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.

About our Department

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 are 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.
About our Students

We currently have about 1200 psychology majors and pre-majors 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.

The Psychology Building

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 Psychology Resource Office (PRO; formerly Peer Advising; PSY room 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.
Our Faculty Members

http://www.csulb.edu/colleges/cla/departments/psychology/faculty/

The date in parentheses indicates the year the individual joined the faculty. After highest degree earned faculty research interests and courses taught are listed. For more details about faculty members and office hours, please consult the psychology department webpage above.

**Ahrens, Courtney** (2002)
Associate Professor
Ph.D., University of Illinois at Chicago Community; psy of women; program evaluation.
Courses taught: 278, 354, 375I, 405, 423.

**Amirkhan, James** (1984)
Professor, Ph.D., UCLA
Personality; stress and coping; health psychology; attribution theory; survey research methods. Courses taught: 314, 356.

**Chiappe, Dan** (2001)
Professor
Ph.D., University of Toronto
Cognition, critical thinking.
Courses taught: 130, 332, 337, 343, 346I, 401, 433.

**Cho, Young-Hee** (1998)
Professor, Ph.D., UC Irvine
Decision making; alcohol research.
Courses taught: 210, 310, 411, 412.

**Chun, Chi-Ah** (2000)
Professor, Ph.D., UCLA
Stress and coping; Asian-American mental health.
Courses taught: 100, 220, 368, 370, Honors.
Correa-Chavez, Maricela (2013)
Assistant Professor
Ph.D. Developmental Psychology
Courses taught: 361, 365

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

Green, Kenneth F. (1968)
Professor, Ph.D., University of Massachusetts
Physiological; systems of reward, pleasure, and pain inhibition.
Courses 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 taught: 100, 351.

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

MacDonald, Kevin (1985)
Professor, Ph.D., University of Connecticut
Developmental psychology; social and personality development; human sociobiology.

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

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

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 taught: 354, 375I, 405.

Span, Sherry (2000)
Professor, Ph.D., USC
Relationship between attention deficit disorders and substance abuse.
Courses 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 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 taught: 351, 412, 451.

**Urizar, Guido (2006)**  
Associate Professor, Ph.D., University of Florida  
Clinical and Health Psychology  
Courses taught: 241, 378, 379.

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

**Warren, Christopher R. (2006)**  
Assistant Professor, Ph.D., Tulane University  
Affective variables in job performance  
Courses taught: 210, 220, 310, 381, 453, 457.

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

Zavala, Arturo (2007)  
Assistant Professor  
Ph.D., Arizona State University at Tempe

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**Full Time Lecturers**

Jennings, Amy (2008)  
EdD., CSULB  
Quantitative/qualitative stats w/emphasis in education assessment  
Courses taught: 210, 301, 406

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

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

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**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 Massachusetts  
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
Student Learning Outcomes for the Psychology Department

Students who obtain a BA in psychology from CSULB 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 students who want to be psychology majors is more than the seats available in psychology courses. For this reason the undergraduate psychology major has major specific admission criteria determined by CSULB.

To declare Psychology as a major (or minor) students must meet the following requirements for admission:

- 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.
- An overall GPA of at least 2.5

Students that meet these requirements and wish to declare Psychology as their major should visit ATLAS (the CLA advising center) in Ph1 room 104.

Students with less than 60 units that have completed PSY 100 may declare pre-psychology as their major and will be automatically moved into the psychology major if they complete the pre-recs before hitting 60 units. Students must be declared in a “real,” non-pre major. Please visit ATLAS with all questions about declaring psychology.

Conditions for remaining in the major:

Students must complete PSY 301 with a passing grade (D or higher) by the end of their first year in the major. Failure to do so will result in the student being dropped from the major. Students are encouraged to take PSY 301 as soon as they can.

Students will lose their psychology major status if their GPA falls below 2.0 or they become academically disqualified.

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.

Transfer students:

Transfer applicants must apply to the University during the initial filing period of October and November for the following fall semester. Transfer applicants 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.

All questions about transfer admissions should be directed to the CSULB Admission’s Department. (www.csulb.edu/depts/enrollment/admissions) The Psychology Department does not have any information regarding transfer admissions.

Transfer students accepted into CSULB will have to attend a SOAR orientation before receiving academic advising and enrolling in classes at CSULB.
Academic Advising

ATLAS – the College of Liberal Arts Advising Center, does ALL academic advising for Psychology majors and minors.

ATLAS helps students with:
- Psychology Advising
- GE Requirements
- Capstones
- Units
- GPAs
- Timely Graduation
- CSULB policies & procedures

ATLAS is located in PH1 - Room 104. They are open Monday through Friday. See their website for their hours: www.csulb.edu/colleges/cla/advising/ or call ATLAS at (562)-985-7804.

Psychology Course Equivalents

Course credits from Community Colleges:

The CSULB Psychology department accepts only our 4 lower division courses: General/Intro Psych, Psych Stats, Research Methods, and Psychobiology/Biopsych from Community Colleges, check Assist.org to see if your courses count at CSULB.

We do NOT accept any other psychology courses from Community Colleges (CC). The rest of our CSULB psychology courses are upper division and their equivalents must be at the same level. ALL CC courses are lower division.

Course Credits from Out of State, Private, or other Four Year schools must be individually reviewed.

To get course credit you can email the course descriptions from the other school’s catalog (syllabi are required for Stats & research methods) to the PRO Supervisors at profaculty@gmail.com for review. Please do not send links, copy/paste into the email. More information is available in PRO (PSY 206).

Psychology Resource Office (PRO)

The Psychology Resource Office (PRO) formerly the Peer Advising Office, located in room PSY 206, is a departmental service for psychology students as well as an educational experience for the PRO Guides. PRO Guides are undergraduate psychology majors who serve for one year to assist psychology students with the available department resources.

The Psychology Resource Office is a resource for all psychology students including majors, minors, pre-majors, graduate students, psychology alumni and all others interested in psychology at “The Beach.” We invite you to come in and take advantage of these resources at any time. Remember, no appointments are necessary, so stop in any time! You do not need an appointment. If the PRO Guides are unable to answer your questions, they will refer you to the relevant resources. You may also call them at (562) 985-5680 or e-mail them at CSULBPRO@gmail.com. PRO's hours are listed on their website and they have a Google Calendar with their hours that you may add to your Google Calendar.

