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**The University Catalog, 2005-2007, is a reference for the official rules and regulations.
The Class Schedule is published each semester.**

FACULTY

Kristin P. Beals

U.C.L.A. (Ph.D. 2003)
Office: H-710M Phone: 278-3136
kbeals@fullerton.edu

Research interests are gay and lesbian identity and mental health issues, gay and lesbian relationships, HIV/AIDS care giving and sport psychology. Also, a new project that examines how the political and media focus on gay identity impacts gay men and lesbians.

Michael H. Birnbaum

U.C.L.A. (Ph.D. 1972)
Office: H-628C Phone: 278-7653
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Research interests are in the field of judgment and decision making, concerned with how people combine evidence from different sources to make integrated judgments, and how people compare or contrast information. Particular applications include theories of moral, evaluative and equity judgment; theories of perceptual and psychophysical judgment; theories of intuitive probability and statistics; and theories of stimulus comparison.

Melinda Blackman

U.C. Riverside (Ph.D. 1996)
Office: H-810E Phone: 278-3569
mblackman@fullerton.edu

Teaching interests: Social Psychology, Industrial/Organizational Psychology, Personality Psychology, Computer Applications and Research Methods. Research interests: The Accuracy of Personality Judgments, Apologies, Self-Esteem, and Common Sense.

Iris Blandon-Gitlin

Claremont Graduate University (Ph.D. 2004)
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iblandon-gitlin@fullerton.edu

Research interests: Eyewitness Memory, Suggestibility of Memory, Deception, Face Recognition and Autobiographical Memory.

Barbara Cherry

U.S.C. (Ph.D. 1995)
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Research interests are memory, attention, cognitive aging, hemispheric asymmetries, hormones and cognitive performance.

P. Chris Cozby

University of Minnesota (Ph.D. 1972)
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Social psychology. Research interests include liking and romantic love, social attitudes, and communication.

David Gerken

Texas A&M University (Ph.D. 2004)
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Memory blocking and recovery. This research includes examining the accuracy of recovered versus continuously accessible memories of experimenter provided materials (e.g., word lists). Examine how individual differences may affect memory.

Allen W. Gottfried

New School for Social Research (Ph.D. 1974)
Office: H-519E Phone: 278-2147
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Developmental psychology. Infancy-origins of intellectual, cognitive, sensory, and perceptual development. Early influences on development and early detection of cognitive deficits. Normal vs. high risk infants. Cognitive enrichment and intervention programs. Intelligence. Social Learning.

Jinni A. Harrigan

University of Cincinnati (Ph.D. 1979)
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Social and Clinical Psychology: anxiety, verbal and nonverbal behavior analysis, interpersonal communication and social skills, empathy and rapport in psychotherapy and medical interviews.

Daniel W. Kee (Department Chair)

U.C. Berkeley (Ph.D. 1974)
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Developmental psychology. Cognitive development; brain-behavior relationships; learning and memory; and computers and education.

Richard A. Lippa

Stanford University (Ph.D. 1976)
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Interested in person perception and nonverbal behavior, particularly the relation between expressive behavior and personality. My research has focused on the expressive display of anxiety, extraversion-introversion, and masculinity-femininity and on how the expressive display of these personality traits is affected by impression management.

William D. Marelich

Claremont Graduate University (Ph.D. 1997)
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Quantitative methods with emphasis in group dynamics, social relations, and statistical/methodological approaches to experimental and applied research. Research areas include application of social psychological theory/methods to health-related issues, decision-making in interpersonal relationships, and social influence on individual and group attitudes/behaviors. Other interests include survey research/methodology, health and organizational psychology, qualitative methodology, and sociological theory.

Jack Mearns

University of Connecticut (Ph.D. 1989)
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Teaching interests include abnormal and clinical psychology, personality, and personality assessment. Research interests include mood regulation expectancies, personality factors in health and coping, personality test construction, .

Mindy Mechanic

University of Illinois -Urbana (Ph.D. 1996)
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Research interests focus on the psychosocial consequences of trauma and interpersonal violence, as well as psychology and law. Teaching interests include the psychology of women, psychopathology, and the psychology of victimization.

Steven Miller

Loyola University Chicago (Ph.D. 2006)
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Research interests are personality and emotion; quantitative methods.

