used by psychologists in their study of behavior and we feel it is essential that our majors gain an appreciation for the process of inquiry and for the methods of evaluating the results of their experiences. In addition, we believe that these skills are useful for people who will, as citizens, be bombarded by claims and information that need evaluation and who need to be intelligent judges and consumers of the same.

### Transfer Student Information

Many of our majors transfer to CSULB from local community colleges. At most such colleges, it is possible to complete at least some of the lower division requirements of our department by taking courses which we have determined to be equivalent to our lower division courses. To the best of our knowledge, the list on page 11 shows which courses are equivalent to our required courses at each of the community colleges in the area, and more are listed on <assist.org>. If you have attended college out-of-state or at another four-year college or university and believe that you have completed equivalent courses, please visit the Psychology Peer Advisors in Psy 206.

Because of the occasional difficulty of enrolling in some of the required courses here at CSULB, some of our majors elect to go to a local community college to take equivalent courses...
while maintaining their enrollment status at CSULB. To do so, a student should fill out a Request for Concurrent Enrollment form which can be obtained from Enrollment Services.

Before planning a complete program, students should view the evaluation on MyCSULB.

In general, there are two criteria that apply to a transfer student's prior work and these are transferability and equivalency.

Transferability of course credit is determined by the Office of Enrollment Services and is recorded on the evaluation available to transfer students. Transferability means that the credits are applicable towards a baccalaureate or master’s degree; i.e., they are from an accredited educational institution and are at the baccalaureate or master’s level (not high school, remedial or vocational-technical level).

Equivalency is determined by these criteria:

1) Is course level the same (e.g., both upper division)? **You may not receive upper division credit for any course taken at a community college.**

2) Are course title, format and course description the same at CSULB and at the college from which the course is transferred?

If (1) and (2) are not recognizably the same, the burden of proof is on the student to submit other proof of course content (text used, course outline, etc.) to the department requiring the course. Sometimes Enrollment Services has already done this if the course was taken at a local university. Courses taken on a quarter system elsewhere are granted two-thirds of the unit value; i.e., a 4-unit quarter-system course equals 2-2/3 units at CSULB.

http://www.csulb.edu/colleges/cla/departments/psychology/peer_advising/
### COMMUNITY COLLEGE EQUIVALENTS OF CSULB LOWER DIVISION PSYCHOLOGY REQUIREMENTS

<table>
<thead>
<tr>
<th>School</th>
<th>Psy 100 (Gen Psychology)</th>
<th>Psy 210 (Beginning Statistics)</th>
<th>Psy 220 (Psych Research Methods)</th>
<th>Psy 241 (Psychobiology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>Psyc 101</td>
<td>Psyc 210, Math 112</td>
<td>Psyc 220</td>
<td>Psyc 241</td>
</tr>
<tr>
<td>Chaffey College</td>
<td>Psyc 1</td>
<td>SCSCI 10, STAT 10</td>
<td>Psych 80</td>
<td>Psyc 41</td>
</tr>
<tr>
<td>Citrus</td>
<td>Psyc 101</td>
<td>Psyc 103</td>
<td>Psyc 203</td>
<td>Psyc 102</td>
</tr>
<tr>
<td>Coastline</td>
<td>Psyc C100</td>
<td>Math C160</td>
<td>Psyc C280</td>
<td>Psyc C250</td>
</tr>
<tr>
<td>College/ Canyons</td>
<td>Psyc 101</td>
<td>Math 140 or Psyc 135 or Soc 135</td>
<td>Psych 103</td>
<td>Psyc 102</td>
</tr>
<tr>
<td>Cuyamaca</td>
<td>Psyc 120</td>
<td>Psyc 215 or Math 160</td>
<td>None</td>
<td>Psyc 140</td>
</tr>
<tr>
<td>Cypress</td>
<td>Psyc 101C, 101HC</td>
<td>Psyc 161, Math 120 or 120HC, Soc 161C</td>
<td>Psyc 202</td>
<td>Psyc 221</td>
</tr>
<tr>
<td>East L.A.</td>
<td>Psyc 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>El Camino</td>
<td>Psyc 5</td>
<td>Psych 9A, Math 150, or Soc 109</td>
<td>Psych 9B</td>
<td>Psych 7</td>
</tr>
<tr>
<td>Fullerton</td>
<td>Psyc 101F, 101HF</td>
<td>Psyc 161F or Math 120F or 120HF</td>
<td>Psyc 202F</td>
<td>Psyc 221F</td>
</tr>
<tr>
<td>Glendale</td>
<td>Psyc 101, 101H</td>
<td>Math 136</td>
<td>None</td>
<td>Psyc 103</td>
</tr>
<tr>
<td>Golden West</td>
<td>Psyc G100, G100H</td>
<td>Math G160, G160H</td>
<td>Psych G280</td>
<td>Psyc G250</td>
</tr>
<tr>
<td>Grossmont</td>
<td>Psyc 120</td>
<td>Math 160 or Psyc 215 or Anth 120 or Soc 215</td>
<td>None</td>
<td>Psyc 140</td>
</tr>
<tr>
<td>Irvine Valley</td>
<td>Psyc 1</td>
<td>Psych 10 or Math 10</td>
<td>Psyc 2</td>
<td>Psych 3</td>
</tr>
<tr>
<td>Long Beach City</td>
<td>Psyc 1 or 1H</td>
<td>Stat 1 or 1H</td>
<td>Psych 2</td>
<td>Psych 6</td>
</tr>
<tr>
<td>L.A. City</td>
<td>Psyc 1</td>
<td>Math 225 or 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Harbor</td>
<td>Psyc 1</td>
<td>Stat 1 or Math 227</td>
<td>Psych 10</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Mission</td>
<td>Psyc 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Pierce</td>
<td>Psyc 1</td>
<td>Stat 1 or Math 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. South west</td>
<td>Psyc 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Trade Tech</td>
<td>Psyc 1</td>
<td>Math 225 or 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Valley</td>
<td>Psyc 1</td>
<td>Stat 1 or Math 225</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Moorpark</td>
<td>Psyc M1, M1H</td>
<td>Math M15</td>
<td>Psyc M6</td>
<td>Psyc M2</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>Psyc 1A, 1AH</td>
<td>Math 110 or 110H or Psyc 10</td>
<td>Psyc 3</td>
<td>Psyc 1B</td>
</tr>
<tr>
<td>Orange Coast</td>
<td>Psyc A100 or A100H</td>
<td>Math A160, A160H or Psyc 160</td>
<td>Psyc A280</td>
<td>Psyc A250</td>
</tr>
<tr>
<td>Oxnard</td>
<td>Psyc R101</td>
<td>Psyc R103</td>
<td>Psyc R104</td>
<td>Psyc R105</td>
</tr>
<tr>
<td>Pasadena</td>
<td>Psyc 1</td>
<td>Stat 18</td>
<td>Psych 5</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>Psyc 101, 101H</td>
<td>Math 130, Psyc 190</td>
<td>Psyc 200</td>
<td>Psyc 210 or 210H</td>
</tr>
<tr>
<td>Riverside</td>
<td>Psyc 1</td>
<td>Mat 12</td>
<td>Soc 50</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Saddleback</td>
<td>Psyc 1</td>
<td>Math 10</td>
<td>Psyc 2</td>
<td>Psych 3</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>Psyc 100 or 100H</td>
<td>Psych 105, Math 108</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>San Diego City</td>
<td>Psyc 101</td>
<td>Psyc 258 or Math 119</td>
<td>Psyc 255</td>
<td>Psyc 260</td>
</tr>
<tr>
<td>San Diego Mesa</td>
<td>Psyc 101</td>
<td>Psyc 258 or Math 119</td>
<td>Psyc 255</td>
<td>Psyc 260</td>
</tr>
<tr>
<td>San Diego Miramar</td>
<td>Psyc 101</td>
<td>Math 119</td>
<td>Psyc 255</td>
<td>Psyc 260</td>
</tr>
<tr>
<td>Santa Ana</td>
<td>Psyc 100 or 100H</td>
<td>SocS 219 or 219H, Math 219 or 219H</td>
<td>Psyc 219</td>
<td>Psyc 200</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>Psyc 1</td>
<td>Math 54</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Ventura</td>
<td>Psyc V1</td>
<td>Psyc V4 or Math V44</td>
<td>Psyc V7 or V7L</td>
<td>Psyc V3</td>
</tr>
<tr>
<td>West L.A.</td>
<td>Psyc 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
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<tr>
<td>Articulation #</td>
<td>CAN PSY 2</td>
<td>CAN PSY 6 or STAT 2</td>
<td>CAN PSY 8</td>
<td>CAN PSY 10</td>
</tr>
</tbody>
</table>

Course numbers in bold are those for which CSULB has an articulation agreement. Courses not articulated may need to be individually approved. Students should be prepared to submit a syllabus to CSULB Psychology Dept. advisor if requested.
UPPER DIVISION REQUIREMENTS
The curriculum provides flexibility in course choices at the same time that students will receive breadth and depth in subject matter. Students completing this curriculum should have a well-balanced exposure to the field of psychology.

Psy 301 — Psychology as a Discipline and a Profession

This course helps you plan for your future in the field of psychology and should be taken at the earliest opportunity. It also covers skills useful in any field of psychology and it is important for all majors to be exposed to as many of these as possible. Those thinking of graduate study would be well advised to elect to take more than the minimum number of courses from these categories.

GROUP I — 6 units. Two courses from:
Psy 331 Sensation and Perception
Psy 332 Human Cognition
Psy 333 Psychology of Learning
Psy 336 Psychology of Emotion or *
Psy 337 Psychology of Happiness
Psy 340 Physiology of Behavior or *
Psy 341 Neuropsychology or *
Psy 342 Psychopharmacology
Psy 343 Animal Cognition

GROUP II — 6 units. Two courses from:
Psy 351 Social Psychology
Psy 356 Personality
Psy 361 Child and Adolescent Development or *
Psy 365 Adult Development and Aging

*Only one of these courses may be counted

Groups I and II are often viewed as the "core" content areas of psychology and it is important for all majors to be exposed to as many of these as possible. Those thinking of graduate study would be well advised to elect to take more than the minimum number of courses from these categories.

GROUP III — 6 units. Two courses, not from the same group:

Subgroup A
Psy 354 Psychology of Women
Psy 362 Autism Spectrum Disorders
Psy 363 Developmental Psychopathology
Psy 368 Asian-American Mental Health
Psy 370 Abnormal Psychology
Psy 383 Women, Family and Work Issues

Subgroup B
Psy 310 Intermediate Statistics
Psy 314 Psychological Assessment
Psy 315 Psychological Testing
Psy 359 Self-Observation and Self-Development

Subgroup C
Psy 327I Introduction to Human Factors
Psy 346I Evolutionary Psychology
Psy 373 Intro to Clinical Psychology
Psy 375 Community Psychology
Psy 378 Health Psychology
Psy 381 Intro to I/O Psychology

The courses in Group III involve populations studied (Subgroup A), methods of study (Subgroup B), and professional fields of psychology (Subgroup C). Students exploring which populations interest them or which subfield to pursue for a career are encouraged to select courses from Subgroups A and C respectively. Most courses in Subgroups A and C require only Psychology 100 as a prerequisite.