PRO can help you with information on:
- Graduate School
- Careers in Psychology
- Psychology Course Syllabi
- PSY 301 Resources
- Campus Resources
- Faculty Research Information
  ...and more!

Psychology Majors that wish to serve as a PRO Guide must apply in advance and serve for an academic year. Course credit is given as PSY 406. More information is available on the PRO website.
University 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. If you have questions or are unsure as to which requirements apply to you, please consult the ATLAS in PH1 Room 104: 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 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.

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 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.

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 120 units needed to graduate.

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

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. Unfortunately, none of the units that you took at a community college will be given upper division status regardless of how similar a course you took.

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. 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 on MyCSULB and you will not be able to register for classes until the hold is removed. Students may not file for Graduation until after they have satisfactorily completed the WPE.
To register for the WPE students should go online and follow the instructions for registering:

www.csulb.edu/divisions/students/testing/wpe

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.

10. File your “Request to Graduate” form at Enrollment Services.

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 and have 90 units completed or in-progress before you apply. Instructions for filing for graduation at Enrollment Services and the form is online at:

http://www.csulb.edu/depts/enrollment/assets/pdf/grad_request_bachelors_ati.pdf

http://www.csulb.edu/depts/enrollment/graduation/bachelors/grad_filing_process.html

Note that psychology majors do not need signatures from the Psychology department and can visit ATLAS for a grad check if 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 GPA in:

Overall GPA (in all courses at all colleges)
CSULB GPA (in all courses at CSULB)
Major GPA (in all courses in the major at all colleges)
AND Minor GPA if you have a minor

12. Count no more than 8 activity units in one department; no more than 20 activity units total; no more than 24 units in CCPE/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 applying for graduate school will 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. All upper division coursework (level 300 and above) expires after 10 years. Contact ATLAS or PRO about getting your course revalidated if this applies to you.
CSULB 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 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.

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 psychology and should be taken as soon as possible. It also covers skills useful in upper division classes.

GROUP I — 6 units. Two courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 331</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>Psy 332</td>
<td>Human Cognition</td>
</tr>
<tr>
<td>Psy 333</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>Psy 336</td>
<td>Psychology of Emotion</td>
</tr>
<tr>
<td>Psy 337</td>
<td>Psychology of Happiness</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Physiology of Behavior</td>
</tr>
<tr>
<td>Psy 341</td>
<td>Neuropsychology</td>
</tr>
<tr>
<td>Psy 342</td>
<td>Psychopharmacology</td>
</tr>
</tbody>
</table>

GROUP II — 6 units. Two courses from:

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

*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.
CSULB Psychology Major Requirements Continued...

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

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 (number 300 and above) 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 Courses:

1) Ethnic Studies Course — 3 units

One upper division course from the approved List of Ethnic Studies Courses. The approved courses have an emphasis in contemporary U.S. ethnic studies. No other courses may be used for this requirement. Courses must be on the approved list.

2) General Supporting Fields Course — 3 units

One upper division course from a College of Liberal Arts Department (other than psychology).

The list of acceptable ethnic studies courses and approved CLA departments are on page 14.

Page 13 shows the Psychology Major Requirements as a checksheet.
# Psychology Major Checksheet

In addition to these psychology requirements, you must also satisfy university requirements such as 120 total units, 40 upper division units, 30 residency units and 9 upper division GE units taken at CSULB. See General Academic Advising for specific requirements for your University catalog year.

## Lower Division (Prerequisites in parentheses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Now</th>
<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Psy 100 General Psychology</td>
<td>3</td>
<td></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>
<td></td>
</tr>
<tr>
<td>+ Psy 220 Research Methods (100, 210)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Psy 241 Psychobiology (100)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Psy 100, 210 and 220 must be completed for admission to major and 301 must be completed to maintain status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Now</th>
<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Psy 301 Psychology as a Discipline and a Profession</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GROUP I COURSES: Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Now</th>
<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Psy 331 Sensation and Perception (241, 220)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Psy 332 Cognition (241, 220)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Psy 333 Learning (241, 220)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Psy 336 Emotion (241, 220)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Psy 337 Psy of Happiness (220, 241)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Psy 340 Physiology of Behavior or Psy 341 Neuropsychology or Psy 342 Psychopharmacology (241, 220)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GROUP II COURSES: Select two courses from the following:

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

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

#### Subgroup A

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

<table>
<thead>
<tr>
<th>Course</th>
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<th>Need</th>
<th>Psy units Needed after</th>
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<tbody>
<tr>
<td>- Psy 310 Intermediate Statistics (210)</td>
<td>4</td>
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<tr>
<td>- Psy 314 Psychological Assessment (210, 220)</td>
<td>3</td>
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<tr>
<td>- Psy 315 Psychological Testing (210, 220)</td>
<td>3</td>
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</tr>
<tr>
<td>- Psy 359 Self-Observation &amp; Development (100)</td>
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#### Subgroup C

<table>
<thead>
<tr>
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<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Psy 327 Introduction to Human Factors</td>
<td>3</td>
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</tr>
<tr>
<td>- Psy 346 Evolutionary Psychology (100)</td>
<td>3</td>
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</tr>
<tr>
<td>- Psy 373 Intro to Clinical Psychology (370I)</td>
<td>3</td>
<td></td>
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<tr>
<td>- Psy 375 Community Psychology (100)</td>
<td>3</td>
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<tr>
<td>- Psy 378 Health Psychology (100)</td>
<td>3</td>
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</tr>
<tr>
<td>- Psy 381 Introduction to Industrial and Organizational Psychology (100)</td>
<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Now</th>
<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
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</tbody>
</table>

### PSYCHOLOGY UPPER DIVISION ELECTIVES: Select two upper-division Psychology courses not already used to satisfy the requirements above.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Now</th>
<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Done</th>
<th>Now</th>
<th>Need</th>
<th>Psy units Needed after</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>
### Psychology Major Supporting Fields Requirement