Eriko Miyahara

University of Chicago (Ph.D. 1993)
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Teaching interests include sensation and perception, visual science, physiological psychology, and research methods. Research interests center around visual perception, in particular normal and defective color vision.

Lisa T. Mori

University of Missouri-Columbia (Ph.D. 1987)
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Clinical psychology. Research interests include pediatric psychology, trauma, stress, and coping of children and clinical cross-cultural psychology.

Douglas J. Navarick

U.C. San Diego (Ph.D. 1973)
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Teaching interests are learning, motivation, introductory psychology. Research interests include learning, motivation and human choice behavior.

Jessie Peissig

University of Iowa (Ph.D. 2001)
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Cognitive Psychology.

David Perkins

University of New Mexico (Ph.D. 1970)
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Teaching interests include the general area of learning and educational psychology. Research interests center around the evaluation of effective teaching and computer assisted instruction.

Christine Scher

San Diego State Univ./U.C. San Diego (Ph.D. 2000)
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cscher@fullerton.edu

Cognitive and developmental factors in risk for and maintenance of anxiety and depression. Measure development and psychometric evaluation.

Nancy L. Segal

University of Chicago (Ph.D. 1982)
Office: H-426C Phone: 278-2142
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Teaching interests include individual differences, behavioral-genetics, life-span development and ethology. Research interests include behavioral-genetic analyses, in particular twin studies of mental ability, social behavior and olfaction.

William R. Smith

University of Illinois-Urbana (Ph.D. 1972)
Office: H-725I Phone: 278-7062
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Language and thought processes across the lifespan.

Joanne Hoven Stohs

University of Chicago (Ph.D. 1987)
Office: H-810D Phone: 278-3105
jstohs@fullerton.edu

Teaching interests include Reasoning and Problem Solving, Abnormal Psychology, and Field Placements. Research concerns the household division of labor. In particular, I am investigating the causes of conflict over the household division of labor among a diverse population of Asians, African Americans, Hispanics, Caucasians, and Middle Eastern couples.

Julie E. Stokes

U.C. Riverside (Ph.D. 1994)
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Research interests are in alcohol/substance use/abuse across gender ethnicity and race (various populations: college students, cross-cultural samples, clinical and at-risk samples); ethnic/racial identity issues affecting the psychosocial functioning of individuals and groups; and African American elderly. Teaching interests are in Social Psychology, Developmental Psychology, Research Methods, Learning and Memory, Afro-Ethnic and cross-cultural.

Susan Sy

University of Michigan (Ph.D. 2002)
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Research interests are cultural and family influences on children and adolescents during school transitions; particular emphasis on Latino and Asian groups on early education (kindergarten, first grade), and the transition to college.

Jennifer Trevitt

University of Connecticut (Ph.D. 2000)

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Research focused on the neuroanatomy and pharmacology of the basal ganglia, primarily as it related to Parkinsonism. I use behavioral techniques to assess pharmacological manipulations of the system in an effort to gain a greater understanding of the connections within the nuclei of the basal ganglia and to develop improved medications and therapies for the treatment of Parkinson's disease.

Margaret H. White

U.C. Riverside (Ph.D. 1971)

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Psychobiology. Health Psychology. Biofeedback and psychology/physiology of stress-related disorders. Primate behavior. Sleep disorders.

Stanley B. Woll

University of Illinois-Urbana (Ph.D. 1973)

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woll@fullerton.edu

Teaching: Personality and social cognition. Research: Social cognition (person memory, self-knowledge, autobiographical memory, political expertise) and relationships (matchmaking, relationship style, effects of early experience on choice of a romantic partner).

Laura Zettel-Watson

U.C. Irvine (Ph.D. 2004)

Office: H-710H Phone: 278-3898

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Psychology & Aging: Research includes investigating the social support networks of individuals who are aging without a spouse and/or children. Interest in the roles that extended family members, friends, and acquaintances play in helping to maintain the psychological, emotional, and functional well-being of the divorced, widowed, or never-married as they age.

