PSYCHOLOGY (PSYC)

PSYC 114 - Animal Mind (3 Hours)
This course is designed to introduce you to the field of cognitive ethology. Cognitive ethology is the study of animal mind in natural settings. We will contrast the position of the cognitive ethologists with that of the behaviorists. Although behaviorism no longer has a strangle hold on psychological theory, the behaviorist paradigm still has a significant effect on experimental psychology. Attributing mind to animals is a controversial step. After examining the positions within psychology, we will then examine the nonscientific descriptions of animal mind animal psychics, writers of dog self-help literature and animal rights activists all have opinions on animal thought. These conflicting literatures will allow you to further develop your critical thinking skills as we investigate and debunk some of the notions prevalent in popular literature. Offered alternate years.

PSYC 116 - Psychology of Intelligence and Learning (3 Hours)
It's all about intelligence (g)! This course will offer students the opportunity to study the history of intelligence and theories regarding the relationship between intelligence and learning. Course topics will include intellectual/cognitive (IQ) development, multiple intelligence, emotional intelligence, and the relationship between intelligence and temperament. Intelligence will be discussed in the context of learning differences, with a focus on specific cognitive or developmental challenges (including learning disabilities) that can be barriers to learning. Instructional methods will include lecture, discussion, case studies, demonstrations, and student-led activities.
Curriculum: HC,SS

PSYC 120 - Children, Youth, Families, and Society (3 Hours)
This course will utilize a developmental perspective to examine various issues involving children, youth, and their families in society (e.g., media influences, child care, child abuse, effects of poverty). Children both influence and are affected by the social contexts in which they develop, and we will explore some of these complex, multidirectional effects in depth. This course will emphasize the application and real-world examples of how research and theory in child development are used to affect children, youth, and families.

PSYC 122 - Comparative Animal Behavior (3 Hours)
This course investigates concepts and principles of animal behavior. Topics such as social behavior, reproduction, communication, and learning will be discussed. An emphasis will be placed on the development, mechanisms, evolutionary history, and function of each behavior as it is being studied. Students will learn observational and descriptive techniques used in animal behavior research. Students may not also receive credit for PSYC 322.

PSYC 124 - Mind and Health (3 Hours)
The immune system and the nervous system interact and cooperate. They have very different means to acquire memory and they affect one another to drive perfectly normal behaviors and many abnormal ones. This course will introduce the biology of the immune system and the organization of the nervous system with a consistent eye on how the two affect behavioral strategies and how they change in response to behavioral outcome. We will place a particular emphasis on the experimental data that give us a modern view of neuroimmunology and its role in human behavior.
Cross-list: NSCI 124

PSYC 125 - Psychobiology of Stress (3 Hours)
Although the term "stress" was only introduced to our culture a mere half century ago, most would agree that it has always been a part of our existence. Currently stress seems to be a central component of our lives and our psychological and physical well-being. As we explore this concept, the following topics will be considered: The evolution of the complex stress response in mammals; the toxicity of the chronic stress response to our health; effective ways to cope with and manage the stress in our lives; laboratory and field scientific techniques used to contribute to the scientific stress literature. Supplemental texts, videos, writing exercises (i.e., stressographies) will be used to augment lectures and discussions in the classroom.

PSYC 126 - Psychobiology of Happiness (3 Hours)
This course is a comprehensive study of the neurological mechanisms responsible for the regulation of emotional behavior. It is designed to provide students with a detailed description of the mechanisms underpinning life satisfaction. While there is no shortage of theories on what 'happiness' is and how to achieve it, this course will examine the nature of happiness from the view-point of behavioral neuroscience. This class will require students to invest a considerable amount of time to reorganize their critical thinking on happiness in order to be more informed on what makes them and others 'happy'. Supplemental texts, videos, writing exercises, and in-class demonstrations will be used to augment lectures and discussions in the classroom.
Curriculum: HC,SS

PSYC 128 - Drugs, the Brain and Behavior (3 Hours)
What do we believe about certain drugs, and why? What does science tell us? This course has been designed to give you the tools to understand and have an informed opinion about these issues. We will begin by discussing the organization and function of a number of nervous system structures as well as the processes involved in neuronal communication. This will then serve as the basis for understanding neuropharmacology and the subsequent effects of drugs on an individual. We will then focus on particular classes of drugs in an effort to understand the physiological, psychological, and sociocultural factors that contribute to addiction and our attitudes about drugs. A major emphasis will be placed on the mechanism of action of distinct drugs in the body/brain; the associated implications for therapeutic and toxic results; and the methodology used in neuropsychopharmacological research.