**Two Courses Required (6 units)**

<table>
<thead>
<tr>
<th>Course from this Ethnic Studies course list:</th>
<th>Chicano and Latino Studies (CHLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies (AFRS)</td>
<td>310 Chicano Thought</td>
</tr>
<tr>
<td>+319 Ethnic Experience in the U.S.</td>
<td>+319 Ethnic Experience in the U.S.</td>
</tr>
<tr>
<td>(same as AIS, ASAM, CHLS, WGSS 319)</td>
<td>(same course as ASAM 335I)</td>
</tr>
<tr>
<td>325 Africana Psychology (Pre-req: AFRS 110 or Psy 100)</td>
<td>+3351 Asian and Latino Immigration Since WWII</td>
</tr>
<tr>
<td>330 Politics of the Afr. Amer. Community</td>
<td>340 Latino Education in the U.S.</td>
</tr>
<tr>
<td>(Pre-reg: AFRS 110, 121)</td>
<td>+350 Latino Population in the U.S.</td>
</tr>
<tr>
<td>331 Afr. Amer. Juvenile (Pre-reg: AFRS 210)</td>
<td>(same as SOC 340)</td>
</tr>
<tr>
<td>381 Afr. Amer. &amp; Party Politics</td>
<td>(same as SOC 341)</td>
</tr>
<tr>
<td>+4001 African-American Social Thought</td>
<td>362 Chicanos and the Law</td>
</tr>
<tr>
<td>+410 The Afr. Amer. Family (Pre-reg: AFRS 325)</td>
<td>415 Latina Women in the U.S. (same as WGSS 320)</td>
</tr>
<tr>
<td>+420 Afr. Amer. Children in Public Schools</td>
<td>421 Street Gangs in Comparative Perspective</td>
</tr>
<tr>
<td>423 Issues in Psych Assessment of African Americans</td>
<td>+4701 Latinas/os: Health Status &amp; Health Care Access</td>
</tr>
<tr>
<td>475 Racism &amp; Sexism: An Analytical Approach</td>
<td>(same as HCA 4701)</td>
</tr>
<tr>
<td>(Pre-reg: AFRS 332)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>American Indian Studies (AIS)</th>
<th>Educational Psychology (EDP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+319 Ethnic Experience in the U.S.</td>
<td>432 Social and Cultural Diversity in Educational Settings</td>
</tr>
<tr>
<td>(same as ASAM, AFRS, CHLS, WGSS 319)</td>
<td>(same as EDPS 430)</td>
</tr>
<tr>
<td>335 American Indian Philosophies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Anthropology (ANTH)</th>
<th>Elementary Education (EDEL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>321 North American Indians</td>
<td>430 Social and Cultural Diversity in US Schools</td>
</tr>
<tr>
<td>322 California Indians</td>
<td>(same as EDPS 432)</td>
</tr>
<tr>
<td>+329 Cultural Diversity in California</td>
<td>431 Cultural and Linguistic Diversity in Schools</td>
</tr>
<tr>
<td>419 Encounters and Identities</td>
<td>(same course as EDP 431, LING 431)</td>
</tr>
<tr>
<td>421 Education Across Cultures (same as LING 425)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asian-American Studies (ASAM)</th>
<th>Health Care Administration (HCA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>310 Asian Americans &amp; Education</td>
<td>+4701 Latinas/os: Health Status &amp; Health Care Access</td>
</tr>
<tr>
<td>+319 Ethnic Experience in the U.S.</td>
<td>(same as CHLS 4701)</td>
</tr>
<tr>
<td>(same as AIS, AFRS, CHLS, WGSS 319)</td>
<td></td>
</tr>
<tr>
<td>330 Japanese American Experience</td>
<td></td>
</tr>
<tr>
<td>331 Chinese American Experience</td>
<td>472 Language and Discrimination</td>
</tr>
<tr>
<td>332 Korean American Experience</td>
<td></td>
</tr>
<tr>
<td>333 Vietnamese American Experience</td>
<td></td>
</tr>
<tr>
<td>334 Cambodian American Experience</td>
<td></td>
</tr>
<tr>
<td>+3351 Asian &amp; Latino Immigration Since WWII</td>
<td></td>
</tr>
<tr>
<td>(same as CHLS 3351)</td>
<td></td>
</tr>
<tr>
<td>+340 Asian American Family</td>
<td></td>
</tr>
<tr>
<td>345 Asian American Community Analysis</td>
<td></td>
</tr>
<tr>
<td>347 Asian Americans and Public Policy Issues</td>
<td></td>
</tr>
<tr>
<td>352 Filipino/a American Experience</td>
<td></td>
</tr>
<tr>
<td>353 Filipino/a America Experience: Contemporary</td>
<td></td>
</tr>
<tr>
<td>+370 Gender and Sexuality in Asian America</td>
<td></td>
</tr>
<tr>
<td>381 Asian American Women (same as HIST 381 &amp; WGSS 381)</td>
<td></td>
</tr>
</tbody>
</table>