Psychology 400-level courses — 6 units. No more than 3 units from PSY 405 (Fieldwork), 406A or 406B (Applications in Psychology) may be counted in this category. **PSY 499 (Independent Study) cannot be counted to satisfy this requirement.**

These 400-level psychology classes provide students with an opportunity to become more involved in specialized aspects of the field. The majority of the 400-level psychology classes involve either a seminar format, a research laboratory or a field experience.

Psychology upper division electives — 6 units. Any two upper division psychology courses not used to satisfy the requirements above.

While the intent of the curriculum is to provide breadth of content in the 300-level courses and depth of involvement at the 400-level, this requirement permits the choice of upper division courses (both 300- and 400-level) which best satisfies each individual student's needs.

Psychology supporting fields — 6 units. Two upper division courses predominantly in social and behavioral science departments (other than psychology) of the College of Liberal Arts. At least 3 of the units must have an emphasis in contemporary U.S. ethnic studies. The departments are listed below followed by a list of acceptable ethnic studies courses on page 13.

Departments approved for psy supporting fields:

See page 14 for a planning checksheet.

Africana Studies Geography
American Indian Studies History
American Studies Human Development
Anthropology Latin American Studies
Asian American Studies Political Science
Asian Studies Social Work
Chicano & Latino Studies Sociology
Economics Women's, Gender & Sexuality Studies
Educational Psychology
## APPROVED ETHNIC STUDIES COURSES

### Africana Studies (AFRS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>310</td>
<td>Afr. Amer. Male &amp; Female Relationships</td>
</tr>
<tr>
<td></td>
<td>Ethnic Experience in the U.S. (same course as AIS, ASAM, CHLS, WGSS 319)</td>
</tr>
<tr>
<td>325</td>
<td>Africana Psychology (Pre-req: AFRS 110 or Psy 100)</td>
</tr>
<tr>
<td>330</td>
<td>Politics of the Afr. Amer. Community (Pre-req: AFRS 110, 121)</td>
</tr>
<tr>
<td>331</td>
<td>Afr. Amer. Juvenile (Pre-req: AFRS 210)</td>
</tr>
<tr>
<td>332</td>
<td>Civil Rights &amp; the Law</td>
</tr>
<tr>
<td>333</td>
<td>Afr. Amer. &amp; Party Politics</td>
</tr>
<tr>
<td>334</td>
<td>African-American Social Thought</td>
</tr>
<tr>
<td>335</td>
<td>The Afr. Amer. Family (Pre-req: AFRS 325)</td>
</tr>
<tr>
<td>336</td>
<td>Afr. Amer. Children in Public Schools</td>
</tr>
<tr>
<td>337</td>
<td>Issues in Psychological Assessment of African Americans</td>
</tr>
<tr>
<td>338</td>
<td>Racism &amp; Sexism: An Analytical Approach (Pre-req: AFRS 332)</td>
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### American Indian Studies (AIS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>310</td>
<td>Ethnic Experience in the U.S. (same course as ASAM, AFRS, CHLS, WGSS 319)</td>
</tr>
<tr>
<td>335</td>
<td>American Indian Philosophies</td>
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### Anthropology (ANTH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>321</td>
<td>North American Indians</td>
</tr>
<tr>
<td>322</td>
<td>California Indians</td>
</tr>
<tr>
<td>323</td>
<td>Cultural Diversity in California</td>
</tr>
<tr>
<td>324</td>
<td>Encounters and Identities</td>
</tr>
<tr>
<td>325</td>
<td>Education Across Cultures (same course as LING 425)</td>
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### Asian-American Studies (ASAM)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>310</td>
<td>Asian Americans &amp; Education</td>
</tr>
<tr>
<td></td>
<td>Ethnic Experience in the U.S. (same course as AIS, AFRS, CHLS, WGSS 319)</td>
</tr>
<tr>
<td>330</td>
<td>Japanese American Experience</td>
</tr>
<tr>
<td>331</td>
<td>Chinese American Experience</td>
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<td>332</td>
<td>Korean American Experience</td>
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<tr>
<td>333</td>
<td>Vietnamese American Experience</td>
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<tr>
<td>334</td>
<td>Cambodian American Experience (same course as CHLS 335I)</td>
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<tr>
<td>340</td>
<td>Asian American Family</td>
</tr>
<tr>
<td>345</td>
<td>Asian American Community Analysis</td>
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<tr>
<td>346</td>
<td>Asian Americans and Public Policy Issues</td>
</tr>
<tr>
<td>352</td>
<td>Filipino/American Experience</td>
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<td>353</td>
<td>Filipino/America Experience: Contemporary</td>
</tr>
<tr>
<td>370</td>
<td>Gender and Sexuality in Asian America</td>
</tr>
<tr>
<td>381</td>
<td>Asian American Women (same course as HIST 381 and WGSS 381)</td>
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### Chicano and Latino Studies (CHLS)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>310</td>
<td>Chicano Thought</td>
</tr>
<tr>
<td></td>
<td>Ethnic Experience in the U.S. (same course as AIS, ASAM, AFRS, WGSS 319)</td>
</tr>
<tr>
<td></td>
<td>Asian and Latino Immigration Since WWII (same course as ASAM 335I)</td>
</tr>
<tr>
<td>340</td>
<td>Latino Education in the U.S.</td>
</tr>
<tr>
<td></td>
<td>Latino Population in the U.S. (same course as SOC 340)</td>
</tr>
<tr>
<td>352</td>
<td>Cent. American &amp; Caribbean Peoples in Calif. (same course as SOC 341)</td>
</tr>
<tr>
<td>362</td>
<td>Chicanos and the Law</td>
</tr>
<tr>
<td>415</td>
<td>Latina Women in the U.S. (same as WGSS 320)</td>
</tr>
<tr>
<td>421</td>
<td>Street Gangs in Comparative Perspective</td>
</tr>
<tr>
<td>470I</td>
<td>Latinas/os: Health Status &amp; Health Care Access (same as HCA 470I)</td>
</tr>
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### Educational Psychology (EDP)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>432</td>
<td>Social and Cultural Diversity in Educational Settings (same course as EDEL 430)</td>
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### Elementary Education (EDEL)

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<th>Course Title</th>
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<tr>
<td>430</td>
<td>Social and Cultural Diversity in US Schools (same course as EDP 432)</td>
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<tr>
<td>431</td>
<td>Cultural and Linguistic Diversity in Schools (same course as EDP 431, LING 431)</td>
</tr>
</tbody>
</table>

### Health Care Administration (HCA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>470I</td>
<td>Latinas/os: Health Status &amp; Health Care Access (same as CHLS 470I)</td>
</tr>
</tbody>
</table>

### Linguistics (LING)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>425</td>
<td>Education Across Cultures (same course as ANTH 421)</td>
</tr>
<tr>
<td>431</td>
<td>Cultural and Linguistic Diversity in Schools (Same course as EDEL 431)</td>
</tr>
<tr>
<td>472</td>
<td>Language and Discrimination</td>
</tr>
</tbody>
</table>

### Political Science (POSC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>Racial and Ethnic Politics – U.S.</td>
</tr>
</tbody>
</table>

### Religious Studies (R/ST)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Religious and Social Ethical Dimensions of American Diversity</td>
</tr>
</tbody>
</table>

### Sociology (SOC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>340</td>
<td>Latino Population in the U.S. (same course as CHLS 350)</td>
</tr>
<tr>
<td>341</td>
<td>Cent. American &amp; Caribbean Peoples in Calif. (same course as CHLS 352)</td>
</tr>
<tr>
<td></td>
<td>Race, Gender and Class</td>
</tr>
</tbody>
</table>

### Women's, Gender & Sexuality Studies (WGSS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>315</td>
<td>Black Women in America</td>
</tr>
<tr>
<td></td>
<td>U.S. Women of Color</td>
</tr>
<tr>
<td></td>
<td>Ethnic Experience in the U.S. (same course as AIS, ASAM, AFRS, CHLS 319)</td>
</tr>
<tr>
<td>320</td>
<td>Latina Women in the U.S. (same as CHLS 415)</td>
</tr>
<tr>
<td>381</td>
<td>Asian American Women (same as ASAM 381 and HIST 381)</td>
</tr>
</tbody>
</table>

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Psychology General Supporting Fields Departments: need 1 Upper Division Course (300 level and above) from:

- Africana Studies
- Asian/Asian American Studies
- American Studies
- Chicano/Latino Studies
- American Indian Studies
- Economics
- Anthropology
- Educational Psychology
- Geography
- Political Science
- History
- Social Work
- Human Development
- Sociology
- Latin American Studies
- WGSStudies
## Lower Division Courses (Prerequisites in parentheses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Need</th>
<th>Psy units Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>+Psy 100 General Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+Psy 210 Introductory Statistics (100, GE MATH)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+Psy 220 Research Methods (100, 210)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 241 Psychobiology (100)</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**

- +Psy 100, 210 and 220 must be completed for admission to major and 301 must be completed to maintain status.

---

## Upper Division Courses - A minimum of 33 units in psychology plus 6 units chosen from social and behavioral science departments in the CLA

**GROUP I COURSES**

Select two courses from the following:

- Psy 331 Sensation and Perception (220, 241) **3**
- Psy 332 Human Cognition (220, 241) **3**
- Psy 333 Learning (220, 241) **3**
- Psy 336 Emotion (220, 241) **3**
- Psy 340 Physiology of Behavior or Psy 341 Neuropsychology or Psy 342 Psychopharmacology (220, 241) **3**
- Psy 343 Animal Cognition (220, 241) **3**

**GROUP II COURSES**

Select two courses from the following:

- Psy 351 Social Psychology (100)--Not open to students with Soc 335I **3**
- Psy 356 Personality (100) **3**
- Psy 361 Child & Adolescent Development or Psy 365 Adult Development & Aging (100) **3**

**GROUP III COURSES**

Select two courses from the following three groups (must be from two different groups):

**Subgroup A**

- Psy 354 Psychology of Women (100) **3**
- Psy 362 Autism Spectrum Disorders (100) **3**
- Psy 363 Developmental Psychopathology (100) **3**
- Psy 368 Asian American Personality & Mental Health (100) **3**
- Psy 370 Abnormal Psychology (100) **3**
- Psy 383 Women, Family and Work Issues (100) **3**

**Subgroup B**

- Psy 310 Intermediate Statistics (210) **4**
- Psy 314 Psychological Assessment (210, 220) **3**
- Psy 315 Psychological Testing (210, 220) **3**
- Psy 359 Self-Observation & Self-Development (100) **3**

**Subgroup C**

- Psy 327I Introduction to Human Factors **3**
- Psy 346I Evolutionary Psychology (100, Upper Division Status) **3**
- Psy 373 Intro to Clinical Psychology (370) **3**
- Psy 375SL Community Psychology (100, Upper Division Status) **3**
- Psy 378 Health Psychology (100) **3**
- Psy 381 Introduction to Industrial and Organizational Psychology (100) **3**

**PSYCHOLOGY 400-LEVEL COURSES**

Select two (only 3 units from Psy 405, 406A, 406B) NO UNITS FROM PSY 499. 400-level courses only for Majors who have completed Psy 301 **3**

**PSYCHOLOGY UPPER DIVISION ELECTIVES**

Select two upper-division psychology courses not already used to satisfy the requirements above. **3**

**PSYCHOLOGY SUPPORTING FIELDS**

Two upper-division courses in the social and behavioral science departments of College of Liberal Arts (CLA) including one with an emphasis on contemporary US ethnic studies. (See department list.) **3**

**Units Needed**

**Total Psychology Units Needed**

---

*Course requirements and prerequisites, as well as requirements for admission to the major, change periodically. If you have questions about the requirements for your specific major catalog year, seek a referral to the Undergraduate Advisor.*

---

**Student Signature:** ____________________________ **By:** ___________________ **Date:** ____________

(The accuracy of the above information is based on the accuracy and completeness of the information presented by the student.)
Below you will find course descriptions for all undergraduate psychology courses. **Syllabi for all psychology courses are available for viewing in Psy 206.**

**LOWER DIVISION**

100. General Psychology .......................(3)
    Chun, Jorgenson, Kelemen, Quon, Span

Prerequisite/Corequisite: GE A1 Requirement.
Introduction to the scientific study of human behavior. Provides a basis for further study and for application to everyday life. Topics include biological foundations of behavior, motivation, emotion, learning, memory, thinking, personality, development, social behavior, abnormal behavior and methods of therapy.