PSYC 129 - Biopsychology and the Law: Neuroscience and Crime (3 Hours)
This course investigates the intersection of several domains that underly, influence, correlate with and even cause criminal behavior. It explores areas such as neuroscience, genetics, environmental toxins, hormones, and abnormal brain structures that contribute to criminal behavior. It also examines key principles of law and the criminal justice system such as agency, psychological competency, responsibility, and retribution. Additionally, the course focuses on key court decisions on the state and federal level as well as landmark U.S. Supreme Court rulings that have shaped our understanding of biopsychological factors affecting criminal behavior.
Curriculum: HC, SS

PSYC 130 - Lifespan Development (3 Hours)
This course provides students an overview of research, theory, and practice in the study of human development from conception to death. Students will learn about how infants, children, adolescents, and adults develop. Consideration includes (1) the interaction of heredity and environment on development; (2) the influence of diversity on human development throughout the lifespan; and (3) the social, emotional, psychological, and biological developmental changes that occur over the lifespan.
Curriculum: HC,SS

PSYC 140 - Psychology of Illusion (3 Hours)
This course explores several domains of psychology through the lens of illusion. Beginning with illusions of perception, we will continue to others such as illusions of memory, mood, conscious will, cognitive development, and judgement. By investigating how our mind gets things wrong, we will discover ways in which our psychological processes normally work. A central theme that emerges through this integrative approach is that illusions are often side-effects of our remarkably adaptive mind. Offered yearly.
Curriculum: HC,SS

PSYC 141 - Psychology of Vision (3 Hours)
This course will introduce students to the science of vision, beginning with the physical nature of light, moving on to the biology of the eye, and the neuroscience of our brain's visual system, then to the psychology of sensation and perception. Along the way, we will also explore topics in the philosophy of perception. The course will be highly interdisciplinary, including readings, materials, demonstrations, and activities from each of these different fields. Students will explore the phenomena of vision from the different perspectives, but the focus (and learning objectives) will be on the psychology of vision. The course will meet daily for the week of January term, then travel to England, with day trips to local destinations, then return to campus for the final week of classes. Satisfies the Cross-Area requirement for experiential (travel).
Curriculum: EL

PSYC 145 - Health Psychology (3 Hours)
This course focuses on the relationship and interaction of the mind and body. That is, how psychological functioning relates to illness and disease; treatment and outcome; and recovery and cure. In addition, the student will be introduced to the impact of age, gender, and ethnicity on the availability of, use of, and access to health care. The relationship between stress and lifestyle on the immune system, wellness, and disease will be discussed. The psychological and physical interaction of some of today's major health issues such as eating, smoking, drinking, cancer, and heart attacks are presented with a discussion of treatment and outcome. Lastly, lifetime accommodation for minor and major chronic illnesses/diseases based on psychological adjustment is reviewed. Other topics include: response to terminal illness, adjustment to trauma, and the current industrialization of health care.
Curriculum: HC,SS

PSYC 150 - Everyday Memory (3 Hours)
This course will examine the psychological study of memory phenomena. Although this course will provide an overview of traditional memory theory, emphasis will be placed on everyday memory phenomena. Topics discussed will include the development of memory, remembering to perform tasks, and the use of mnemonics. In addition to learning about existing research, students will have the opportunity to explore the workings of their own memories. Offered alternate years.

PSYC 160 - Culture & Psychology (3 Hours)
The purpose of this course is to provide an opportunity for you to become familiar with the field of cross-cultural psychology. We will deepen our understanding of the field by examining human behavior through the lens of cultural psychology. We will engage in experiential learning that includes community service. We will consider issues of social justice, gender and cultural diversity as they relate to the lives of people who experience marginalization within the broader society. This course also provides the opportunity to address the Randolph-Macon curricular goals of developing critical thinking skills, increasing open-mindedness and respect for diverse cultures, peoples, and ideas; encouraging active learning; promoting integration of ideas, and increasing skills in oral and written communication.
Curriculum: EL

PSYC 162 - African American Psychology (3 Hours)
This course explores the ways in which African culture, world-view, religion, and philosophy have informed African American culture. Psychologists are interested in understanding the thought and behavior of humans. Recently we as a field have come to understand that our assumptions about the universality of many forms of human thought and behavior have been at fault. This has resulted in a new emphasis on cross-cultural psychology and an investigation of the ways in which culture and ethnicity shape our thought and behavior. The format of the course will include lecture, class discussion, and active learning exercises.