| 1 Upper Division Course (300 level & above) from these Approved CLA Departments: |
| Africana Studies | Economics |
| American Indian Studies | English |
| American Studies | Environmental Science and Policy |
| Anthropology | Geography |
| Asian and Asian American Studies | History |
| Chicano and Latino Studies | Human Development |
| Communication Studies | International Studies |
| Comparative World Literature & Classics | Journalism & Mass Communication |
| Linguistics | Philosophy |
| Political Science | Religious Studies |
| Sociology | Women’s Gender & Sexuality Studies |
| Romance, German and Russian | |
## 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 (Psy Research Methods)</th>
<th>Psy 241 (Psychobiology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerritos</td>
<td>Psych 101</td>
<td>Psych 210, Math 112</td>
<td>Psych 220</td>
<td>Psych 241</td>
</tr>
<tr>
<td>Chaffey College</td>
<td>Psych 1</td>
<td>SCSCI 10, STAT 10</td>
<td>Psych 80</td>
<td>PSY 41</td>
</tr>
<tr>
<td>Citrus</td>
<td>Psych 101</td>
<td>Psych 103</td>
<td>Psych 203</td>
<td>Psych 102</td>
</tr>
<tr>
<td>Coastline</td>
<td>Psych C100</td>
<td>Math C160</td>
<td>Psych C280</td>
<td>Psych C250</td>
</tr>
<tr>
<td>College/Canyons</td>
<td>Psych 101</td>
<td>Math 140 or Psy 135 or Soc 135</td>
<td>Psych 103</td>
<td>Psych 102</td>
</tr>
<tr>
<td>Cuyamaca</td>
<td>Psych 120</td>
<td>Psych 215 or Math 160</td>
<td>None</td>
<td>Psych 140</td>
</tr>
<tr>
<td>Cypress</td>
<td>Psych 101C, 101HC</td>
<td>Psych 161, Math 120 or 120HC, Soc 161C</td>
<td>Psych 202</td>
<td>Psych 241</td>
</tr>
<tr>
<td>East L.A.</td>
<td>Psych 1</td>
<td>Math 227, Psy 91</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>El Camino</td>
<td>Psych 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>Psych 101F, 101HF</td>
<td>Psych 161F or Math 120F or 120HF</td>
<td>Psych 202F</td>
<td>Psych 221F</td>
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<tr>
<td>Glendale</td>
<td>Psych 101, 101H</td>
<td>Math 136</td>
<td>None</td>
<td>Psych 103</td>
</tr>
<tr>
<td>Golden West</td>
<td>Psych G100, G100H</td>
<td>Math G160, G160H</td>
<td>Psych G280</td>
<td>Psych G250</td>
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<tr>
<td>Grossmont</td>
<td>Psych 120</td>
<td>Math 160 or Psych 215 or Anth 215 or Soc 215</td>
<td>None</td>
<td>Psych 140</td>
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<tr>
<td>Irvine Valley</td>
<td>Psych 1</td>
<td>Psych 10 or Math 10</td>
<td>Psych 2</td>
<td>Psych 3</td>
</tr>
<tr>
<td>Long Beach City</td>
<td>Psych 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>Psych 1</td>
<td>Math 225 or 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Harbor</td>
<td>Psych 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>Psych 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
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<tr>
<td>L.A. Pierce</td>
<td>Psych 1</td>
<td>Stat 1 or Math 227</td>
<td>None</td>
<td>Psych 2</td>
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<tr>
<td>L.A. Southwest</td>
<td>Psych 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>L.A. Trade Tech</td>
<td>Psych 1</td>
<td>Math 225 or 227</td>
<td>None</td>
<td>Psych 2</td>
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<tr>
<td>L.A. Valley</td>
<td>Psych 1</td>
<td>Stat 1 or Math 225</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Moorpark</td>
<td>Psych M1, M1H</td>
<td>Math M15</td>
<td>Psych M6</td>
<td>Psych M2</td>
</tr>
<tr>
<td>Mt. San Antonio</td>
<td>Psych 1A, 1AH</td>
<td>Math 110 or 110H or Psych 10</td>
<td>Psych 3</td>
<td>Psych 1B</td>
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<tr>
<td>Orange Coast</td>
<td>Psych A100 or A100H</td>
<td>Math A160, A160H or Psych A160</td>
<td>Psych A280</td>
<td>Psych A250</td>
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<td>Oxnard</td>
<td>Psych R101</td>
<td>Psych R103</td>
<td>Psych R104</td>
<td>Psych R105</td>
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<td>Psych 1</td>
<td>Stat 18</td>
<td>Psych 5</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>Psych 101, 101H</td>
<td>Math 130, Psych 190</td>
<td>Psych 200</td>
<td>Psych 210 or 210H</td>
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<td>Riverside</td>
<td>Psych 1</td>
<td>Mat 12</td>
<td>Soc 50</td>
<td>Psych 2</td>
</tr>
<tr>
<td>Saddleback</td>
<td>Psych 1</td>
<td>Math 10</td>
<td>Psych 2</td>
<td>Psych 3</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>Psych 100 or 100H</td>
<td>Psych 105, Math 108</td>
<td>None</td>
<td>Psych 141</td>
</tr>
<tr>
<td>San Diego City</td>
<td>Psych 101</td>
<td>Psych 258 or Math 119</td>
<td>Psych 255</td>
<td>Psych 260</td>
</tr>
<tr>
<td>San Diego Mesa</td>
<td>Psych 101</td>
<td>Psych 258 or Math 119</td>
<td>Psych 255</td>
<td>Psych 260</td>
</tr>
<tr>
<td>San Diego Miramar</td>
<td>Psych 101</td>
<td>Math 119</td>
<td>Psych 255</td>
<td>Psych 260</td>
</tr>
<tr>
<td>Santa Ana</td>
<td>Psych 100 or 100H</td>
<td>Soc 219 or 219H, Math 219 or 219H</td>
<td>Psych 219</td>
<td>Psych 200</td>
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<tr>
<td>Santa Monica</td>
<td>Psych 1</td>
<td>Math 54</td>
<td>None</td>
<td>Psych 2</td>
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<tr>
<td>Ventura</td>
<td>Psych V1</td>
<td>Psych V4 or Math V44</td>
<td>Psych V7 or V7L</td>
<td>Psych V3</td>
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<tr>
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<td>Psych 1</td>
<td>Math 227</td>
<td>None</td>
<td>Psych 2</td>
</tr>
<tr>
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<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.
Psychology Courses

Below you will find course descriptions for all undergraduate psychology courses. Below the course name and number is a list of the faculty members that teach the course and any pre or co-requisite is listed. Syllabi for all psychology courses are available for viewing in PRO - PSY room 206.

Lower Division

100. General Psychology (3) Chun, Jorgenson, 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, Jennings

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) Maxfield, Span, Vu, Warren

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.)
Psychology Courses Continued…

241. Psychobiology (3)
Green, Lee, Urizar, Zavala
Prerequisites: Psychology 100 and GE A1 requirement.
Introduction to the study of behavior from a biological point of view. Biological systems and processes underlying behavior, with emphasis on brain mechanisms, presented in the context of fundamental concepts and issues in psychology.

278. Prevention & Treatment of Domestic Violence (3)
Ahrens
Prerequisites: Psychology 100.
In-depth look at domestic violence. Students learn about types of violence, prevalence rates and the etiology of domestic violence. Students also learn about legal, medical and therapeutic responses to domestic violence, as well as prevention and public policy interventions.