130. Critical Thinking .........................(3)
    Chiappe, Killian, Maxfield, Quon,

Prerequisite: GE A1 requirement.
The nature of critical thinking; models and strategies; common fallacies of reasoning; self-regulation in the thinking process; application of critical thinking to specific areas.

150. Personality and Social Behavior.........(3)
    Quon, Span

Prerequisite: One GE Foundation course.
Psychological principles pertinent to the understanding of personality and interpersonal dynamics. Discussion of research and theories of social motivation, conflict and anxiety, adjustment mechanisms and personality change.

210. Introductory Statistics ....................(4)
    Cho, Green, Pedersen, Span, Strybel, Warren, Whitney, Wilson

Prerequisites: Psychology 100, GE A1 requirement and eligible to take a General Education Mathematics course.
Calculation and meaning of statistical measures. Descriptive and inferential statistics.
(Lecture 3 hours, laboratory 2 hours.)

220. Research Methods ...........................(4)
    Chun, Kelemen, Span, Vu, Warren, Wilson

Prerequisite: Psychology 100, 210 or equivalent and GE A1 requirement.
Introduction to basic research methods in psychology. Principles of experimentation, naturalistic observation, correlational studies.
(Lecture 3 hours, laboratory and field 3 hours.)

**UPPER DIVISION**

Note: Upper division standing is granted on completion of 60 units.

300 I. Mind Control or Freedom .............(3)
    Killian

Prerequisites: Psychology 100, G.E. Foundation, one or more explorations courses and upper division standing.
Theories of persuasion and how people control others using informational, manipulative and coercive approaches; sources of power in society; and the psychological and ethical implications of freedom and responsibility in coping with control attempts by friends, government, advertisers, cults, etc.

301. Introduction to Psychology as a Discipline and a Profession..............(3)
    Jennings, Killian, Maxfield

Prerequisite: Psychology 100, G.E. Foundation and upper division standing.
Covers scope and value of psychology major including preparation for graduate work, careers available at varying degree levels, ethical considerations, key historical concepts and essential skills like library search techniques, using APA format and study skills.
310. Intermediate Statistics ......................(4)

Cho, Warren

Prerequisite: Psychology 100, 210, GE Foundation requirement and upper division standing.
Basic theoretical concepts of statistics and the use of these concepts in the selection and development of model testing, hypothesis testing and parameter estimation procedures. Both single measure (univariate) and correlational (bivariate) concepts are included.
(Lecture 3 hours, laboratory 2 hours.)

314. Psychological Assessment ..............(3)

Amirkhan

Prerequisites: Psychology 100, 210 and 220, GE Foundation requirement and upper division standing.
Principles of assessment applied to the measurement of individual behavior and to programs intended to affect behavior. Includes interviews, tests and other methods.

315. Principles of Psychological Testing ..(3)

Faculty

Prerequisite: Psychology 100, 210, 220, GE Foundation requirement and upper division standing.
Principles and practices of group and individual testing in the fields of intelligence, aptitude, achievement, personality and interest. Emphasis on the evaluation of tests as measuring devices, their applicability and limitations.

327 I. Introduction to Human Factors ..........(3)

Vu

Prerequisite: GE Foundation requirement, one Explorations course and upper division standing.
Introduction to the field of human factors, a discipline concerned with designing products and systems for human use.

331. Sensation and Perception...............(3)

Miles, Span, Strybel, Vu

Prerequisite: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
An introduction to the scientific study of sensory processes and perceptual principles from a psychophysical and physiological perspective, and the methods used to investigate them. Topics may include vision, audition, psychophysics and object and space perception.

332. Human Cognition ......................(3)

Chiappe, Kelemen, Maxfield

Prerequisite: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
Study of higher-order processes basic to the acquisition of knowledge. Includes thinking, problem solving, creativity, information processing, decision making, judgment, concepts and imagination.

333. Psychology of Learning ...............(3)

Green, Lee, Quon

Prerequisite: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
Learning is a relatively permanent change in behavior resulting from experience. Emphasizes interaction of biological and environmental variables in the processes of instinct, habituation, sensitization, Pavlovian conditioning, instrumental learning and cognition; examination of methods, theory and applications.

336. Psychology of Emotion .................(3)

Faculty

Prerequisite: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
Discussion of research and theories of emotions. Includes the evolution of emotions, neurophysiological mechanisms of emotion, development of emotions, expressions of emotions, and emotions in social relationships, with an emphasis on the emotions of anger, grief, happiness, jealousy and love.

337. Psychology of Happiness...............(3)

Chiappe

Prerequisites: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
This course examines research in human happiness. Topics include: Assessing happiness, the adaptive function of positive emotions, the relation between wealth and happiness, personality characteristics of happy individuals, international differences in happiness, and strategies for enhancing the happiness of individuals.

340. Physiology of Behavior ...............(3)

Zavala

Prerequisites: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
An in-depth examination of central nervous system (CNS) components that create our behavioral capabilities. Topics include major structural and functional features of the neuron and of selected systems that are representative of the sensory, integrative and motor capabilities of the CNS.

341. Neuropsychology .................(3)

Green

Prerequisites: Psychology 100, 220, 241, GE Foundation requirement and upper division standing.
Localization of brain regions responsible for human capabilities as studied in patients with brain damage, normal people and nonhumans. How brain damage is assessed and treated. Relation of findings to function of normal brains.
342. Psychopharmacology ..................(3) Zavala

Prerequisites: Psychology 100, 220, 241, GE Foundation requirement and upper division standing. Introduction to the effects of major classes of psychoactive drugs on the central nervous system. Topics include anatomical and functional characteristics of neurotransmitters systems; pharmacology of drug administration; and physiological and psychological actions of selected classes of psychoactive drugs.

343. Animal Cognition ....................(3) Chiappe

Prerequisites: Psychology 100, 220, 241, GE Foundation requirement and upper division standing. This course examines the cognitive lives of animals. Topics discussed include: instincts, basic learning abilities, insightful problem-solving, categorization and analogical reasoning, short-term and long-term memory, time perception, counting and numerical abilities, perception and navigation, social learning, and communication.

346 I. Evolutionary Psychology ..........(3) Chiappe, MacDonald

Prerequisites: PSY 100, completion of the G.E. Foundation, one or more Explorations courses and upper-division standing. Human social behavior as seen in the context of evolutionary biology. Topics include the importance of kinship in human societies, altruism and reciprocity, human sexuality, parent-offspring relations, ethical and legal systems and religion.

350 I. Psychology and Contemporary Social Issues .................................(3) Pedersen

Prerequisites: PSY 100, completion of the G.E. Foundation, one or more Explorations courses and upper-division standing. Application of social psychological principles toward understanding major contemporary social issues. Each issue covered is presented in its historical context, and the economic, political, social and cultural aspects are examined.

351. Social Psychology ....................(3) Jorgenson, Pedersen, Thoman

Prerequisites: Psychology 100, completion of GE Foundation and upper division standing. Study of individuals and groups as they are affected by social interactions. Topics may include social cognition, attitudes and persuasion, social influence, interpersonal perception and attraction, aggression, altruism, group dynamics. (Not open to students with credit in SOC335I)

354. Psychology of Women ..................(3) Ahrens, Rozee

Prerequisite: Psychology 100, completion of GE Foundation and upper division standing. Examination of women’s roles throughout the lifespan including gender differences, body image, pregnancy, sexuality, communication, relationships, motherhood, work, physical and mental health. Attitudes toward women, including violence against women, may also be explored. (This course is for both men and women.)

356. Personality .............................(3) Amirkhan, Thayer

Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing. Survey of classical theories and methods in Personality psychology, with a sampling of current research. Examines how and why people differ in personality and the ways these differences are reflected in thoughts, feelings, motivations and behaviors.

359. Self-Observation and Self-Development ..................................(3) Thayer

Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing. Examination of personal traits and behavior patterns as reflected by objective measures, group interactional procedures and video feedback. Development of self through systematic self-observation.

361. Psychology of Child and Adolescent Development .........................(3) Halim, MacDonald

Prerequisites: Psychology 100, Completion of GE Foundation and upper division standing. Developmental change processes from prenatal development through adolescence. Emphasis on ethnic, gender and social class differences in development combined with emphasis on the universal features of human development. Topic coverage includes physical-motor, social, physiological and cognitive aspects of development.

362. Autism Spectrum Disorders ..........(3) Whitney

Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing. Introduction to autism spectrum disorders (ASDs), including consideration of behavioral and cognitive issues, comorbid disorders, prevalence, possible etiology and psychological impacts on families. Examination of treatment approaches such as behavioral, speech, physical, occupational, educational, dietary and biomedical therapies.
363. Developmental Psychopathology .......(3)
    MacDonald
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
This course covers research on psychiatric disorders of children and adolescents from a developmental perspective. The symptoms, causes, course and prevention of the most important childhood disorders are discussed, including conduct disorder, attention deficit hyperactivity, depression, anxiety disorder, autism and mental retardation.

365. Psychology of Adult Development and Aging ......................... (3)
    Halim, MacDonald
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
Methodological and theoretical problems and issues in the study of developmental change processes from young adulthood through old age. Topical coverage includes physical-motoric, social, physiological and intellectual aspects of behavioral functioning.

368. Asian American Personality and Mental Health.................(3)
    Chun
Prerequisites: Psychology 100, Completion of GE Foundation and upper division standing.
A survey of psychological issues facing Asian Americans, including the historical, sociopolitical and cultural influences that shape personality and mental health of individuals in the diverse population group.

370. Abnormal Psychology......................... (3)
    Chun, Span
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
Overview of abnormal behavior as a portion of the continuum of human behavior. Covers field’s historical approaches, the range of psychological disorders, as well as causes, consequences and treatment of these disorders.

373. Introduction to Clinical Psychology ..... (3)
    Fiebert
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
Survey of field of clinical psychology including an introduction to its history, diagnostic procedures, therapeutic process, clinical training, research approaches and ethical issues.

375. Community Psychology....................(3)
    Ahrens, Rozee
Prerequisite: Psychology 100, completion of GE Foundation and upper division standing.

    Faculty
Prerequisites: Criminal Justice majors: CRJU 304. Psychology majors: PSY 220, 370, GE Foundation, and upper-division standing. All other majors: Consent of instructor. Integrative examination of the intersection of criminal behavior and severe psychopathology using psychodynamic, behavioral, psychosocial, and neurobiological models. Particular attention is paid to understanding homicide and sex offenses by those diagnosed with psychopathy, schizophrenia, and antisocial personality disorder. Same course as CRJU 408. Not open for credit to students with credit in CRJU 408.