PART-TIME FACULTY

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DEPARTMENT

OFFICE

	ROOM	PHONE NO.
Department Office	H-830M	278-3514
Department Chair, Dr. Daniel Kee	H-810A	278-3514
Graduate Office	H-830L	278-3589
Information Technology Consultant	H-616	278-3562
Undergraduate Psychology Advisement	H-830J	278-3102
Psychology Lounge	H-525	
Peer Mentors	H-515	278-2582

LABORATORY

	ROOM	PHONE NO.
Psychology Computer Lab	H-625	278-3386
Cognitive Development Center	H-519	278-2110
Development Research Center	H-519E	278-2147
Biopsychology Lab	H-620	278-2104
Twin Studies Center	H-426D	278-2568
Twin Studies Library	H-426B	
Decision Research Center	H-532	278-2102
Visual Perception Lab	H-615	278-7139

MAJOR REQUIREMENTS

FOR STUDENTS ENTERING FALL 2001 OR LATER

A total of 41 units in psychology are required for graduation. Nine of these units are lower division courses and the remaining 32 units must be upper division. To be counted toward the major, each course must be completed with a grade of "C" or better. The following courses are required for the undergraduate degree in psychology.

Lower Division Requirements (9 units)

PSYC 101 Introductory Psychology (3 units)

PSYC 201 Elementary Statistics (3 units)

PSYC 202 Research Methods in Psychology (3 units)

Upper Division Requirements (32 units)

PSYC 300 Computer Applications in Psychology (3 units)

Two of the following experimental psychology lecture courses (prerequisites: completion of both Psyc 201 and 202) (6 units):*

PSYC 302 Learning and Memory

PSYC 303 Sensation and Perception

PSYC 304 Comparative Animal Behavior

PSYC 305 Cognitive Psychology (formerly Information Processing)

PSYC 306 Biopsychology (formerly Physiological Psychology)

One of the experimental psychology laboratory courses (you must be concurrently enrolled in corresponding lecture course taught by the same instructor or have taken the lecture course previously with the same instructor) (prerequisites: completion of Psyc 201, 202 and 300) (2 units) *

PSYC 302L Lab in Learning and Memory

PSYC 303L Lab in Sensation and Perception

PSYC 304L Lab in Comparative Animal Behavior

PSYC 305L Lab in Cognitive Psychology

PSYC 306L Lab in Biopsychology

Two of the following courses (prerequisites: completion of Psyc 101) (6 units):

PSYC 331 Psychology of Personality

PSYC 341 Abnormal Psychology

PSYC 351 Social Psychology

PSYC 361 Developmental Psychology

One of the following courses (prerequisite: completion of Psyc 101) (3 units):

PSYC 311 Educational Psychology

PSYC 317 Legal Psychology

PSYC 362 Psychology of Aging

PSYC 391 Industrial/Organizational Psychology

Both of the following senior-level courses (prerequisite: see catalog) (6 units):

PSYC 461 Psychological Testing (3 units)

PSYC 495 Field Placement in Psychology (3 units)

Electives (6 units):

Upper-division Psychology courses (as of Fall 2003 one of these 3-unit courses must be a 400-level course)

TOTAL 41 UNITS

Choose courses that interest you. You should select courses in consultation with a Psychology Advisor to make sure that your choices will serve your goals. No more than a total of three units of either PSYC 498 (Directed Empirical Research) or PSYC 499 (Directed Library Research) may be used to meet the requirements of the major. No more than three units of PSYC 495 (Field Placement in Psychology), may be used to meet the requirements of the major. No more than six units of PSYC 495 may count toward graduation from the University. PSYC 496 may not be used as upper-division psychology electives, but 3 units may count toward units to graduate from the university. To obtain your B.A. in Psychology from CSUF, at least 21 units in Psychology that are counted toward the major must have been completed at CSUF. A minimum G.P.A. of 2.0 is required in all psychology units attempted (upper or lower division, taken at CSUF or other schools). **Check our website at <http://psych.fullerton.edu> or contact the Psychology Department Advisement Office H-830J, (714) 278-3102.**

*Completion with a grade of C or better of one of these lecture classes and the corresponding lab class satisfies the upper division writing requirement in the major.

MAJOR REQUIREMENTS RECOMMENDED SEQUENCING

It is important that some courses required for the major be taken in sequence. As a general guide the following sequences are recommended.

If you have not already completed PSYC 201 and 202, you should take these courses as soon and as close together as possible. Statistics (PSYC 201) normally precedes Research Methods (PSYC 202), but the two courses may be taken concurrently with approval of the PSYC 202 instructor.