Upper Division

300. 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.

300. Introduction to Psychology as a Discipline and a Profession………..(3)
Jennings, Killian, Maxfield
Prerequisite: Psychology 100, G.E. Foundation.
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
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
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)
Prerequisite: Psychology 100, 210, 220, GE Foundation requirement
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. 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
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.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Prerequisites</th>
<th>Description and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>332</td>
<td>Human Cognition</td>
<td>Chiappe, Maxfield</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>Study of higher-order processes basic to the acquisition of knowledge. Includes thinking, problem solving, creativity, information processing, decision making, judgment, concepts and imagination.</td>
</tr>
<tr>
<td>333</td>
<td>Psychology of Learning</td>
<td>Green, Lee, Quon</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>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.</td>
</tr>
<tr>
<td>336</td>
<td>Psychology of Emotion</td>
<td>Faculty</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>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.</td>
</tr>
<tr>
<td>337</td>
<td>Psychology of Happiness</td>
<td>Chiappe</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>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.</td>
</tr>
<tr>
<td>340</td>
<td>Physiology of Behavior</td>
<td>Zavala</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>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.</td>
</tr>
<tr>
<td>341</td>
<td>Neuropsychology</td>
<td>Green</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>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.</td>
</tr>
<tr>
<td>342</td>
<td>Psychopharmacology</td>
<td>Zavala</td>
<td>Psychology 100, 220, 241, GE Foundation</td>
<td>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.</td>
</tr>
<tr>
<td>346</td>
<td>Evolutionary Psychology</td>
<td>Chiappe, MacDonald</td>
<td>PSY 100, completion of the G.E. Foundation, one or more Explorations courses and upper-division standing.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Psychology Courses Continued…

350. Psychology and Contemporary Social Issues (3)
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
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, Rozeé
Prerequisite: Psychology 100, completion of GE Foundation
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
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)
Correa-Chavez, Halim, MacDonald
Prerequisites: Psychology 100, Completion of GE Foundation
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
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
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)
Correa-Chavez, Halim, MacDonald
Prerequisite: Psychology 100, Completion of GE Foundation
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
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
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
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
Examination, prevention and interventions for contemporary social problems. First-hand experience with community assessment, intervention, evaluation and social policy through community service learning. Emphasis on contextual analyses, community strengths and culturally-appropriate solutions.

Serial Killers and Psychopaths: The Psychology of the Criminal Mind…(3)
CRJU Faculty
Prerequisites: Criminal Justice majors: CRJU 304. Psychology majors: PSY 220, 370, GE Foundation. All other majors: Consent of instructor. 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 committee 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
Prerequisite: Psychology 100, Completion of GE Foundation
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) Warren, Whitney  
Prerequisite: Psychology 100, Completion of GE Foundation  
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) PHIL Faculty  
Prerequisite: Completion GE Foundation, at least one Exploration course; 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  
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 Strategies (3) Quon  
Prerequisite: Psychology 100, Completion of GE Foundation  
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 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 PRO 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, Maxfield  
Prerequisite: Psychology major, Psychology 301; consent of instructor.  
PRO Guide course: Students apply to be PRO Guides during the semester before the 406 courses are taken. (To apply, submit your application during the semester before the courses are taken. See the PRO website for application instructions.)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Prerequisites Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>407</td>
<td>Introduction to Family Therapy</td>
<td>3</td>
<td>Psychology major, Psy 301 and PSY 373 or 475.</td>
<td>Survey of the field of family therapy including origins of differences in family structure, historical development of family therapy, theory and practice.</td>
</tr>
<tr>
<td>411</td>
<td>Statistical Design and Analysis of Experiments</td>
<td>3</td>
<td>Psychology major, Psy 301; Psy 310.</td>
<td>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.</td>
</tr>
<tr>
<td>412</td>
<td>Multivariate Statistical Analysis</td>
<td>3</td>
<td>Psychology major, Psy 301; Psy 310.</td>
<td>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.</td>
</tr>
<tr>
<td>418</td>
<td>Computer Applications in Psychology</td>
<td>3</td>
<td>Psychology major, Psy 301; Psy 310.</td>
<td>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.)</td>
</tr>
<tr>
<td>427</td>
<td>Human Factors</td>
<td>3</td>
<td>Psychology major, Psy 301, 310 and two of the following: Psychology 331, 332 or 333.</td>
<td>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.)</td>
</tr>
<tr>
<td>433</td>
<td>Research in Cognition and Learning</td>
<td>3</td>
<td>Psychology major, Psy 301, 310 and one from 331, 332 or 333.</td>
<td>Research methods in cognition, learning and perception. Laboratory includes experiments on selected topics. (Lecture 2 hours, lab 3 hours.)</td>
</tr>
<tr>
<td>434</td>
<td>Human Memory: Exploring Brain, Mind and The Past</td>
<td>3</td>
<td>Psychology major; PSY 301; and one of the following: PSY 332, 333, 337, 340 or 341.</td>
<td>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.</td>
</tr>
<tr>
<td>436</td>
<td>Psychology of Mood</td>
<td>3</td>
<td>Psychology major, Psy 301; 310.</td>
<td>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.</td>
</tr>
<tr>
<td>441</td>
<td>Research in Physiological Psy</td>
<td>3</td>
<td>Psychology major, Psy 301; Psy 310.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Psychology Courses Continued…

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
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.

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.

463. Social and Personality Development(3) MacDonald
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.

475. Clinical Interviewing(3) Fiebert
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.

477. Psychology of Addiction.............(3) Span
Prerequisites: 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.

490. Advanced Topics in Psychology (3) Faculty
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.
Psychology Courses Continued...

490H. Special Topics — Honors ……………. (3) Chun
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.

495. Psychology and the Law ……………… (3) Faculty
Prerequisites: Psychology major, Psy 301; 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.

496H. Research Preparation — Honors…… (3) Chun
Prerequisite: Psychology major, Psy 301; consent of the Psychology Honors Program Advisory Committee.
Development of a senior honors thesis proposal.

497H. Senior Thesis - Honors Presentation (1)
Prerequisites: Psychology major, PSY 301; Permission of the Psychology Honors Program Committee, PSY 490H, 496H and 498H

This course is designed to train psychology honors students in presentations of their completed thesis work. Students will defend their honors thesis to the Psychology Honors Program Committee and participate in approved research competition venues.