378. Health Psychology.......................... (3)
    Urizar, Wilson
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
Research and theory regarding attitudes, beliefs and behaviors related to health and illness. Individual difference variables will be examined. Analysis of applications of psychology to prevention, counseling and treatment of major health problems.

379. Psychology of Stress .......................(3)
    Urizar
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
Introduction to the scientific study of stress and its relationship to health. Course content will focus on understanding the nature of psychological stress, its physiological correlates and specific strategies used to help in understanding and managing our own experience of stress.

381. Introduction to Industrial/Organizational Psychology ..................(3)
    Nguyen, Quon, Warren, Whitney
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing.
Introduction to theories, methods, findings, and applications of industrial-organizational (I-O) psychology. Topics covered include job analysis, employee recruitment and selection, performance appraisal, employee training and development, work stress, teams, satisfaction, motivation, and leadership.
382 I. Introduction to Cognitive Science......(3)
Faculty
Prerequisite: Completion GE Foundation, at least one Explorations course; upper-division standing; at least six units in two areas chosen from Computer Science, Linguistics, Philosophy and Psychology.
Introduction to cognitive science including historical development, foundational philosophical presuppositions, core topics, underlying theoretical framework, explanatory goals, different methodologies and theoretical contributions of its constitutive disciplines. Same course as PHIL 482I.

383. Women, Family and Work Issues.......(3)
Quon
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing. Opportunities and challenges women in U.S. face with family and work issues explored. Specifically, cultural influences, complex family compositions, work demands, and the collective influence of these factors on women’s life choices examined.

384. Workplace Diversity: Barriers and Strategies.................................................(3)
Quon
Prerequisite: Psychology 100, Completion of GE Foundation and upper division standing. Current U.S. workforce is diverse along gender, multiracial, and multicultural factors, such as men, women, European Americans, African Americans, Latinos, Asian Americans and others. Understanding psychological barriers and developing strategies at the individual, group, and organizational levels to create a positive multicultural workplace will be explored.

390. Special Topics in Psychology ............(3)
Faculty
Prerequisite: Consent of Instructor. Topics of current interest in psychology selected for intensive development. May be repeated to a maximum of 9 units with different topics; no more than 6 units may be used for the major.
NOTE: 400-level courses open to Psychology majors and minors who have successfully completed PSY 301. All 400 level course are letter grade only (A-F) except Psy 405.

401. History of Psychology ......................(3)
Chiappe, Lee
Prerequisites: Psychology major, Psychology 301; six upper division units in psychology. The historical background and development of psychology as a science. Contributions of major individuals and systems.

405. Field Work in Psychology .................(3)
Ahrens, Rozee
Prerequisites: Psychology major (3.0 GPA), Psy 301, 12 upper division units in psychology, letters of recommendation, consent of instructor. (To apply, submit your application during the semester before the courses are taken. See the Peer Advising website for application instructions.) Supervised internship in a Psychology-related position in the surrounding community. Placements include schools, hospitals, clinics and community mental health agencies. CREDIT/ NO CREDIT GRADING ONLY. May be repeated to a maximum of six units in different semesters.

406A/B. Application of Psychology.............(3)
Jennings
Prerequisite: Psychology major, Psychology 301; consent of instructor. Students apply for the 406A-B sequence during the semester before the courses are taken. Theoretical and laboratory training in the topic areas are followed by applied work with clients, schools, businesses, etc., as appropriate. Students are supervised by the course instructor.

407. Introduction to Family Therapy..........(3)
Fiebert
Prerequisites: Psychology major, Psy 301 and PSY 373 or 475. Survey of the field of family therapy including origins of differences in family structure, historical development of family therapy, theory and practice.

411. Statistical Design and Analysis of Experiments...................(3)
Cho, Pedersen, Strybel
Prerequisite: Psychology major, Psy 301; Psychology 310. Focuses on logic, application, and interpretation of analysis of variance (ANOVA) models in addition to other statistical procedures. Various issues of research design and experimentation are also covered.

412. Multivariate Statistical Analysis ..........(3)
Cho, Thoman
Prerequisite: Psychology major, Psy 301; Psychology 310. Covers logic, application and limitations of multivariate (multiple independent and dependent variables) statistics. Topics may include multivariate analysis of variance, single and multiple correlation/regression, logistic regression, factor analysis and path analysis.
418. Computer Applications in Psychology...... (3)
    Strybel

Prerequisites: Psychology major, Psy 301; 310.
Foundations of computer technology and its application to psychology. Emphasis on real-time control by digital computers in psychological research and applications.
(Lecture 2 hours, laboratory 2 hours.)

423. Qualitative Methods and Analysis..... (3)
    Ahrens

Prerequisites: Psychology major, Psy 301.
Overview of qualitative research methods and analysis. Students learn to conduct observations, focus groups and qualitative interviews. Inductive analysis techniques such as content analysis and narrative analysis. Application of these skills in a qualitative evaluation of a real-world program.

427. Human Factors ..............................(3)
    Strybel, Vu

Prerequisites: Psychology major, Psy 301, 310 and two of the following: Psychology 331, 332 or 333.
Systematic application of psychological principles to the design of person-machine systems. Emphasis in the laboratory on the development of skills required of human factors psychologists. These skills will include systems and analysis, cognitive task analysis, rapid prototyping and usability testing.
(Lecture 2 hours, laboratory 2 hours.)

433. Research in Cognition and Learning .(3)
    Chiappe, Kelemen, Lee, Maxfield, Miles

Prerequisites: Psychology major, Psy 301, 310 and one from 331, 332 or 333.
Research methods in cognition, learning and perception. Laboratory includes experiments on selected topics. (Lecture 2 hours, lab 3 hours.)

434. Human Memory: Exploring Brain, Mind and The Past ...........................(3)
    Maxfield

Prerequisites: Psychology major; PSY 301; and one of the following: PSY 332, 333, 337, 340 or 341.
Memory is essential for successfully navigating our world. Examines classic and modern research and real-world applications in human memory. Students completing this course will practice designing, critiquing and conducting psychological research.

436. Psychology of Mood..........................(3)
    Thayer

Prerequisites: Psychology major, Psy 301; Psy 310.
Analyses of normal mood states, including survey of existing literature. Topics may include the relationship of mood to important antecedents and consequences such as sleep-wake cycles, exercise, nutrition, physical health, stress and cognition.

441. Research in Physiological Psy............(3)
    Green, Lee

Prerequisites: Psychology major, Psy 301, 310 and one of 340 or 341 or 342.
Research methods in psychobiology. Includes fundamentals of neuroanatomy, surgical procedures for stimulation, lesioning and recording, pharmacological procedures used in neuropsychological research.
(Lecture 2 hours, laboratory 3 hours.)

444. Cognitive Neuroscience....................(3)
    Green, Kelemen

Prerequisites: Psychology major, Psy 301, 310, 332 and one from 340, 341 or 342.
Explores brain systems responsible for cognitive processes in normal humans, integrating theory from texts and current research from original sources.

451. Research in Social Psychology.........(3)
    Pedersen, Thoman

Prerequisites: Psychology major, Psy 301, 310, 351.
Research methods and problems in social psychology.

453. Principles of Group Dynamics............(3)
    Warren

Prerequisites: Psychology major, Psy 301, 351.
Behavior in groups with attention to such factors as leadership, followership, interaction and influence including organization, management, morale and efficiency. Problems, techniques and methods of investigation.

456. Research in Personality ...................(3)
    Thayer

Prerequisites: Psychology major, Psy 301, 310, 356.
Examination of common research methods, especially as they may apply to particular theoretical personality paradigms. (Lecture 2 hours, laboratory 3 hours.)

457. Psychology of Sexuality...................(3)
    Span, Warren

Prerequisites: Psychology major, Psy 301; and one from Psy 351, 356 or 370.
Survey of topics in human sexuality with emphasis on developmental psychology of sexuality, attitudes, and feelings related to sexuality, sexual variations and deviations, sexual dysfunction and sex therapy.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>463</td>
<td>Social and Personality Development</td>
<td>(3)</td>
<td>Prerequisite: Psychology major, Psy 301, 361. The development of social behavior and personality in children and adults. Coverage will include theoretical approaches and processes as well as content areas including development of emotions, personality systems, aggression, morality, prosocial behavior, peer relations and sex differences.</td>
</tr>
<tr>
<td>475</td>
<td>Clinical Interviewing</td>
<td>(3)</td>
<td>Prerequisite: Psychology major, Psy 301, 373. Study and development of the clinical techniques of observation and the interview. Coverage includes detailed exposure to client-centered and Gestalt counseling methods. Emphasis on understanding theory and an acquisition of basic skills.</td>
</tr>
<tr>
<td>477</td>
<td>Psychology of Addiction</td>
<td>(3)</td>
<td>Prerequisite: Psychology major, Psy 301; six upper division psychology units. Investigation of theory and research on psychological causes and effects of addiction, including analyses of individual differences on major demographic variables of gender, age and ethnicity. Consideration of major approaches and methods to recovery from addictive behavior.</td>
</tr>
<tr>
<td>490</td>
<td>Advanced Topics in Psychology</td>
<td>(3)</td>
<td>Prerequisite: Psychology major, Psy 301; one 300-level course in the subject matter of the course. Advanced study of selected topics in one basic area of psychology; e.g., cognition and learning, emotion and motivation, physiological, social, personality or developmental. May be repeated with different topics to a maximum of nine units. Topics will be announced in the Schedule of Classes.</td>
</tr>
<tr>
<td>490H</td>
<td>Special Topics — Honors</td>
<td>(3)</td>
<td>Prerequisite: Psychology major, Psy 301; consent of the Psychology Honors Program Advisory Committee. Advanced study of selected topics in psychology. Topics will be announced in the Schedule of Classes. Course may be repeated to a maximum of 6 units with different topics.</td>
</tr>
<tr>
<td>495</td>
<td>Psychology and the Law</td>
<td>(3)</td>
<td>Faculty Prerequisites: Psychology major, Psy 301; Psychology 370. Examines the relationship between the fields of psychology and law including laws pertaining to psychologists and rights and ethical responsibilities of mental health providers. Topics include forensic psychology, trial consulting and issues relating to the legal system.</td>
</tr>
<tr>
<td>496H</td>
<td>Research Preparation — Honors</td>
<td>(3)</td>
<td>Chun Prerequisite: Psychology major, Psy 301; consent of the Psychology Honors Program Advisory Committee. Development of a senior honors thesis proposal.</td>
</tr>
<tr>
<td>498H</td>
<td>Senior Thesis — Honors</td>
<td>(3)</td>
<td>Chun Prerequisite: Psychology major, Psy 301; PSY 490H, 496H and consent of the supervising faculty member. Final completion of an original research project with the product being both an oral and written presentation of the research.</td>
</tr>
<tr>
<td>499</td>
<td>Independent Study</td>
<td>(1-3)</td>
<td>Faculty Prerequisite: Psychology major, Psy 301 consent of the department. Student will conduct independent laboratory or library research and write a report of the research. May be repeated for a maximum of six units. All students who wish to enroll in 499 should seek permission from a supervising faculty member, obtain a contract from the department office to be completed with the supervising faculty member and submit the form to the office by the end of the third week of the semester. For a description of faculty research interests see the opening section of this handbook, the general interest areas of faculty on the next page of this handbook, or consult the research binder in the Peer Advising Office in PSY 206.</td>
</tr>
</tbody>
</table>