Take PSYC 300 as soon as possible after you have completed both PSYC 201 and 202. You may take the required upper division lab course in Psychology (Psyc 302L, 303L, 304L, 305L, or 306L) only **after completing all three courses** (Psyc 201, 202 and 300).

Take both the lecture (Psyc 302, 303, 304, 305 or 306) and its corresponding lab (Psyc 302L, 303L, 304L, 305L or 306L) from the **same instructor and during the same semester**.

Take senior-level Psychology courses (numbered in the 400's) later in your major, including the field placement course (Psyc 495).

PSYCHOLOGY UNDERGRADUATE ADVISORS

The psychology undergraduate advisors serve as general advisors to all students. It is extremely important to **see an advisor before registering for classes**. The **Psychology Advisement Office is located in H-830J (phone 278-3102)**. University policy states that you should **see an advisor during your first two semesters and at least once per year thereafter**. **Psychology advisors are available most weeks on a year-round basis**.

Getting Advisement:

Prior to entering CSUF or during your first semester, see one of the undergraduate advisors. Advisors evaluate transfer units, devise a study plan and answer questions about courses and faculty members.

No later than the second semester of your junior year, you should seek advisement on career options with a B.A. degree or procedures for applying to graduate school. Psychology advisors (H-830J) and Career Planning and Placement office (LH 208) should be consulted.

It is extremely important that you file an application for a graduation check ("grad check") one year prior to your expected graduation. The graduation and diploma fees are required when the application is filed. Application forms are available at the Admissions and Records (LH-114) information counter, Graduation Unit (LH-108), and at the cashier's office (UH-180). Dates for grad check deadlines are published in the semester calendar in the current Schedule of Classes. Up to six months after you file your application, you will receive the partially completed grad check form in the mail. These forms must then be taken to a Psychology faculty advisor in H-830J to be completed before the last day of classes the semester prior to the semester you plan to graduate.

During the fall semester of your senior year, you should be making applications to graduate programs, getting information on interviewing and resume writing from the Career Development Center, or, in general, preparing for your next step after graduation. Early advisement and knowledge of information on careers, graduate work, and placement possibilities will help make this process much easier. Also pick up a copy of the Careers for Psychology Majors booklet from the Advisement office, H-830J.

The Psychology Advisors will be available for appointments in the summer, as well as during the fall and spring semesters. You will find the weekly sign-up sheet for appointments posted on the large bulletin board to the left outside of H-830J.

For a student entering as a freshman, the following outline will provide you a helpful guide. Please do not consider it more than a starting point and be sure to talk with your psychology academic advisor about exactly what plan best suits you. Your academic plans may change as you progress through your major so adjustments to this basic guide will be necessary.

PSYCHOLOGY - SAMPLE ACADEMIC PLAN S STARTING AS A FRESHMAN

www.psych.fullerton.edu

The Bachelor of Arts in Psychology requires a minimum of 120 units, which includes courses for the major (41 units), General Education (51) and electives (28). This full-time schedule assumes 0-work hours outside of school.

First Semester		Second Semester		Comments
Oral Communication (GE IA) OR English 101 (GE IB)	3	Oral Communication (GE IA) OR English 101 (GE IB)	3	Any remediation courses must be completed by the end of your second semester. Courses taught by the department of your major will not count for GE after section II.
Math 110 or 115 (GE IIIA1)	3/4	Psychology 101 (major)	3	
Political Science 100 (GE IIIB2)	3	Physical Science (GE IIIA2a) or Earth/Astronomical+L (IIIA2b)	4	
Introduction to the Arts (IIIB1)	3	History 110A (GE IIA)	3	
Elective (not Psyc)	3	Elective (not Psyc)	3	
Total	15/16	Total	16	

Third Semester		Fourth Semester		Comments
Psychology 201 (major)	3	Psychology 202 (major)	3	See an Advisor in the Psychology Dept. each year at a minimum. Undergraduate Center is located in H 507 telephone (714) 278-3102 Must have C or better in all major courses.
History 110B (GE IIA)	3	Critical Thinking (GE IC)	3	
Intro to Humanities (GE IIB2)	3	American History (GE IIB1)	3	
Life Science (GE III A2c)	3	Psychology 341 or 361 (major)	3	
Intro to Social Science (GE IIIC1)	3	Elective (not Psyc)	3	
Total	15	Total	15	