498H. Senior Thesis — Honors……………… (3) Chun
Prerequisites: 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.

499. Independent Study (1-3) 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 following section of this handbook, the general interest areas of faculty on the faculty page of this handbook, or consult the PRO Guides in PSY 206.

NOTE: Second semester seniors may enroll in 500-level courses but must obtain permission of both the instructor and the graduate advisor (Diane Roe). A description of these courses can be found in the catalog. Students may not count the same course for undergraduate and graduate credit.
Getting Involved

Student Organizations

Psychology Student Association (PSA)

PSA is open to everyone interested in Psychology. 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 posters around the Psychology Building. Meetings are held on a weekly basis. Currently PSA meets with Psi Chi every other Wednesday from 5-6pm. Please check their facebook or website for details:

http://www.csulb.edu/colleges/cla/departments/psychology/psapsichi

Questions about PSA/Psi should go to: psapsichi@gmail.com

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. Applications to join Psi Chi are found on their website listed above and accepted once a semester. Students accepted are inducted in a Spring Ceremony at the Psych Awards Banquet.

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

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 should contact Dr. Chi-Ah Chun at chi-ah.chun@csulb.edu.

Psychology Resource Office (PRO) Guides

Between fourteen and sixteen students are chosen each year to represent the department and provide assistance to their fellow students. Students selected to be “PRO Guides” commit to a year's service and generally work in the Psychology Resource Office four to five hours a week, attend class once a week, and complete a special project relevant to their interests and department needs. Students interested in becoming a PRO Guide should check the website to see if they meet the requirements and when applications are being accepted.

www.csulb.edu/colleges/cla/departments/psychology/applyforpro
Getting Involved:

Research Experience

Most careers in the field of psychology require further study. Graduate school programs in psychology are more competitive than ever. Most graduate school programs in psychology prefer their prospective students to have research experience. Research involvement enables students to work closely with faculty and graduate students, acquire publications, present findings, and learn the fundamental skills of obtaining psychological data.

How do I find Research Opportunities?

• PRO resources (in PSY 206)
• Signs in Department Office
• Take courses with the same professors
• Check website or handbook for faculty research interests
• Ask around (PSA meetings)
• Look at past research publications of Psychology Faculty (on Psych Website)

What would I do?

Most often:

• Data collection
• Data encoding
• Data analysis
• Literature reviews
• Animal care
• Computer data entry
• Interviewing
• Running subjects
• Running statistical programs

How can Research Experience help me?

• Provides an opportunity to better understand the field of Psychology & how knowledge is acquired.
• Helps you to see what an academic-research career is like.
• Allows a chance to see if research is enjoyable, which is important in deciding if a research based graduate program is the right choice for you.
• Provides an opportunity to meet other dedicated students, which is the beginning of a networking system in academia.
• Helps you to know at least one faculty member in greater depth, resulting in personal advising & support in applying to grad school.
• Joint authorship on publications and conference presentations, adding to your background experience as an undergraduate student (VITA!).
• May lead to independent study units (PSY 499) or possibly a small stipend!

What do I need? Academic qualifications

Minimum:
Completion of Psy 210
Completion of Psy 220

Preferred:
Completion of Psy 310
Several upper division Psychology courses
At least one upper division course in faculty research area
Computer skills

Ideal:
All of the above
Plus Psy 411 and/or 412.
Enthusiasm
Reliability
Punctuality
Honesty
Getting Ready for Life After Graduation:

Knowing how much education you need…

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

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 Career Resource Room of the Psychology Resource Office (PRO, PSY room 206) 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 high; 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 Psychology Resource Office (PRO), 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 fieldwork, 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 Psychology Resource Office (PRO) in PSY 206.
The great Graduate School Puzzle

For those who want/need 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 Psychology Resource Office (Psy room 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 the Psychology Resource Office, Psy room 206.

The Psychology Resource Office 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 Psychology Resource Office website at www.csulb.edu/colleges/cla/departments/psychology/pro/.

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 (pre-doctoral program)
- Master of Science in Psychology, Industrial & Organizational
- Master of Science in Psychology, Human Factors

Consult the Psychology website or Graduate Office (room PSY 215) for details about these programs.

*For CSULB counseling programs, go to www.ced.csulb.edu/asec

Interest Areas and Suggested Courses

The remaining pages of this handbook list areas of interest in Psychology and list recommended courses.
INTEREST AREAS AND SUGGESTED COURSE SEQUENCES

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 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), Introduction to Cognitive Science (382), Research in Cognition and Learning (433), Human Memory (434), Animal Cognition (435), Cognitive Neuroscience (444)

Faculty: Chiappe, Green, 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
Courses: Psychology and Contemporary Issues (3501), Social Psychology (351), Psychology of Women (354), Child and Adolescent Development (361), Autism Spectrum Disorders (362), Developmental Psychopathology (363), Asian American Personality (368), Community (3751), Women, Family and Work Issues (383), Workplace Diversity (384), Psychology of Sexuality (457)

Faculty: Cho, Maxfield, Span, Strybel, Vu

Developmental
Courses: Psychology of Happiness (337), Evolutionary Psychology (346), 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, Correa, Halim, MacDonald, Maxfield, Whitney

General Experimental/Learning
Courses: Research Methods (220), Introduction to Human Factors (327), Sensation and Perception (331), Human Cognition (332), Learning (333), Emotion (336), History and Systems (401), Research in Cognition and Learning (433), Animal Cognition (435)

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

Health Psychology
Courses: Emotion (335), Happiness (337), Health Psychology (378), Stress (379), Mood (436), Addiction (477)

Faculty: Chiappe, Span, Thayer, Urizar

Human Factors
Courses: Intermediate Statistics (310), Introduction to Human Factors (327), 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 (331), Women, Family and Work Issues (363), Workplace Diversity (384), Computer Applications (418)

Faculty: 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

**Personality**

Courses: Assessment (314), Psychology of Happiness (337), Social (351), Psy of Women (354), Asian-American Personality & Mental Health (358), Psy of Mood (438), Research in Personality (456), Social and Personality Development (463)