**NOTE:** Second semester seniors may enroll in 500-level courses but must obtain permission of both the instructor and the graduate advisor. A description of these courses can be found in the catalog. Students may not count the same course for undergraduate and graduate credit.
INTEREST AREAS AND SUGGESTED COURSE SEQUENCES

INTEREST AREAS BY COURSE AND FACULTY

Clinical
Courses: Domestic Violence (278), Assessment (314), Testing (315), Asian-American Personality & Mental Health (368), Abnormal (370), Intro to Clinical (373), Serial Killers (377), Psychology of Stress (379), Fieldwork (405), Applications (406), Family Therapy (407), Clinical Interviewing (475), Psychology and the Law (495)

Faculty: Ahrens, Amirkhan, Chun, Fiebert, Rozee, Span, Urizar

Cognition/Cognitive Neuroscience
Courses: Critical Thinking (130), Human Cognition (332), Animal Cognition (343), Introduction to Cognitive Science (382), Research in Cognition and Learning (433), Human Memory (434), Cognitive Neuroscience (444)

Faculty: Chiappe, Green Kelemen, Killian, Lee, Maxfield, Miles, Quon

Community
Courses: Domestic Violence (278), Community (375), Psychology of Stress (379), Fieldwork in Psychology (405), Applications (406)

Faculty: Ahrens, Rozee, Urizar

Cross-Cultural/Gender/Ethnic Issues

Faculty: Ahrens, Chun, Halim, Jorgensen, MacDonald, Pedersen, Quon, Rozee, Span, Thoman, Warren, Whitney

Developmental
Courses: Psychology of Happiness (337), Evolutionary Psychology (346I), Child and Adolescent Development (361), Autism Spectrum Disorder (362), Developmental Psychopathology (363), Adult Development and Aging (365), Human Memory (434), Social and Personality Development (463)

Faculty: Chiappe, Halim, MacDonald, Maxfield, Whitney

General Experimental/Learning
Courses: Research Methods (220), Introduction to Human Factors (327I), Sensation and Perception (331), Human Cognition (332), Learning (333), Emotion (336), Animal Cognition (343), History and Systems (401), Research in Cognition and Learning (433)

Faculty: Chiappe, Chun, Green, Kelemen, Lee, Maxfield, Miles, Span, Strybel, Vu, Warren, Wilson

Health Psychology
Courses: Emotion (336), Happiness (337), Health Psy (378), Stress (379), Mood (436), Addiction (477)

Faculty: Chiappe, Span, Thayer, Urizar, Wilson

Human Factors
Courses: Intermediate Statistics (310), Introduction to Human Factors (327I), Sensation and Perception (331), Cognition (332), Computer Applications (418), Human Factors (427), Human Memory (434)

Faculty: Cho, Maxfield, Span, Strybel, Vu

Industrial/Organizational
Courses: Testing (315), Introduction to I/O Psychology (381), Women, Family and Work Issues (383), Workplace Diversity (384), Computer Applications (418)

Faculty: Nguyen, Quon, Strybel, Warren, Whitney
**Measurement/Statistics**

Courses: Introductory Statistics (210), Intermediate Statistics (310), Testing (315), Statistical Design and Analysis of Experiments (411), Multivariate Analysis (412), Computer Applications (418), Qualitative Methods (423)

Faculty: Ahrens, Cho, Green, Pedersen, Span, Strybel, Warren, Whitney, Wilson

**Personality**

Courses: Assessment (314), Psychology of Happiness (337), Social (351), Psy of Women (354), Asian-American Personality & Mental Health (368), Psy of Mood (436), Research in Personality (456), Social and Personality Development (463)

Faculty: Ahrens, Amirkhan, Chiappe, Chun, Jorgenson, MacDonald, Pedersen, Rozee, Thayer, Thoman

**Physiological**

Courses: Psychobiology (241), Physiology of Behavior (340), Neuropsychology (341), Psychopharmacology (342), Evolutionary Psychology (346I), Psychology of Stress (379), Research in Physiological Psychology (441), Cognitive Neuroscience (444)

Faculty: Chiappe, Green, Lee, MacDonald, Urizar, Zavala

**Social/Social Issues**

Courses: Domestic Violence (278), Mind Control or Freedom (300I), Assessment (314), Psychology of Happiness (337), Psychology and Contemporary Social Issues (350I), Social (351), Psy of Women (354), Community (375), Health Psychology (378), Women, Family and Work Issues (383), Group Dynamics (453), Social and Personality Development (463), Addiction (477), Psychology and the Law (495)

Faculty: Ahrens, Amirkhan, Chiappe, Jorgenson, MacDonald, Pedersen, Quon, Rozee, Span, Thoman, Urizar, Warren, Wilson

**SUGGESTED COURSE SEQUENCES**

Students are advised to consult with the Peer Advising Office for course choices most relevant to their individual goals. For students who are certain about their career goals, some suggested sequences have been recommended by department faculty. These sequences are UNOFFICIAL AND ADVISORY ONLY.

The suggestions fall into four major categories:

1. students seeking a job directly after the B.A.
2. students desiring a Master's degree in the counseling field.
3. students wishing a Master's degree in Industrial/Organizational psychology with the intent of working in the field of business.
4. students planning to seek a Master's degree in Research or obtain a Ph.D. in the various research areas of psychology. The various interest areas with relevant courses and faculty precede this section, beginning on page 21.

For students interested in a Ph.D. in Clinical Psychology, there are a number of possible educational paths including the alternate Psy.D. programs or attendance at a professional school. The Peer Advising Offices in PSY 206 have several publications describing these alternative plans. In general, for those seeking a doctorate in clinical psychology it is wise to focus on upper division courses in statistics and research as well as clinically relevant courses. Most doctoral schools prefer to provide the majority of clinical training at the graduate level and prefer a focus on content breadth and methodological depth at the undergraduate level.

**NOTE:** In the suggested course selections on pages 24-27, more courses may be recommended than the number required to satisfy the specific category. These extra courses may be used to satisfy the upper division electives requirement, or used as electives toward the 40 upper division and 120 semester units required for graduation.
GOAL: TO SEEK A JOB WITH A B.A. DEGREE IN PSYCHOLOGY

The courses recommended involve analytical, statistical, computer or communication skills which would make one competitive in the job market. It is also recommended that you take additional electives in other departments such as computer engineering and computer science, information systems or foreign languages. There are many B.A. students seeking jobs and the more you can distinguish yourself in coursework, work experience and fieldwork experiences, the more successful you will be.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 301</td>
<td>Psychology as a Discipline and a Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP I** Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 331</td>
<td>Sensation &amp; Perception</td>
<td>3</td>
</tr>
<tr>
<td>Psy 332</td>
<td>Human Cognition</td>
<td>3</td>
</tr>
<tr>
<td>Psy 333</td>
<td>Learning</td>
<td>3</td>
</tr>
<tr>
<td>Psy 336</td>
<td>Emotion</td>
<td>3</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Physiology of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Psy 341</td>
<td>Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 342</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

Take two from 332 or 333; 341; 336 or 342

**GROUP II** Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 351</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 356</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Child &amp; Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>Psy 365</td>
<td>Adult Development &amp; Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

Take as desired

**GROUP III** Select two courses from the following three groups (must be from two different groups):

**Subgroup A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 354</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>Psy 362</td>
<td>Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Psy 363</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 368</td>
<td>Asian American Personality &amp; Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>Psy 370</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 383</td>
<td>Women, Family and Work Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subgroup B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 310</td>
<td>Intermediate Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Psy 314</td>
<td>Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy 315</td>
<td>Principles of Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>Psy 359</td>
<td>Self-Observation &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Consider taking 310, 314 or 315

**Subgroup C**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 327</td>
<td>Introduction to Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>Psy 346</td>
<td>Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 216)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 373</td>
<td>Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 375</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 378</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 381</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 301

Psychology 400-level courses — select two: (Only 3 units from Psy 405, 406A or 406B; No units from Psy 499)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 401</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 405</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 406</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 411</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 412</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 418</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 427</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 475</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Take courses from 401, 405, 406, 411, 412, 418, 427, 475

Psychology upper division electives — select two courses not used to satisfy requirements above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 452</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 453</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Take courses noted above

Psychology supporting fields — select two Social & Behavioral Science courses (not Psy). At least one must have contemporary U.S. ethnic studies emphasis (See Psychology Department list, page 13)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 421</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Psy 422</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3
GOAL: TO OBTAIN A MASTER'S DEGREE IN A COUNSELING AREA

Courses recommended are those suitable for many programs. For the courses required for a specific program at a specific school, you should contact the school that interests you. For instance, for courses needed for the CSULB counseling program in the Advanced Studies in Education and Counseling Department (formerly Ed Psy) or the MSW program in Social Work, be sure to check directly with those departments.

<table>
<thead>
<tr>
<th>Psy 301</th>
<th>Psychology as a Discipline and a Profession 3</th>
<th>Take 301</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP I</td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>Psy 331</td>
<td>Sensation &amp; Perception (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 332</td>
<td>Human Cognition (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 333</td>
<td>Learning (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 336</td>
<td>Emotion (241, 220) or Psy 337 Psy of Happiness (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Physiology of Behavior or</td>
<td></td>
</tr>
<tr>
<td>341</td>
<td>Neuropsychology or</td>
<td></td>
</tr>
<tr>
<td>342</td>
<td>Psychopharmacology (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 343</td>
<td>Animal Cognition (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>GROUP II</td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>Psy 351</td>
<td>Social Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 356</td>
<td>Personality (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Child &amp; Adolescent Development or</td>
<td></td>
</tr>
<tr>
<td>365</td>
<td>Adult Development &amp; Aging (100)</td>
<td>3</td>
</tr>
<tr>
<td>GROUP III</td>
<td>Select two courses from the following three groups (must be from two different groups):</td>
<td></td>
</tr>
<tr>
<td>Subgroup A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 354</td>
<td>Psychology of Women (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 362</td>
<td>Autism Spectrum Disorders (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 363</td>
<td>Developmental Psychopathology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 368</td>
<td>Asian American Personality &amp; Mental Health (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 370</td>
<td>Abnormal Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 383</td>
<td>Women, Family and Work Issues (100)</td>
<td>3</td>
</tr>
<tr>
<td>Subgroup B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 310</td>
<td>Intermediate Statistics (210)</td>
<td>4</td>
</tr>
<tr>
<td>Psy 314</td>
<td>Psychological Assessment (210, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 315</td>
<td>Principles of Psychological Testing (210)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 359</td>
<td>Self-Observation &amp; Development (100)</td>
<td>3</td>
</tr>
<tr>
<td>Subgroup C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 327</td>
<td>Introduction to Human Factors</td>
<td>3</td>
</tr>
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<td>Clinical Psychology (370)</td>
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</tr>
<tr>
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<td>3</td>
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<tr>
<td>Psy 378</td>
<td>Health Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 381</td>
<td>Introduction to Industrial/Organizational Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 400-level courses — select two:</td>
<td>Only 3 units from Psy 405, 406A or 406B; No units from Psy 499</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology upper division electives — select two courses not used to satisfy requirements above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology supporting fields — select two Social &amp; Behavioral Science courses (not Psy). At least one must have contemporary U.S. ethnic studies emphasis (See Psychology Department list, page 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take 332 or 333
Take 361
Take 354 or 370
Take 401, 405 or 406, 407, 475, 477, 495
Take other courses noted above
Take from SW, EDP, WGSS
GOAL: TO OBTAIN A MASTER'S DEGREE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Courses recommended are those required by or useful information for Master's programs in I/O Psychology. For the courses required for a specific program at a specific school, you should contact the school that interests you.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 301</td>
<td>Psychology as a Discipline and a Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP I** Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 331</td>
<td>Sensation &amp; Perception (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 332</td>
<td>Human Cognition (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 333</td>
<td>Learning (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 336</td>
<td>Emotion (241, 220) or Psy 337 Psy of Happiness (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Physiology of Behavior or Psy 341 Neuropsychology or Psy 342 Psychopharmacology (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 343</td>
<td>Animal Cognition (241, 220)</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP II** Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 351</td>
<td>Social Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 356</td>
<td>Personality (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Child &amp; Adolescent Development or</td>
<td></td>
</tr>
<tr>
<td>Psy 365</td>
<td>Adult Development &amp; Aging (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP III** Select two courses from the following three groups (must be from two different groups):