PSYC 175 - Psychology of Prejudice and Stereotyping (3 Hours)
This course explores the psychology of prejudice and stereotyping with a special, but not exclusive, emphasis on issues concerning race. Topics such as modern forms of prejudice and discrimination, how and why these attitudes and beliefs are formed, strategies for reducing discrimination, and issues of special relevance to college campuses will be covered. A diverse set of readings will include work from several disciplines with a special emphasis on social psychological research and theory. Films, short stories, and essays will also be used to investigate expressions and consequences of prejudice. Offered alternate years.

PSYC 181 - Special Topics (3 Hours)
These courses focus on areas of psychology not specifically covered in the general curriculum and are designed to meet the needs of advanced students.

PSYC 196 - Animal Cultures/Travel Course to Japan (3 Hours)
This course is a comprehensive study of cultural aspects of behavior in primates. The main goal of the course is to investigate the issue of animal culture, which has been hotly debated in several disciplines, including ethology, zoology, sociology, and comparative psychology. Students will gain a unique opportunity to study one of the most intriguing primate species, the snow monkeys, by conducting observational research at the Arashiyama Park (Kyoto Prefecture, Japan). Monkeys at this location are wild, but used to the human presence because feeding stations have been maintained since the early '50s. Moreover, students will be exposed to the very unique Japanese culture, in a remote place that has yet to be invaded by the modernization of the rest of Japan.
Curriculum: EL

PSYC 200 - Introduction to Psychology (4 Hours)
A rigorous survey course designed to provide prospective majors or minors with appropriate preparation for further study in the psychology department. This course provides an introduction to psychological theory, methodology, and research findings. Additional topics include: biological psychology, sensation and perception, motivation, learning, cognition, language, development, social psychology, personality, and psychopathology. This course is required for all courses in the department above the 100 level.
Curriculum: HC,SS

PSYC 201 - Research Methods in Psychology (4 Hours)
This is an intensive course designed to help the student develop a firm foundation in research methods and statistical analysis. It provides a broad conceptual framework and a set of skills that together support critical thinking in upper-level psychology courses. The course covers a range of methodological approaches (e.g., experimentation, systematic observation, and survey) and statistical procedures (e.g., chi square, correlation, t-tests, and analysis of variance) common in psychology. It includes substantial laboratory, computer, and writing components. This course should be taken as the second course in the department for all students planning to major in psychology.
Prerequisite(s): C- or better in PSYC 200

PSYC 203 - Writing and Speaking in Psychology (3 Hours)
This course is designed to help students to practice skills in written and oral communication in the social sciences, with some emphasis on Psychology. The guidelines of the American Psychological Association include clear guidance on what constitutes effective communication in the field and are often adopted by other areas of the social sciences. The course is designed around a series of assignments that address evaluating sources and developing skills in three different forms of communication: effective writing, effective presentation skills, and effective interaction with others.
Prerequisite(s): ENGL 185

Curriculum: CC

PSYC 310 - Cognitive Psychology (3 Hours)
This course focuses on the acquisition, storage, retrieval, and use of knowledge and provides research experience related to these areas. Specific topics addressed include: perception, attention, memory, concept formation, problem-solving, language, and judgement. Emphasis will be placed on understanding research and theory, but attention also will be given to practical implications.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 312 - Sensation and Perception (3 Hours)
An introductory survey of the human senses (auditory, gustatory, tactile, olfactory, and visual) and their role in perception. We will consider how we sense the physical environment and what factors influence our perception of it. Our perception of the world is not a literal recording of sensory stimuli in the environment. Rather it is the result of the brain's interpretation of sensory events that depends on several factors, including the individual's prior experiences. Through lecture, discussion, and classroom demonstration we will consider the major theories and phenomena of perception. We will approach perception from a variety of perspectives to include: anatomical, environmental, physiological, and psychological factors.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 315 - Cognition and Culture (3 Hours)
The purpose of this course is to provide an opportunity for students to explore the field of cognitive psychology and to understand the impact that culture has on cognitive processing. As we explore this relationship between cognition and culture, we will also address the nature/nurture question. How much of our cognition is uniquely human and thus part of our genetic endowment? How much of our cognition is based on our experiences? In addition to exposing students to new content areas, this course also provides an opportunity for students to exercise their critical thinking skills as we examine the conflict between traditional psychological theories and more recent cultural approaches. Offered alternate years.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 320 - Behavioral Neuroscience (3 Hours)
A course designed to promote understanding of the neurobiological foundations of behavior. The biological components of certain aspects of behavior (e.g., motivation, learning, emotion, consciousness, and disorders of mood) will be discussed. Lectures and demonstrations will help students understand the methods and theories that behavioral neuroscientists and biological psychologists employ in their efforts to integrate biological and psychological aspects of behavior.
Prerequisite(s): PSYC 200 and PSYC 201