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

**Physiological**

Courses: Psychobiology (241), Physiology of Behavior (340), Neuropsychology (341), Psychopharmacology (342), Evolutionary Psychology (346), 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 (300), Assessment (314), Psychology of Happiness (337), Psychology and Contemporary Social Issues (350), 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, Jorgerson, MacDonald, Pedersen, Quon, Rozee, Span, Thoman, Urizar, Warren

**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 Psychology Resource Office (PRO) in PSY room 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>
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<tbody>
<tr>
<td>Psy 301</td>
<td>Psychology as a Discipline and a Profession</td>
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<tr>
<td></td>
<td>Take 301</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 37 Psy of Happiness (241, 220)</td>
<td>3</td>
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<tr>
<td>Psy 340</td>
<td>Physiology of behavior or Psychology of behavior</td>
<td>3</td>
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<tr>
<td></td>
<td>Neuropsychology or Psychopharmacology (241, 220)</td>
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GROUP II

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<th>Title</th>
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<tr>
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<tr>
<td>Psy 356</td>
<td>Personality (100).</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Child &amp; Adolescent Development or Adult Development &amp; Aging (100)</td>
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GROUP III

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<td>A</td>
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<td></td>
<td>Psy 362 Autism Spectrum Disorders (100)</td>
<td>3</td>
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<td></td>
<td>Psy 363 Developmental Psychopathology (100)</td>
<td>3</td>
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<tr>
<td></td>
<td>Psy 368 Asian American Personality &amp; Mental Health (100)</td>
<td>3</td>
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<td></td>
<td>Psy 370 Abnormal Psychology (100)</td>
<td>3</td>
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<td></td>
<td>Psy 383 Women, Family and Work Issues (100)</td>
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<th>Subgroup B</th>
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<td>Psy 310 Intermediate Statistics (210)</td>
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<td></td>
<td>Psy 314 Psychological Assessment (210, 220)</td>
<td>3</td>
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<tr>
<td></td>
<td>Psy 315 Principles of Psychological Testing (210)</td>
<td>3</td>
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<tr>
<td></td>
<td>Psy 358 Self-Observation &amp; Development (100)</td>
<td>3</td>
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<tr>
<td></td>
<td>Consider taking 310, 314 or 315</td>
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<thead>
<tr>
<th>Subgroup C</th>
<th>Courses</th>
<th>Units</th>
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<tr>
<td></td>
<td>Psy 327 Introduction to Human Factors</td>
<td>3</td>
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<tr>
<td></td>
<td>Psy 346 Evolutionary Psychology (100, ENGL 100, BICL 203, 204, or 216)</td>
<td>3</td>
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<td></td>
<td>Psy 373 Clinical Psychology (370)</td>
<td>3</td>
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<td></td>
<td>Psy 375 Community Psychology (100)</td>
<td>3</td>
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<td></td>
<td>Psy 376 Health Psychology (100)</td>
<td>3</td>
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<tr>
<td></td>
<td>Psy 381 Introduction to Industrial/Organizational Psychology (100)</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Psychology 400-level courses</th>
<th>select two: (Only 3 units from Psy 405, 406A or 406B; No units from Psy 495)</th>
<th>Units</th>
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</table>

<table>
<thead>
<tr>
<th>Psychology upper division electives</th>
<th>select two courses not used to satisfy requirements above</th>
<th>Units</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Psychology supporting fields</th>
<th>select two Social &amp; Behavioral Science courses (not Psy)</th>
<th>At least one must have contemporary U.S. ethnic studies emphasis (See Psychology Department list, page 13)</th>
<th>Units</th>
</tr>
</thead>
</table>
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 Psychology as a Discipline and a Profession</th>
<th>3</th>
<th>Take 301</th>
</tr>
</thead>
</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
  - Psy 341 Neuropsychology or
  - Psy 342 Psychopharmacology (241, 220) ........ 3

GROUP II
Select two courses from the following:
- Psy 351 Social Psychology (100) ..................... 3
- Psy 356 Personality (100) ............................ 3
- Psy 351 Child & Adolescent Development or
  - Psy 365 Adult Development & Aging (100) ........ 3

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

Subgroup A
- Psy 334 Psychology of Women (100) ............... 3
- Psy 382 Autism Spectrum Disorders (100) ........ 3
- Psy 393 Developmental Psychopathology (100) .... 3
- Psy 306 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 I Introduction to Human Factors ........... 3
- Psy 346 I Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 216) 3
- Psy 373 Clinical Psychology (370) .................. 3
- Psy 375 I Community Psychology (100) ............. 3
- Psy 378 Health Psychology (100) .................... 3
- Psy 381 Introduction to Industrial/Organizational Psychology (100) 3

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

Psychology upper division electives — select two courses not used to satisfy requirements above
- ...................... ...................... ...................... 3

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

Take from SW, EDP, WGSS

Consider taking 310, 314, or 315

Consider 373

Take 401, 405 or 406, 407, 475, 477, 495

Take other courses noted above
## 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 Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>Psy 301</td>
<td>Psychology as a Discipline and a Profession 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
- Psy 341 Neuropsychology or
- Psy 342 Psychopharmacology (241, 220) 3

Take 332 or 333

### 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
- Psy 365 Adult Development & Aging (100) 3

Take 351 and 356 or 365

### 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

Take 354, 362, or 363

**Subgroup B**
- Psy 310 Intermediate Statistics (210) 4
- Psy 314 Psychological Assessment (210, 220) 3
- Psy 315 Principles of Psychological Testing (210) 3
- Psy 350 Self-Observation & Development (190) 3

Take 310 and 314 or 315

**Subgroup C**
- Psy 327 Introduction to Human Factors 3
- Psy 336 I Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 216) 3
- Psy 373 Clinical Psychology (370) 3
- Psy 375 I Community Psychology (100) 3
- Psy 378 Health Psychology (100) 3
- Psy 381 Introduction to Industrial/Organizational Psychology (100) 3