**Subgroup A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 354</td>
<td>Psychology of Women (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 362</td>
<td>Autism Spectrum Disorders (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 363</td>
<td>Developmental Psychopathology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 368</td>
<td>Asian American Personality &amp; Mental Health (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 370</td>
<td>Abnormal Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 383</td>
<td>Women, Family and Work Issues (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subgroup B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 310</td>
<td>Intermediate Statistics (210)</td>
<td>4</td>
</tr>
<tr>
<td>Psy 314</td>
<td>Psychological Assessment (210, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 315</td>
<td>Principles of Psychological Testing (210)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 359</td>
<td>Self-Observation &amp; Development (100)</td>
<td>3</td>
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</tbody>
</table>

**Subgroup C**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 327</td>
<td>Introduction to Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>Psy 346</td>
<td>Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 216)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 373</td>
<td>Clinical Psychology (370)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 375</td>
<td>Community Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 378</td>
<td>Health Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 381</td>
<td>Introduction to Industrial/Organizational Psychology (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology 400-level courses — select two: (Only 3 units from Psy 405, 406A or 406B; No units from Psy 499)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
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</table>

Psychology upper division electives — select two courses not used to satisfy requirements above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

Psychology supporting fields — select two Social & Behavioral Science courses (not Psy). At least one must have contemporary U.S. ethnic studies emphasis (See Psychology Department list, page 13)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
GOAL:  TO OBTAIN A MASTER’S DEGREE IN HUMAN FACTORS PSYCHOLOGY

Courses recommended are those required by or useful information for Master’s programs in Human Factors Psychology. For the courses required for a specific program at a specific school, you should contact the school that interests you.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 301</td>
<td>Psychology as a Discipline and a Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP I**

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 331</td>
<td>Sensation &amp; Perception (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 332</td>
<td>Human Cognition (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 333</td>
<td>Learning (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 336</td>
<td>Emotion (241, 220) or Psy 337 Psy of Happiness (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Physiology of Behavior or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neuropsychology or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychopharmacology (241, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 343</td>
<td>Animal Cognition (241, 220)</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 331 and 332

**GROUP II**

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 351</td>
<td>Social Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 356</td>
<td>Personality (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Child &amp; Adolescent Development or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adult Development &amp; Aging (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP III**

Select two courses from the following three groups (must be from two different groups):

**Subgroup A**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 354</td>
<td>Psychology of Women (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 362</td>
<td>Autism Spectrum Disorders (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 363</td>
<td>Developmental Psychopathology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 368</td>
<td>Asian American Personality &amp; Mental Health (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 370</td>
<td>Abnormal Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 383</td>
<td>Women, Family and Work Issues (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 354

**Subgroup B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 310</td>
<td>Intermediate Statistics (210)</td>
<td>4</td>
</tr>
<tr>
<td>Psy 314</td>
<td>Psychological Assessment (210, 220)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 315</td>
<td>Principles of Psychological Testing (210)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 359</td>
<td>Self-Observation &amp; Development (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 310

**Subgroup C**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 327</td>
<td>Introduction to Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>Psy 346</td>
<td>Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 218)</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>Psy 378</td>
<td>Health Psychology (100)</td>
<td>3</td>
</tr>
<tr>
<td>Psy 381</td>
<td>Introduction to Industrial/Organizational Psychology (100)</td>
<td>3</td>
</tr>
</tbody>
</table>

Take 327

Psychology 400-level courses — select two: (Only 3 units from Psy 405, 406A or 406B; No units from Psy 499)

Take two from 411, 412, 418, 427 or 444

Psychology upper division electives — select two courses not used to satisfy requirements above

Consider 340, 341 or 342

Psychology supporting fields — select two Social & Behavioral Science courses (not Psy). At least one must have contemporary U.S. ethnic studies emphasis (See Psychology Department list, page 13)

...
GOAL: TO PREPARE FOR A MASTER’S DEGREE IN A RESEARCH AREA OR A PH.D. IN PSYCHOLOGY IN A VARIETY OF INTEREST AREAS

Courses recommended stress breadth of knowledge, research and statistics at advanced levels, plus courses in the area of interest. On pages 21 & 22 the courses and faculty involved in each interest area are specified. (Students interested in a Master’s degree in a research area should also follow this plan. Students interested in a clinical doctorate should check with the Advising Office for more information.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 301</td>
<td>Psychology as a Discipline and a Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

**GROUP I** Select two courses from the following:

- Psy 331 Sensation & Perception (241, 220) .................................................. 3
- Psy 332 Human Cognition (241, 220) ............................................................... 3
- Psy 333 Learning (241, 220) ............................................................................. 3
- Psy 336 Emotion (241, 220) or Psy 337 Psy of Happiness (241, 220) ........... 3
- Psy 340 Physiology of Behavior or 341 Neuropsychology or 342 Psychopharmacology (241, 220) .............................................................. 3
- Psy 343 Animal Cognition (241, 220) ................................................................. 3

Take 332 or 333; 341

**GROUP II** Select two courses from the following:

- Psy 351 Social Psychology (100) ................................................................. 3
- Psy 356 Personality (100) ............................................................................... 3
- Psy 361 Child & Adolescent Development or 365 Adult Development & Aging (100) ............................................................... 3

Take 351 or 356; 361

**GROUP III** Select two courses from the following three groups (must be from two different groups):

**Subgroup A**

- Psy 354 Psychology of Women (100) ............................................................. 3
- Psy 362 Autism Spectrum Disorders (100) ...................................................... 3
- Psy 363 Developmental Psychopathology (100) ............................................. 3
- Psy 368 Asian American Personality & Mental Health (100) ......................... 3
- Psy 370 Abnormal Psychology (100) .............................................................. 3
- Psy 383 Women, Family and Work Issues (100) ............................................. 3

**Subgroup B**

- Psy 310 Intermediate Statistics (210) ............................................................ 4
- Psy 314 Psychological Assessment (210, 220) ............................................... 3
- Psy 315 Principles of Psychological Testing (210) .......................................... 3
- Psy 359 Self-Observation & Development (100) ............................................ 3

**Subgroup C**

- Psy 327 Introduction to Human Factors .......................................................... 3
- Psy 348 Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 216) 3
- Psy 373 Clinical Psychology (370) ................................................................ 3
- Psy 375 Community Psychology (100) ......................................................... 3
- Psy 378 Health Psychology (100) ................................................................. 3
- Psy 381 Introduction to Industrial/Organizational Psychology (100) .......... 3

Take 378

Psychology 400-level courses — select two: (Only 3 units from Psy 405, 406A or 406B; No units from Psy 499)

- .................................................................................................................................. 3
- .................................................................................................................................. 3

Take 401; 411 or 412; 418; and 400-level research lab in interest area

Psychology upper division electives — select two courses not used to satisfy requirements above

- .................................................................................................................................. 3
- .................................................................................................................................. 3

Take other courses noted above

Psychology supporting fields — select two Social & Behavioral Science courses (not Psy). At least one must have contemporary U.S. ethnic studies emphasis (See Psychology Department list, page 13)

- .................................................................................................................................. 3
- .................................................................................................................................. 3

Take from SW, EDP, WGSS
MEMBERSHIP OPEN TO ALL
The extent of activities and the frequency of meetings of these groups vary from semester to semester depending upon the time and commitment of the groups’ leaders and membership.

Psychology Student Association (PSA)
PSA is open to all Psychology majors. It is responsible for organizing a variety of activities, both educational and social, for students and faculty in the department. For instance, guest speakers are invited on topics of student interest; workshops are held on such subjects as psychology careers and applying to graduate school; field trips are planned and pizza parties are frequent. Watch for news of PSA events on banners and posters around the Psychology Building. Meetings are held on a weekly basis.

Black Psychology Student Association
The Black Psychology Student Association exists in order to provide a support network which primarily focuses on preparing students of African descent to become successful members of the psychological community. Watch for news of BPSA events on posters around the Psychology building.

HFE Society Student Chapter
The field of Human Factors/Ergonomics is the scientific discipline that attempts to find the best ways to design products, equipment, and systems so that people are maximally productive, satisfied, and safe. It is the science that brings together psychology and engineering design. The CSULB chapter is open to graduate and undergraduate students, providing the opportunity to enhance professional development, community service, and networking with other students, faculty, and professionals interested in human factors and ergonomics issues. Meetings are usually monthly.

http://csulbstudentlife.orgsync.com/org/hfes/home

ORGANIZATIONS & ACTIVITIES TO WHICH STUDENTS MUST APPLY

Psi Chi
Psi Chi is the National Honor Society in Psychology. Membership is open to graduate and undergraduate students who major or minor in Psychology, have completed 12 units of Psychology, have a Psychology GPA of at least 3.4 and an overall GPA of at least 3.0. In addition, service to the local chapter is required. There is a one time fee of $60.00.

With PSA, Psi Chi sponsors various speakers, panels, and social events of interest to psychology students. Some are limited to Psi Chi members; others are held with PSA, including the weekly meetings. One of Psi Chi’s main goals is to help its members prepare for graduate school.

Psychology Honors Program
The Psychology department honors program provides intensive research and professional training in Psychology. Applications for the one and a half year program will be available each semester. For more information, students may contact Dr. Chi-Ah Chun via email at cchun@csulb.edu.

Peer Advising
Between fourteen and sixteen students are chosen each year to represent the department and provide planning assistance to their fellow students. Students commit to a year’s service and generally work in the peer advising office four to five hours a week, attend class once a week, and complete a special project relevant to their interests and department needs.

In order to apply, a student must have completed both Psychology 210 (Statistics), Psychology 220 (Research Methods) and Psy 301 (Psy as Discipline and Profession), as well as nine upper-division units prior to the start of participation in the Peer Advising program. In addition, a student must have an overall GPA of 2.75 or better. Students chosen as peer advisors earn six units of credit in Psychology 406 A and B over a two semester period. Students apply during the month before MyCSULB registration. Applications are available from the Peer Advising office, Psy 206.

The student organizations work together to plan activities for “Psych Day,” an annual event held during the spring semester to generate and foster student enthusiasm for Psychology.
GRADUATE TRAINING IN PSYCHOLOGY

For those who wish to pursue graduate training in Psychology there are three basic decisions to be made: (1) What area of psychology to study; (2) What specific program to choose for that training; and (3) What level of graduate training is needed. An individual who wishes to have the job title of psychologist and/or a license to practice as a psychologist must complete doctoral level training. In general, students considering doctoral programs should have a minimum GPA of 3.5; students considering master’s programs should have a minimum GPA of 3.0. Other factors which are considered by admissions committees are scores on standardized tests (usually the GRE), research experience, difficulty level of courses taken and letters of recommendation.