Fifth Semester		Sixth Semester		Comments
Upper Division GE (IIIB3)	3	Upper Division GE (IIIC2) no psyc	3	One course in Upper Division in Sections IIIB3, IIIC2 or IV must have star (*). TAKE EWP FILE GRAD CHECK before the beginning of your 7 th semester. Check class schedule for deadlines
Psychology 300 (major)	3	One of Psyc 302,303,304,305or306 (major)	3	
One of Psychology 302, 303, 304, 305or306 (major)	3	One of Psyc 302L,303L,304L, 305L,or 306L (major)	2	
One of Psyc 331, 341, 351, or 361 (major)	3	One of Psyc 331, 341, 351, or 361 (major)	3	
Elective (not Psyc)	3	Elective (not Psyc)	3	
Total	15	Total	14	

Seventh Semester		Eighth Semester		Comments
Upper Division GE (IV) no psyc	3	GE Section IIIA3*	1or2	*Must total 12 units in section IIIA. **These electives can be extra upper division courses in Psyc as well as outside Psyc. Congratulations you have graduated!!
One Psyc elective (300/400 level) (major)	3	Psychology 461 (major)	3	
One of Psyc 311, 317, 362 or 391 (major)	3	One Psyc elective (300/400 level) (major)	3	
Psyc 495 (major)	3	Elective (not Psyc) **	3	
Elective (not Psyc)**	3	Elective (not Psyc) ** Elective (not Psyc) **	3 2or1	
Total	15	Total	14-16	

WORKING AND GOING TO SCHOOL – DON'T OVERLOAD

Many students find it necessary to work while they attend school. A frequently asked question is how many units should be taken if you are working. This question is difficult to answer precisely because one needs to take into account many factors, such as the type of courses you are taking, your own ability, the commuting time to school and work and family or social commitments. Nevertheless, a good estimate would be:

Hours worked per week	Maximum units per semester
40	3
30	6
20	9
10	12
0	15+

Many students entering CSUF, especially community college transfer students, have had successful experiences with workloads in excess of those recommended. Unfortunately, as one progresses in the major, the workload per class, usually increases. **Not making a downward adjustment in the number of units or in the number of hours worked can lead to lower grades and excessive amounts of stress.** Frequently, these symptoms show up about two thirds of the way through the semester when it is too late to drop a class. We sometimes see students who take 12 units each semester, though they only pass two classes. Due to their heavy workload, they get D's or F's in the other two. In this situation, it is far better to sign up for and pass 6 units each semester than to take 12 units and only pass 6 units. It will not take you any longer to graduate, and you will enjoy school more and feel less frustrated. This means you will have to make choices either to slow down your educational progress (fewer units per semester) or reduce your work hours and income. Following the above recommendations will allow you sufficient time to study, use the library, meet with faculty, and, maximize the chances that your grades will reflect your true potential. In addition, it will allow you to **get involved in department and university activities. See Involvement section (page 27).**

CAREER PREPARATION--DON'T WAIT

The Psychology Department Undergraduate Advisement Office has advisors to deal specifically with career preparation. Consult the psychology advisors **no later than the second semester of your junior year** regarding career options with a B.A., as well as current job openings, internships, graduate school listings, and GRE preparation. Career advisement for psychology majors is located in the Psychology Advisement Office (H-830J, 278-3102) and in the University Career Development Center, 278-3121 in LH-208.

EVENING DEGREE PROGRAM IN PSYCHOLOGY

Each semester a selection of both required and elective courses will be offered in the evening, on a rotating basis. Because not all courses in the major will be offered every semester, it will be important for you to plan your program carefully. The Psychology Department is committed to offering an evening degree program for students who can only attend the university after 4 p.m. Unfortunately, the evening program will not have the breadth of course offerings available during the day. Occasionally courses will be offered on weekends as well.

ELEMENTARY/SECONDARY TEACHING CREDENTIAL

A psychology major is a great way to prepare for a career in teaching. Freshmen students interested in majoring in psychology and preparing for a multiple-subject/elementary school teaching credential can do both within four years by carefully choosing their courses within the Blended Teacher Education Program (BTEP). Preparation for the single-subject/secondary teaching credential may be done in five years. If teaching certification is a goal you are considering or have chosen, please make appointments with a Psychology Undergraduate Advisor and with Dr. Claire Palmerino at the Center for Careers in Teaching (CCT) at H-113, 278-7130 as soon as possible. You may also visit the CCT web site at www.fullerton.edu/cct. Careful course selection is necessary to complete these programs in four or five years. See page 35 for a sample plan.