Cross-list: NSCI 320

PSYC 321 - Clinical Neuroscience (3 Hours)
This course is an introduction to the neurobiology of mental disorders such as depression and schizophrenia. Additional topics include: psychoneuroimmunology, stress and coping, nervous system repair/recovery, and the therapeutic potential for self-directed neuroplasticity. Class consists of lectures, student presentations, videos, and round table discussion of readings. Counts on the major/minor in psychology.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 322 - Comparative Animal Behavior (3 Hours)
This course investigates general concepts and principles of animal behavior. Topics such as social behavior, reproduction, communication, and learning will be discussed. An emphasis will be placed on the development, mechanisms, evolutionary history, and function of each behavior as it is being studied. Students will learn observational and descriptive techniques used in animal behavior research. (Often taught as travel course to the Randolph-Macon College primate lab in south Miami, FL.) Cannot receive credit for PSYC 122 and PSYC 322. Offered alternate years.
Prerequisite(s): PSYC 200 and PSYC 201

Curriculum: EL

PSYC 323 - Hormones and Behavior (3 Hours)
This course will examine some of the most notable and well-studied relationships among hormonal messengers, brain activity, and behavioral outcome, such as the stress-response, hormones and cognition, biological rhythms, and hormonal influences on reproductive behavior. The emphasis will be on discussion of how behavioral outcome is connected to physiological functioning, and vice versa, how behavioral/environmental characteristics can affect our physiology. Supplemental texts, videos, writing exercises, and in-class demonstrations will be used to augment lectures and discussions in the classroom.
Prerequisite(s): PSYC 200 and PSYC 201