Decisions about graduate training are complex and many should be made by the fall of the student’s senior year. Thus, it is important to begin gathering information as soon as possible. One way to do this is to enroll in Psychology 301, Psychology as a Discipline and a Profession, at the earliest opportunity. Students who wait until the spring of their senior year to consider graduate school have generally eliminated the possibility for immediate entry into doctoral level training and most Master’s level programs.

The best single source of information about graduate programs is *Graduate Study in Psychology* which is published by the American Psychological Association. It is available in the library and in the Peer Advising resource room (Psy 206), can often be purchased in the bookstore and always purchased from APA. Another good source, also published by APA, is called *Getting In* and it, too, is available in Psy 206.

The Peer Advising resource room has considerable information about graduate study in Psychology and related fields. Plan to spend many hours there during your junior and senior years. There is also very useful information about graduate study on the Peer Advising website at www.csulb.edu/colleges/cia/departments/psychology/peer_advising/.

The CSULB Psychology Department does not offer counseling programs* nor doctoral level training. There are three master’s level programs:

*Master of Arts in Psychological Research (predoctoral program)*

*Master of Science in Psychology, Industrial & Organizational Option*

*Master of Science in Psychology, Human Factors Option*

Consult the Psychology website or Graduate Office (PSY 107) for details about these programs

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FREQUENTLY ASKED QUESTIONS WITH ANSWERS

University Policy and B.A. Graduation Requirements

1. **How many units do I need to graduate?**

In order to graduate with a major in Psychology, you must complete 120 semester units. At least 40 of these units must be in upper division courses. Furthermore, you must complete 30 (of the 40 minimum) upper division units in residence at CSULB; you must also complete 12 Psychology units in residence at CSULB.

2. **I’ve completed my GE requirements and my requirements for the major. Am I now ready to graduate?**

GE and major requirements typically comprise about 3/4 of your total university program. You may have anywhere from 20 to 30 additional units (depending upon relevant catalog) which you may use for electives, a minor, a second major or a certificate program. See the “Certificate Programs” in the university catalog and/or page 7 and 8 in this handbook for discussion of minors and certificate programs.

3. **What determines which University catalog I am required to follow for graduation?**

For the University catalog requirements consult the catalog or the College of Liberal Arts ATLAS Network Advising Center in LA4, Room 202: 562-985-7804. For major requirements, you follow the catalog that was in effect at the time you were accepted into the major at CSULB.

4. **When will I know officially how many units I have transferred from other schools and what requirements these classes have fulfilled?**

This information should appear on MyCSULB under your transfer credit report.

5. **How many units can I bring in from an accredited community college?**

You can apply 70 units to a CSULB degree. See information on “Transfer Credit” in the University catalog.
6. I was on the quarter system. How will my units transfer into the CSULB semester system?

Ordinarily a 4-unit course in a quarter system transfers as 2-2/3 semester units. For the purposes of course equivalence in psychology, a 2-2/3 unit class will be accepted to satisfy the requirements of a comparable 3-unit course at CSULB. HOWEVER, in totaling units to meet the upper division unit requirement for the major, the student may be short in total units and will need to take an additional elective course.

7. Can I take a class at a community college or another 4-year school for transfer while I am attending CSULB? Summer session at a community college?

Yes. See University catalog, "Concurrent Enrollment." Students can be enrolled concurrently at CSULB and a community college but they first should fill out a "Request for Concurrent Enrollment" form available from Enrollment Services. While filing the form is not mandatory if you are attending a community college, failure to do so may cause problems with the final degree audit and/or financial aid.

8. Can extension courses be transferred?

Yes. However, there is a limit on the number of extension classes applicable to the degree. See University catalog, "Open University Extension Credit."

9. I received a "D" in a core course. Can I take the class over or in some way better the "D"? What about an "F" or "WU"?

Yes. You may retake a course for a better grade if you received a D, F, or WU. The original low grade will remain on your transcript (not erased), but will not be included in the calculation of the GPA. You may only do this once per course. See "Grade Forgiveness" in the catalog for a full description of the regulations and the procedures involved.

NOTE: Effective Fall 2009 undergraduates will be limited to 18 units of withdrawals and 28 units of repeats of which a maximum of 16 may be for grade forgiveness (first attempt does not count toward the GPA). Courses repeated or withdrawn from prior to Fall 2009 will not count toward these limits. Only courses attempted at CSULB count toward the limits.

10. Can seniors receive undergraduate credit for a graduate course?

Yes. See University catalog, "Senior Enrollment in Graduate Courses for Undergraduate Credit."

11. Can I get credit by examination for courses?

Yes. Certain courses may be taken by exam. However, the student needs to enroll in the course before making the arrangements. Consult the catalog section "Unit Credit by Examination" for procedures, and the Psychology Undergraduate Advisor to determine courses which may not be taken by exam. Laboratory and field experience courses may not be taken by exam, nor can 400-level classes.

12. How do I end up on academic probation?

In any given semester, if your cumulative overall or CSULB GPA falls below 2.0, you may be placed on academic probation. Check the University catalog for details about probation and disqualification. Students placed on academic probation lose their status as Psychology majors and must reapply to the department when they are no longer on probation. Students may apply to the major no more than twice.

13. Is it possible to graduate with a "D" in a core course?

You may graduate with a "D" in a core course providing you have enough grade points to achieve a 2.0 average in your overall major and your upper division major GPA.

14. May I participate in the May graduation ceremony even if I don't finish my degree program until the Summer Session?

Officially, students who complete their degrees in Summer Session or December are expected to participate in the graduation ceremony the following May. Unofficially, many students participate in the ceremony the preceding May. Whether or not your name appears in the commencement program would depend upon the information on your "Request to Graduate" form. See Enrollment Services for information on filing for graduation.

15. How do I find out about the graduation ceremony?

The information is available on the CSULB webpage and at the bookstore.

16. How do I withdraw from a course?

You are responsible for withdrawing. Do not assume the instructor will drop you if you do not show up for the class or stop attending. The procedures necessary to withdraw involve considerably less effort than the steps needed to request a change on your transcript in the Enrollment Services Office. Remember that the later in the semester you wait to withdraw, the more signatures and documentation you will need. See the calendar in the Schedule of Classes for the relevant deadlines. WARNING: Students who do not withdraw are assigned a "WU" grade which is calculated as an "F" in the GPA.
17. How do I go about withdrawing from the University?

If you must withdraw completely from the University, follow the proper procedures so you will not receive any failing "WU" grades for the semester. Go to the Office of Enrollment Services.

18. What happens if I want to take a semester or a year off?

A student wishing to take time off from school should request an Educational Leave. The minimum leave is a full semester and that can be extended to one calendar year. By filing for a one-semester Educational Leave, a student will not have to reapply for admission, will receive MyCSULB registration materials, and will retain catalog rights. For details about the procedure and for the requirements of an extended leave, see "Educational Leave" in the University catalog.

Department Policy and Procedure

19. May I take the same courses to satisfy the upper division GE requirements and the 6 upper division units outside Psychology in social and behavioral science departments of the College of Liberal Arts required by the Psychology Department?

Yes. It is possible to count GE courses to satisfy the 6-unit upper division outside Psychology requirement for the Psychology major (Psy Upper Division Electives). Such "double-counting" may not be wise because you must remember that you need at least 40 upper division units to graduate. If you take Psychology "I" and "HD" courses as well, you could end up short of upper division units.

20. Can Psychology courses be taken Credit/No Credit?

No! In the College of Liberal Arts no major courses can be taken CR/NC.

21. What does impacted mean?

When a department is declared impacted, it means that the number of students interested in the major exceeds the capacity of the department to provide classes and resources. At that point, the department will attempt to limit the number of majors by establishing criteria which students must meet before being admitted to the department. For a list of the criteria used by the Psychology Department, see page 4 of this handbook.

22. Why is the Psychology Department impacted?

During the last decade, the number of faculty and the resources of the department have shrunk while the number of majors has continued to grow. It became increasingly difficult for students to get the courses they needed to complete their degrees. By declaring impaction, the Psychology Department brought the ratio of resources to students more in line. A side-effect of impaction is the limitation of all 400-level courses to those who are majors and have completed Psy 301. The 400-level courses have become more readily available and the caliber of students in the classes is higher because all majors have satisfied the basic prerequisites for the major before being able to enroll in these courses.

23. What is a pre-major?

A pre-major is a student with less than 60 units who has expressed interest in being a Psychology major (either by indicating it on the application to the University or by visiting the Peer Advisors for information about the major).

Students with 60 or more units must have major status. Those with 60 or more units intending to be psychology majors, but who do not yet qualify, must select a non-impacted major on an interim basis until they do qualify for the psychology major.

24. I have not completed all the requirements needed to apply to be a major. What should I take?

In addition to taking Psychology 100, 210 and 220, which will qualify you to be a major, you should take Psy 241 and 301. If you have completed 60 units, you can register through MyCSULB for upper division courses required for the major which have only Psychology 100 as a prerequisite. Other upper division courses are available to those who have had (or are taking at CSULB) the prerequisites.

Department and Campus Opportunities/Resources

25. What student employment is available in the department?

Students are occasionally hired to work in a variety of positions in the department. These include clerical assistants in the office and faculty assistants in oversized classes.

Many of these students are on the Federal Work Study (FWS) program, administered through the Financial Aid Office, BH-101. It is designed for the full-time student who has established significant financial need according to Federal guidelines. There are very limited funds available for students not qualifying for FWS, so if you are interested in employment in the department, you would be wise to check into the FWS program. Further details are given in the University catalog.
The department employs student assistants to help faculty with course work. All student assistants must take part in Student Writing Assessment Training (SWAT) held early in each semester; announcements detailing SWAT application procedures are sent to all Psychology majors during the first week of the semester.

26. What opportunities are available for helping (clinical) experience in Psychology?

a. Experience may be gained in Psy 405. Through the Psychology 405 course, many community organizations afford the student opportunities for helping in a counseling or clinical role. Information can be found on the Peer Advising website (http://www.csulb.edu/colleges/cla/departments/psychology/peer_advising/).

b. Fieldwork experience may be offered through the Career Development Center in BH 250. These classes are advantageous for students who seek experiences which are not available through Psy 405, or who have not fulfilled the prerequisites required to enroll in 405. Classes offered through Educational Participation in Communities (EPIC) are similar to the above in that they provide students with work experience in psychology-related fields and upper division units (not Psychology) may be earned. Some of these placements provide pay to students (CO-OP).

c. Practical experience is also offered as a component of certain classes designated as Service Learning courses.

27. Where do I go to get counseling on drugs, sex, parent and personal problems, how to make my way in college?

Visit the Counseling and Psychological Services (CAPS) office in BH-226. Other resources on campus also schedule many small group discussions on timely topics. Check campus bulletin boards.

28. The school is so large and there are so many Psychology majors, how can I get to know people?

CSULB can be as impersonal or as friendly a campus as you wish to make it. Within the Psychology Department, most classes average 45 students and there is considerable opportunity for interaction with your classmates and the instructors. To get to know your instructors better, you can speak up in class, see them during their office hours, attend colloquia or volunteer to assist them in their research. To know your classmates better, arrive early to class where there is usually informal discussion. If you take lab courses such as 210, 220 and 310, you will find yourself spending several hours a week with a small group of students. Also, most 400-level courses are small in size (15 to 30 students) and provide close interaction with faculty and other psychology majors.