COMMUNITYCOLLEGE TRANSFER STUDENTS

A maximum of nine units of psychology credit may be transferred from a community college toward the major in psychology. These **lower division** units must fit the requirements of PSYC 101, 201 and 202, as described in the university catalog. If you are in doubt as to whether the courses you have taken will meet the requirements, please contact one of the CSUF psychology advisors or look up your course on www.assist.org. Any additional lower division psychology units which are approved by the university may be used toward the required 120 units for graduation. None of these additional community college units may be used to meet any of the 32 upper division required units in psychology.

FOUR YEAR COLLEGE/UNIVERSITY TRANSFER STUDENTS

Limited number of **upper** division units in Psychology may be accepted toward the Psychology major from another four-year college or university, keeping in mind that a **minimum of 21 units must have been completed at CSUF. All such transfer courses must first be accepted by CSUF and second must be approved by a Psychology Undergraduate Faculty Advisor. To get approval, bring in catalog descriptions from your prior school so the advisor can assess their equivalence to CSUF classes.**

CREDIT BY EXAMINATION TRANSFER STUDENTS

Occasionally students believe they have covered material in CSUF courses in previously completed work that cannot be counted toward the CSUF major (e.g., community college Developmental Psychology that cannot count toward CSUF Psychology 361). If you believe you have covered the material, you may challenge a course at CSUF. You must register for the class and follow the procedure for credit by examination on p. 557 of the University Catalog.

INDEPENDENT RESEARCH / INDEPENDENT STUDY

Independent research/study (PSYC 498 Directed Empirical Research, and PSYC 499, Directed Library Research) is a good way to get first-hand experience in some area in Psychology and to work closely with a faculty member who has experience in that area. (Later on these faculty members often write letters of recommendation for graduate school or jobs.) PSYC 498 is a laboratory investigation and PSYC 499 is library study. If you want to enroll in an independent study, you should then contact the faculty member with whom you desire to work to ask permission. Read over a description of faculty research interests and on-going faculty research projects that are kept in a notebook in the Psychology Department Office (H-830M). Most of the faculty has ongoing research projects. You should **obtain permission for the Independent Study from your instructor several weeks in advance of registration**. The department office has the form entitled, *Direct Empirical Research and Directed Library Research*, which must be turned in no later than the second week of the semester. This form must be filled out and signed by both the student and the faculty member.

UNDERGRADUATE FIELD PLACEMENT

The Psychology Department requires majors to complete a three-credit undergraduate internship. The course number is Psyc 495. Fieldwork can be performed in settings that emphasize Clinical Psychology, Industrial/Organizational Psychology and in General Psychology. The purpose of fieldwork is to encourage students to apply theory from the classroom to a work setting. Students find fieldwork to be one of their most valuable educational experiences. Fieldwork can allow students to gain insight into careers in Psychology and to obtain valuable work experience. In certain cases, fieldwork has developed into full-time or part-time paid positions. Students must be permitted into PSYC 495 the semester before enrolling in the course by the Center for Internships and Service Learning (CISL). For more information about fieldwork contact an advisor in the Department Advisement Office (H-830J) or the Undergraduate Fieldwork Coordinator, Dr. Joanne Hoven Stohs (H-810D).

If you have completed nine units (3 courses) at the 300-400 level in Psychology at CSUF, with at least a C average, you are ready to start the process by completing an application for Psyc 495 at the CISL website: www.fullerton.edu/cisl. Once your permit is issued, please register for Psyc 495. Once the internship begins, expect to do some of the following:

- Work 8-10 hours per week on site for a semester
- Keep a weekly journal of your site activities
- Meet with your class on a regular basis and complete class readings
- Obtain evaluations about your performance from your site supervisor
- Write a final paper about your field placement that integrates theory and practice

TUTORING

Any student desiring help in studying can contact the University Learning Center (MH-33, 278-2738). Students can also contact the Peer Mentor Office (H-515, 278-2582) or the Writing Assistance Center (MH-45, 278-3650). The ULC offers workshops on improving your studying skills, the use of computers to help your studying, and individual tutoring. In addition, disabled students can obtain tutoring and special studying aids through Disabled Student Services (UH-101) at 278-3117.