Cross-list: NSCI 323

PSYC 324 - Primatology (3 Hours)
This course is a comprehensive study of the behavior of human and nonhuman primates. The main goal of the course is to understand human behavior looking through the looking glass of comparative psychology. Contrary to popular beliefs, the human mind is made by the same parts and pieces of the animal mind. Thus, studying and reflecting on the causes of primate behavior will open new avenues for the comprehension of our own behavior. To accomplish this goal, the course is designed to provide students with a detailed description of the psychobiological mechanisms of causation and control of primate behavior from and evolutionary perspective. This course will require students to invest a considerable amount of time in order to reorganize their critical thinking on behavior. Not open to students who have completed HONR 298.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 325 - Psychopharmacology (3 Hours)
This course is a comprehensive study of the actions of drugs and their effects on living organisms. It is designed to provide students with a detailed description of how drugs interact with proteins in the brain to initiate psychological and behavioral responses. Psychoactive drugs, such as caffeine and alcohol, are pervading all aspects of everyday life, and it becomes increasingly important for any psychologists to understand how they can induce sudden and widespread changes in mood, perception, emotional response, and behavior. This class will help students to navigate the rapidly evolving field of psychopharmacology, focusing on aspects of primary importance for a psychologist, such as drug addiction and medical use.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 330 - Developmental Psychology (3 Hours)
A study of physical, cognitive, emotional, and social development and research experience related to these areas. This course focuses on developmental issues and research relevant to infancy, preschool years, and middle childhood. Throughout, development as a process of structural change leading to emergence of novelty is considered in light of theory, research, and practical application.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 332 - Early Experience and Brain and Behavioral Development (3 Hours)
This course will address questions of how the experiences of infancy and early childhood are incorporated into the developing brain, and how, in turn, those changes in the structures of the brain influence behavior. Through the study of child development research, as well as research involving primate, rodent, and bird models, this course will explore how knowledge of brain development can guide us in our understanding of behavioral development and vice versa. Lecture and coursework will focus on sensitive periods and neural plasticity, the phenomena whereby (a) the brain is negatively affected if certain experiences fail to occur within a certain time period, and (b) the brain is altered by experience at virtually any point in the life span. During the course, we will consider not only how experience is incorporated into the brain, but also how this knowledge can influence the decisions society makes about intervening in the lives of children.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 334 - Adolescent Psychology (3 Hours)
This course is designed to acquaint students with specific theories, concepts, and methods related to the period of adolescence. Students will explore a wide range of topics including: cognitive development, moral development, identity formation, gender role, social relationships, and the effects of culture on adolescent development. Offered alternate years.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 336 - Adolescent Development & Juvenile Justice (3 Hours)
Adolescence is a time of cognitive, psychosocial, emotional, and physical changes. In this course, students will examine the interaction between these developmental changes and involvement in the juvenile justice system. Students will also investigate how research is designed and applied to policies for juvenile offenders. The course material will come from a variety of disciplines including, neuroscience, developmental psychology, and criminology. Counts as an elective on the PSYC major or minor.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 340 - Social Psychology (3 Hours)
An investigation of the diversity, complexity, and causes of human social behavior combined with integrated research experience in this area. Social psychology is the study of personal and contextual factors that influence individual and collective behavior. Topics discussed include: attribution theory, attitudes and attitude change, attraction, aggression, leadership, gender roles, and group processes.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 342 - Psychology and Legal Issues (3 Hours)
This course is a study of the interface between psychology and the law. Psychological aspects of legal issues will be discussed from theoretical, empirical, and applied perspectives, along with an overview of legal procedures. Research and theory from social psychology, cognitive psychology, law, and forensic psychology will be explored. Topics include, but are not limited to, how lawyers and psychologists are trained, the role of social science research in the legal system, the psychology of juries (selection, deliberation, and decision-making), trial and courtroom proceedings, eyewitness testimony, the insanity defense, conceptions of justice, the death penalty, police interrogations, and the psychology of law enforcement and sentencing. Offered alternate years.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 344 - Nonverbal Behavior (3 Hours)
This course is a comprehensive study of nonverbal behavior in human and nonhuman animals. It is designed to provide students with a detailed description of the mechanisms underpinning signaling and communication, as a way to learn how to reshape our interactions and understanding of others. Nonverbal behavior has a critical impact on the interpretation of messages, and this course will help students to assess the cues derived from nonverbal mannerism and codes including facial expression, body language, and auditory stimuli. This class will help students to be more perceptive of the subtleties of nonverbal behavior and able to extract the hidden meaning of everyday conversations.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 345 - Industrial/Organizational Psychology (3 Hours)
This course will introduce students to representative topics in the discipline of industrial/organizational psychology including: personnel selection and evaluation, training, work motivation, leadership, teamwork, quality of work environment, job satisfaction, and work-family balance. In addition to lectures, course content will be presented to students via guest speakers, videos, group discussions, and relevant projects.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 346 - Sports Psychology (3 Hours)
In this course we will explore theory and research on the relationship between psychology and participation in sport. The course will focus on two key questions (1) how do psychological factors such as, self-perceptions and motivation, influence performance and experience in sport? and (2) how does participation in sport influence psychological well-being of participants? Students will consider how sport psychology research and theory can apply to fields such as coaching, sports medicine, education, health promotion, and personal training. Students will read and lead discussions on research in sport psychology and will write a research paper on a topic of their choice in the field.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 347 - The Social Psychology of Prejudice and Racism (3 Hours)
This course explores the social psychological theories and research relevant to understanding racial prejudice, stereotyping, and discrimination. Topics include development of prejudice, stereotypes, and discrimination, processes of which stereotypes are maintained or revised in the face of stereotype challenging information, past versus modern day prejudice and discrimination. The impact of and how to reduce prejudice, stereotyping, and discrimination will also be explored. This course will include lectures, class discussions on readings (i.e., textbook and research articles), and active learning exercises.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 350 - Psychopathology (3 Hours)
This course is an overview of mental and emotional disorders found in adults. The impact and interaction of biological, psychological, and environmental causes will be examined. Issues of gender, race, and culture will also be discussed and evaluated along with the recent research in pharmacological and psychological treatments. The insanity defense, right to treatment, and involuntary commitment will be reviewed.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 351 - Theories of Personality and Treatment (3 Hours)
This course is designed to expose students to a comparative analysis of the major theories of personality. Structural and conceptual differences will be emphasized as theorists view personality development differently. After each personality theory is reviewed, psychological treatment based on that theory will be examined in depth, including comparative outcome and effectiveness research.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 352 - Psychological Tests and Assessment (3 Hours)
This is a survey course of psychological tests and assessment procedures through the life span. The goal of the course is to provide an integrated experience with the principles of psychological testing, including their use, and misuse. Specifically, this class will examine (1) how tests are constructed and interpreted, and (2) how race, gender, ethnicity, and age affect test performance and outcome. Class format consists of lectures, student discussions, and "hands-on" experience with psychological tests.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 353 - Child and Adolescent Psychopathology (3 Hours)
This course provides an overview of deviance in normal psychological growth and development as influenced by an interaction of heredity, experience, and familial and social environments. Theory and research as related to diagnoses, treatment, and outcome of psychological disorders prevalent among children and adolescents are the focus of this course. Other topics considered include social and legal issues, and influences of gender and ethnicity as applied to this topic.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 354 - School Psychology (3 Hours)
This course will offer students the opportunity to study the field of school psychology and the role of psychology principles in education. As educational leaders, school psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. The field of school psychology applies research and theory in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. Course topics will include ethical/legal foundations, assessment, evidence-based interventions, behavioral analysis, family/community collaboration, and special education. Instructional methods will include lecture, discussion, case studies, demonstrations, and student-led activities.
Prerequisite(s): PSYC 200 and PSYC 201