It is especially helpful to join the student organizations which arrange social functions, schedule speakers, conduct bake sales, sponsor Psych Day and much more. These organizations provide a wonderful opportunity for networking with other students and faculty. For a description of Psychology student organizations, see page 29 in this handbook.

29. Is any recognition given by the department to outstanding students?

Students interested in national honor societies like Phi Beta Kappa, Phi Kappa Phi, and Mortar Board should check the catalog for specific requirements for the organization which interests them. For instance, students interested in Phi Beta Kappa should note the math and foreign language requirements.

In addition to membership in national honor societies, psychology majors and minors with an overall GPA of at least 3.0 and a Psychology GPA of 3.4 or better are eligible for membership in Psi Chi, the National Honor Society in Psychology. All Psi Chi members are eligible to wear a special medallion at graduation. For more information about honor societies relevant to psychology majors, consult the Honor Societies flyer on the Peer Advising handouts website.

At the local level, the Psychology Department recognizes outstanding graduating seniors based on GPA, faculty recommendations, research and community experience, and stated future goals in Psychology. These awards are presented mid-year. One (sometimes two) of these students is selected for special recognition at graduation. Apply during the FALL semester for these awards.

The Psychology Department also presents the Joann Beers Memorial Award for outstanding service by a graduating senior. Apply during the fall semester for this award.

Please refer to the catalog regarding university recognition (Dean’s and President’s lists, cum laude, etc.)

30. What is Psych Day?

Each spring a day is devoted to the celebration of Psychology on campus. The activities are arranged by the student organizations and vary from year to year. However, Psych Day typically involves guest speakers, forums, games and poster sessions.
Sources of Information and Advising

31. Where do I get information on visiting speakers, colloquia and other events in the Psychology Department?

One of the most difficult tasks in the department involves communication with all majors. Budget limitations preclude mailings, so announcements of speakers, parties, jobs, procedures for applying to special programs, etc., are regularly e-mailed, posted around the Psychology Building and listed on the Psychology department website. They are often posted on the bulletin boards in Psy 206 and in the Psychology Student Study Center in Psy 314. Instructors are also asked to make announcements in their classes. Faculty office hours are posted on the bulletin board in the department office (Room 100) and are available from the Peer Advisors and on the department website.

32. Is it necessary for everyone to see the Peer Advisors/Undergraduate Advisor?

Psychology students are required to visit the Peer Advising Office as an assignment for PSY 301.

In addition there are many occasions when students will be advised and/or encouraged to visit the Peer Advising office to have their questions answered. The offices contain many resources about such topics as graduate schools and careers, scholarships, research and volunteer opportunities, honor societies, student organizations and current departmental activities. Sample syllabi for all psychology courses are also available there. It is wise to learn about the facilities and develop a routine of visiting at least once a semester.

33. The Undergraduate Advisor is so busy, how do I get to see her?

Most questions directed to the Undergraduate Advisor can be addressed by the Peer Advisors located in Psychology Room 206. For instance the Peer Advisors are available to help students apply to be a major or minor, discuss the requirements of the major including the 6-unit upper division outside Psychology requirement, answer questions about the graduate school application process and assist students as they pursue the resources describing careers and graduate school. The Peer Advisors are available on a walk-in basis and also answer phone inquiries. Call (562) 985-5680. E-mail will also be answered. Address e-mail questions to psyugadv@csulb.edu.

If the Peer Advisors are unable to answer your questions, they will refer you to the Undergraduate Advisor and schedule a time. Then they will give you a referral slip to take down to Psy 108 to put into the slot in the door at least 24 hours in advance of the time for which you are scheduled. Fill out the form completely including your question and your Campus ID number. The information will be used to prepare an answer for you, or if the referral is inappropriate (i.e., the Psychology Undergraduate Advisor is not the person you need to see), you may be emailed and directed elsewhere.

34. Should I seek advice from other Psychology faculty besides the Undergraduate Advisor?

Students concerned about graduate work and careers should definitely seek the opinions of numerous faculty members. There are many views and opinions about graduate school, so try to get a range of perspectives. Each individual faculty member, including the Undergraduate Advisor, is reflecting his or her own experiences and views and may not know what is best for you. So by all means ask around. See the list of faculty in given interest areas on pages 22 and 23 of this handbook.

Information about procedural details and department requirements is best obtained from the Undergraduate Advising Office. Few faculty could pass an unannounced quiz on the University catalog so you will probably save considerable effort and paperwork by obtaining your information from the sources designated to implement and interpret policy of the department. Drop-in advising hours are available during the semester for quick questions. No phone advising is offered.

35. Where do I go for information about graduate school and the application process?

Obtaining information about graduate study is a complex process. You will need to ask questions of many people, read general literature, check the Internet and write (or go online) to the schools which interest you for applications and specific information. To gain a better understanding of the process involved:

- enroll in Psychology 301, Psychology as a Discipline and Profession, a course which covers careers in Psychology and related fields, as well as the steps necessary to enter those careers;
- visit the graduate resources room in the Peer Advising office (Psy 206) and look at copies of Graduate Study in Psychology (published by APA, also available at the library and for sale at the bookstore) and other very informative books on the application process as well as information about the GRE. In addition there are catalogs and circulars from many schools;
- attend meetings of PSA/Psi Chi.
Coping With Problems

36. How do I find out about important campus and department events such as registration appointments?

Both Enrollment Services and the department are now making increased use of e-mail rather than mass mailings to students. You will learn about your registration appointment via e-mail. In addition, faculty may use e-mail to send information about grades, assignments, etc.

Such e-mail will be sent to the address you have listed on MyCSULB. It is very important that you use the e-mail address you have listed on MyCSULB and check it frequently. MyCSULB gives you the option of using your campus e-mail address or another e-mail address if you prefer. It is important to keep your address up to date. If you change e-mail addresses, you will have to make the change on MyCSULB.

37. How do I get into closed classes?

Since many courses in our department are popular and the CSULB budget is limited, you may encounter closed classes. Your chances of getting your preferred classes improve every semester you are a continuing student here. You may talk to individual professors teaching classes you need and see if they will admit you. Instructors will only add students who have completed the prerequisites. No non-majors are admitted to 400-level classes. The last consideration is given to students without the course prerequisites and most instructors refuse to consider them. However, when selecting classes, it is not wise to assume any instructor will agree to such an arrangement.

Petitioning should be done on the first day of class at the beginning of the semester, or you may also email the professor teaching the class to indicate that you will try to enroll the first day of class. Students who petition classes at less popular hours are most likely to be successful. Also students who jump from class to class seeking admission are generally less successful than those who keep attending the same class (assuming the instructor is willing to consider petitioners). The process of impaction has alleviated the pressure on many upper division classes.

Note: Once a semester begins, students are unable to register online for psychology courses. Instead they must contact each course instructor, generally at the first class meeting, to obtain permission to register. Students will be able to register online once a permit has been issued.

38. I plan to graduate next semester, but I am not yet a major since I am still taking Psy 220. I can't file for graduation until I am a major and I can't register for the two 400-level classes. What can I do?

You will be able to apply to the major early in the summer (or winter) session. If submitted promptly, your application will be processed within two weeks. After that you can file for graduation (a late fee will apply and you will need to obtain a signed exception form from Enrollment Services) and register late for the 400-level classes. Though some 400-level classes may be closed at that point, all majors following this procedure have, to date, been successful in graduating at the intended time.

39. What should I do if, during MyCSULB registration, I am unable to register for a course because I have not yet received credit for prerequisites taken elsewhere?

Visit the Peer Advising Office with evidence that the prerequisite has been completed. You will complete a form requesting the section of the course you want. After verification, you will be given a time limited permission to enroll in the class. See next question for details.

40. Why do I have trouble registering for Psy 310, 331, 332, 333, 336, 340 and/or 341? I have taken Psychology 210 (or 220) at a community college. The university already has my transcripts (and if I am a major, the psychology department may also have my transcripts).

Even though the university and/or the department may have your transcripts, they have not necessarily been evaluated by Enrollment Services. Until that happens, the department is not able to access online the courses to be transferred as Psy 210 or 220 to make sure that they are treated as their CSULB equivalents during the registration process. Without this final step, the computer cannot verify the 200-level psychology prerequisites.

Enrollment Services is not adequately staffed to evaluate incoming transcripts on an ongoing basis. They are typically evaluated during the admissions process, prior to SOAR for students who pre-register for SOAR, and at the time of the final degree audit (grad check). Students may contact the psychology advising office during MyCSULB registration for special authorization to enroll in restricted courses.
41. What can I do if I don’t like my grade in a course?  
First, talk with the instructor. Often the problem can be worked out by a clear, open discussion. If you are not satisfied with the results, you can then contact a Department Mediator. The Mediator is a member of the department who is concerned to see that student grievances are not overlooked (ask in Psy 100 for the current mediator). This person is a mediator between the student and the department. (You may, of course, seek other faculty or student assistance in your appeal.) If after a thorough investigation and review of your concern you are still not satisfied, you can file a Grade Appeal to have your case considered beyond the department level. The College of Liberal Arts Office, located in MHB-209, has an outline of the procedure to follow.

42. What should I do if I have complaints about an instructor’s behavior?  
As with concerns about grades, you should first consider talking to the instructor. If that is not suitable, then you can contact one of the Psychology Department Mediators (ask in Psy 100 for the current mediator) or contact the University Ombuds located in FND140 (or call 985-5983). Some classroom issues are specifically addressed in University publications. For instance the University has policies prohibiting discrimination on the basis of sex, physical handicap, race, color, national origin, age, marital status, religion, ethnic group identification or sexual preference. See the catalog or the section toward the rear of the Schedule of Classes. The University also considers sexual harassment as a violation of privacy and dignity as well as being illegal. The catalog and the Schedule of Classes detail steps to take if you feel you have been harassed.
THE STUDENT BILL OF RIGHTS

University students have the right to expect from their professors quality instruction which covers material set forth in the course descriptions, clear instructions regarding course requirements and fair and unbiased evaluation of their course work. Student evaluations of courses and professors are conducted every semester, and students may offer information and recommendations as part of the decision-making process regarding promotions and tenure of professors.

Academic freedom is essential to the pursuit of truth in all fields of inquiry and is especially important in the social sciences because of their attention to human values in relation to other aspects of society. Academic freedom is guaranteed to both students and professors; this assures a variety of analytical perspectives to students and permits them to dissent from the opinions of their professors without fear of being penalized in grading.

Discrimination against students because of race, sex or other personal characteristics is absolutely contrary to university and departmental policy. All students shall be evaluated by the same standards, and any outside social, financial or other relationships between professors and students which may interfere with their academic treatment shall be avoided. Students wishing to file complaints concerning violations of these rights should contact the department chairman. A fair hearing shall be provided with protection of privacy in sensitive cases (such as sexual harassment).

Grading procedures have been standardized to require that grades must be based on at least three (preferably four) measures of competence. In the case of incompletes, grades for work completed and missing assignments are made part of a written contract so that a student may complete the course with another professor if necessary. Grade appeals procedures have been established to protect students from arbitrary grading, and grading policies of all professors are regularly compared to encourage equivalency for a given level of performance.