Take 327

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

Take 411 or 412; 418

Psychology upper division electives — select two courses not used to satisfy requirements above 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
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 Name</th>
<th>Credits</th>
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<tr>
<td>Psy 301</td>
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<td>3</td>
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<tr>
<td></td>
<td><strong>GROUP I</strong> Select two courses from the following:</td>
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<tr>
<td></td>
<td>Psy 331 Sensation &amp; Perception (241, 220)</td>
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<tr>
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<td>Psy 332 Human Cognition (241, 220)</td>
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<tr>
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<td>Psy 333 Learning (241, 220)</td>
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<td></td>
<td>Psy 336 Emotion (241, 220) or Psy 337 Psy of Happiness (241, 220)</td>
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<tr>
<td></td>
<td>Psy 340 Physiology of Behavior or</td>
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<td></td>
<td>Psy 341 Neuropsychology or</td>
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<tr>
<td></td>
<td>Psy 342 Psychopharmacology (241, 220)</td>
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<tr>
<td></td>
<td><strong>GROUP II</strong> Select two courses from the following:</td>
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<tr>
<td></td>
<td>Psy 351 Social Psychology (100)</td>
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<tr>
<td></td>
<td>Psy 356 Personality (100)</td>
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<tr>
<td></td>
<td>Psy 361 Child &amp; Adolescent Development or</td>
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<td></td>
<td>Psy 365 Adult Development &amp; Aging (100)</td>
<td>3</td>
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<td></td>
<td><strong>GROUP III</strong> Select two courses from the following three groups (must be from two different groups):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subgroup A Psychology of Women (100)</td>
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<tr>
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<td>Psy 354 Autism Spectrum Disorders (100)</td>
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<td>Psy 353 Developmental Psychopathology (100)</td>
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<td></td>
<td>Psy 358 Asian American Personality &amp; Mental Health (100)</td>
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<td>Psy 357 Abnormal Psychology (100)</td>
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<td>Psy 353 Women, Family and Work Issues (100)</td>
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<td></td>
<td>Subgroup B Intermediate Statistics (210)</td>
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<td>Psy 314 Psychological Assessment (210, 220)</td>
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<td>Psy 356 Self-Observation &amp; Development (100)</td>
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<td></td>
<td>Subgroup C Introduction to Human Factors</td>
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<tr>
<td></td>
<td>Psy 327 Introduction to Human Factors</td>
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<tr>
<td></td>
<td>Psy 346 Evolutionary Psychology (100, ENGL 190, BIOL 203, 294, or 216)</td>
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<td>Psy 357 Clinical Psychology (370)</td>
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<td>Psy 361 Community Psychology (100)</td>
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<td>Psy 366 Health Psychology (100)</td>
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<td></td>
<td>Psy 381 Introduction to Industrial/Organizational Psychology (100)</td>
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<td></td>
<td>Psychology 400-level courses — select two: (Only 3 units from Psy 405, 400A or 406B, No units from Psy 499)</td>
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<td>Psychology upper division electives — select two courses not used to satisfy requirements above</td>
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<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>3</td>
</tr>
</tbody>
</table>
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>Psy 301</th>
<th>Psychology as a Discipline and a Profession</th>
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<th>Take 301</th>
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<tr>
<td>GROUP I</td>
<td>Select two courses from the following:</td>
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<tr>
<td>Psy 331</td>
<td>Sensation &amp; Perception (241, 220)</td>
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<tr>
<td>Psy 332</td>
<td>Human Cognition (241, 220)</td>
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<td>Psy 333</td>
<td>Learning (241, 220)</td>
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<td>Psy 336</td>
<td>Emotion (241, 220) or Psy 337 Psy of Happiness (241, 220)</td>
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<td>Psy 340</td>
<td>Physiology of Behavior</td>
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<td>341</td>
<td>Neuropsychology or</td>
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<tr>
<td>342</td>
<td>Psychopharmacology (241, 220)</td>
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<td>GROUP II</td>
<td>Select two courses from the following:</td>
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<td>Psy 351</td>
<td>Social Psychology (100)</td>
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<td>Psy 356</td>
<td>Personality (100)</td>
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</tr>
<tr>
<td>Psy 361</td>
<td>Child &amp; Adolescent Development or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>365</td>
<td>Adult Development &amp; Aging (100)</td>
<td>3</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Subgroup A</td>
<td>Select two courses from the following two different groups:</td>
<td></td>
<td></td>
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<tr>
<td>Psy 354</td>
<td>Psychology of Women (100)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 362</td>
<td>Autism Spectrum Disorders (100)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 363</td>
<td>Developmental Psychopathology (100)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 368</td>
<td>Asian American Personality &amp; Mental Health (100)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 370</td>
<td>Abnormal Psychology (100)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 363</td>
<td>Women, Family and Work Issues (100)</td>
<td>3</td>
<td></td>
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<tr>
<td>Subgroup B</td>
<td>Select two courses from the following two different groups:</td>
<td></td>
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<tr>
<td>Psy 310</td>
<td>Intermediate Statistics (210)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Psy 314</td>
<td>Psychological Assessment (210, 220)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psy 315</td>
<td>Principles of Psychological Testing (210)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psy 359</td>
<td>Self-Observation &amp; Development (100)</td>
<td>3</td>
<td></td>
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<tr>
<td>Subgroup C</td>
<td>Select two courses from the following two different groups:</td>
<td></td>
<td></td>
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<tr>
<td>Psy 327</td>
<td>Introduction to Human Factors</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psy 346</td>
<td>Evolutionary Psychology (100, ENGL 100, BIOL 200, 204, or 216)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psy 373</td>
<td>Clinical Psychology (370)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psy 375</td>
<td>Community Psychology (100)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psy 376</td>
<td>Health Psychology (100)</td>
<td>3</td>
<td></td>
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<tr>
<td>Psy 381</td>
<td>Introduction to Industrial/Organizational Psychology (100)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology 400-level courses — select two: (Only 3 units from Psy 405, 406A or 406B; No units from Psy 499)</td>
<td>3</td>
<td>Take 401; 411 or 412; 418; and 400-level research lab in interest area</td>
<td></td>
</tr>
<tr>
<td>Psychology upper division electives — select two courses not used to satisfy requirements above</td>
<td>3</td>
<td>Take other courses noted above</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>3</td>
<td>Take from SW, EDP, WGSS</td>
<td></td>
</tr>
</tbody>
</table>