PSYC 381 - Special Topics in Psychology (3 Hours)
Designed to meet the needs and interests of advanced students of psychology and related majors. Topics vary but will be an intensive study of an area of psychology not available in other departmental offerings.
Prerequisite(s): PSYC 200 and PSYC 201, and junior status

PSYC 382 - Special Topics in Psychology (3 Hours)
Designed to meet the needs and interests of advanced students of psychology and related majors. Topics vary but will be an intensive study of an area of psychology not available in other departmental offerings.
Prerequisite(s): PSYC 200 and PSYC 201, and junior status

PSYC 389 - Advanced Research Projects in Psychology (3 Hours)
Once students have gained a firm foundation in upper-level psychology content courses, they will continue with advanced study by gaining hands-on research experience. In this active, workshop-like course, students will research, design, propose, carry out and communicate an original research project, either in a group or as an individual. Students will consult the scientific literature and subsequently write an informed original research proposal. After receiving feedback from class discussions and assignments, students will conduct the proposed research project. Following data collection and analysis, reports will be written and presented to the class.
Prerequisite(s): PSYC 200, PSYC 201, and two 300-level PSYC courses

Curriculum: EL,OC

PSYC 390 - Supplement to Travel (3 Hours)
This course is a supplement to PSYC 100-level January term travel courses and is only open to psychology majors. It is intended to allow majors the opportunity to enhance their psychology major experience through travel. In addition to fulfilling the requirements of the 100-level "parent course," students will be responsible for completing additional readings of primary research relevant to the course topic and writing a research proposal building on course material.
Prerequisite(s): PSYC 200 and PSYC 201

Curriculum: EL

PSYC 391 - Junior Independent Study (3 Hours)
An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required.
Prerequisite(s): PSYC 200 and PSYC 201, and junior status

PSYC 392 - Junior Independent Study (3 Hours)
An independent study under the guidance of a member of the department. At least a 3.25 cumulative GPA and approval by the curriculum committee are required.
Prerequisite(s): PSYC 200 and PSYC 201, and junior status

PSYC 433 - Senior Seminar on Inclusive Psychology (4 Hours)
In this required capstone course for senior psychology majors, students will focus on the past (history of psychology), the present (current debates) and the future (emerging trends in psychology) with a focus on the integrative theme of inclusion. Such inclusion will focus on learning scientific perspectives that may have been missed in students' previous psychology classes, or even ignored by past psychological scientists. Students will also focus on the role of inclusion in ethics and values in psychological science as well as its role in their own professional and personal development, two main goals of the American Psychological Association's (2023) framework for an undergraduate psychology major.
Prerequisite(s): senior status, PSYC 200 and PSYC 201 and two 300-level psychology courses

Curriculum: CS

PSYC 450 - Directed Field Studies in Psychology (3 Hours)
A Field Study is an experiential learning course combining elements of workplace experience, observation, and research. Students are expected to work closely with a faculty field study supervisor to develop learning objectives and a plan of study appropriate to the discipline. Assignments may include a reflective journal, activity reports, and one or more directed research papers appropriate to the discipline. Workplace experience requirements should be similar to those of internships. Students should not receive compensation from workplace experience if they are receiving three-hour course credit.
Curriculum: EL

PSYC 451 - Directed Field Studies in Psychology (3 Hours)
A Field Study is an experiential learning course combining elements of workplace experience, observation, and research. Students are expected to work closely with a faculty field study supervisor to develop learning objectives and a plan of study appropriate to the discipline. Assignments may include a reflective journal, activity reports, and one or more directed research papers appropriate to the discipline. Workplace experience requirements should be similar to those of internships. Students should not receive compensation from workplace experience if they are receiving three-hour course credit.
Curriculum: EL

PSYC 455 - Internship in Psychology (Unpaid) (3 Hours)
Open to qualified students, this course provides practical experience outside of the classroom in psychology or a related field. Students complete a minimum of 130 hours in a setting consistent with a student's goals, preparation, and interests. Students complete a daily reflective journal and a rigorous reaction paper integrating their psychology coursework with their knowledge in the workplace. Open to juniors and seniors with a minimum GPA of 2.25. Application and permission of the instructor is required. See Internship Program. A special fee ($200) is charged for this course.
Prerequisite(s): six hours of upper-level psychology or permission of the instructor

Curriculum: EL

PSYC 456 - Internship in Psychology (Unpaid) (3 Hours)
Open to qualified students, this course provides practical experience outside of the classroom in psychology or a related field. Students complete a minimum of 130 hours in a setting consistent with a student's goals, preparation, and interests. Students complete a daily reflective journal and a rigorous reaction paper integrating their psychology coursework with their knowledge in the workplace. Open to juniors and seniors with a minimum GPA of 2.25. Application and permission of the instructor is required. See Internship Program. A special fee ($200) is charged for this course.
Prerequisite(s): six hours of upper level psychology or permission of the instructor

Curriculum: EL

PSYC 457 - Internship in Psychology (Paid) (3 Hours)
With prior approval, students may earn Experiential Cross Area Requirement (CAR) credit and transcript notation for one credit hour for a paid internship. To qualify for experiential credit a student must have completed 48 semester hours of work prior to the beginning of the internship and be in good academic standing (not on academic probation) at the time of application and at the start of the internship. Registration and application procedures are similar to those for academic internship courses. Satisfactory completion of a paid internship requires a minimum of 130 hours (160 recommended) working at the host site, a reflective daily journal, a final written report, and a satisfactory evaluation from the site supervisor. A special fee ($400) is charged for this course.
Curriculum: EL

PSYC 491 - Senior Independent Study (3 Hours)
An independent study under the guidance of a member of the department. At least a 3.25 cumulative quality point ratio and approval by the curriculum committee are required.
Prerequisite(s): PSYC 200 and PSYC 201, senior status

Curriculum: EL

PSYC 492 - Senior Independent Study (3 Hours)
An independent study under the guidance of a member of the department. At least a 3.25 cumulative quality point ratio and approval by the curriculum committee are required.
Prerequisite(s): PSYC 200 and PSYC 201, senior status

Curriculum: EL

PSYC 496 - Senior Project (3 Hours)
Senior majors may with departmental approval undertake a substantial research project in some area of psychology. Student earns a total of six hours for the full senior project experience (496, 497, and 498).
Prerequisite(s): PSYC 200 and PSYC 201, senior status

Curriculum: EL

PSYC 497 - Senior Project (3 Hours)
Senior majors may with departmental approval undertake a substantial research project in some area of psychology. Student earns a total of six hours for the full senior project experience (496, 497, and 498).
Prerequisite(s): PSYC 200 and PSYC 201, senior status

Curriculum: EL

PSYC 498 - Senior Project (3 Hours)
Senior majors may with departmental approval undertake a substantial research project in some area of psychology. Student earns a total of six hours for the full senior project experience (496, 497, and 498).
Prerequisite(s): PSYC 200 and PSYC 201, senior status

Curriculum: EL