GRADE OPTIONS AND RESTRICTED CLASSES

All courses in the major, minor and general educational requirements must be taken with option 1 grade (A,B,C,D,F). Option 2 (Credit/No Credit) may be used only for courses outside the major or minor, and for non-general education requirements (see the University Catalog for details on Credit/No Credit grade option restrictions). A maximum of 36 units of courses taken for credit/no credit may be applied toward the 120 units to graduate.

STUDY PLAN

SAMPLE ELECTIVE PLANS

To maximize the value of your undergraduate degree, it is helpful to plan an **area of concentration**. This concentration will consist of Psychology electives, along with a set of courses outside the major, or perhaps a minor in another department. The following are examples of electives that might be chosen for various areas of concentration. Your study plan should be developed with a faculty advisor after you have familiarized yourself with the material in this handbook and the "Careers for Psychology Majors" booklet. If you are planning to attend a graduate program after completing your B.A., take Psyc 465. Advanced Statistics, as an elective regardless of your concentration.

Clinical/Community/Counseling

- PSYC 305 Cognitive Psychology (and Psyc 305L)
- PSYC 306 Biopsychology (and Psyc 306L)
- PSYC 310 Psychology of Women
- PSYC 312 Human Sexual Behavior
- PSYC 322 African American Psychology
- PSYC 331 Psychology of Personality
- PSYC 341 Abnormal Psychology
- PSYC 346 Asian American Psychology
- PSYC 362 Psychology of Aging
- PSYC 431 Theories of Personality
- PSYC 473 Sleep, Dreams & Behavior
- PSYC 474 Health Psychology
- PSYC 475 Psychopharmacology
- PSYC 476 Developmental Psychopathology
- PSYC 481 Survey of Clinical Psychology
- PSYC 495 Undergraduate Fieldwork (Clinical)
- PSYC 498/499 Independent Study

Plus selected courses (which do not count toward the Psychology major) in sociology, speech communication, human services, gerontology, health science, women's studies, public administration, foreign language and sign languages.

Developmental/Child/Family Studies

- PSYC 302 Learning and Memory (and 302L)
- PSYC 305 Cognitive Psychology (and 305L)
- PSYC 310 Psychology of Women
- PSYC 311 Educational Psychology
- PSYC 341 Abnormal Psychology
- PSYC 361 Developmental Psychology
- PSYC 362 Psychology of Aging
- PSYC 363 Experimental Child Psychology
- PSYC 364 Intelligence
- PSYC 408 History of Psychology
- PSYC 415 Cognitive Processes
- PSYC 417 Psycholinguistics
- PSYC 464 Advanced Developmental Psychology
- PSYC 476 Developmental Psychopathology
- PSYC 495 Undergraduate Fieldwork (General)
- PSYC 498/499 Independent Study

Plus selected courses (which do not count toward the Psychology major) in child and adolescent studies, sociology, special education, teacher education, art, music, among others.

Quantitative/Research

- PSYC 302 Learning and Memory (and 302L)
- PSYC 303 Sensation and Perception (and 303L)
- PSYC 305 Cognitive Psychology (and 305L)
- PSYC 408 History of Psychology
- PSYC 465 Advanced Psychological Statistics
- PSYC 466 Advanced Social Science Computer Applications
- PSYC 467 Multivariate Statistics
- PSYC 495 Undergraduate Fieldwork (empirical research project)
- PSYC 498/499 Independent Study

Plus selected courses (which do not count toward the Psychology major) in management science, marketing,

computer science, political science and/or sociology.

STUDY PLAN (Continued)

Industrial/Organizational/Personnel

- PSYC 303 Sensation & Perception (and 303L)
- PSYC 305 Cognitive Psychology (and 305L)
- PSYC 317 Legal Psychology
- PSYC 331 Personality
- PSYC 350 Environmental Psychology
- PSYC 351 Social Psychology
- PSYC 391 Industrial/Organizational Psychology
- PSYC 408 History of Psychology
- PSYC 465 Advanced Psychological Statistics
- PSYC 467 Multivariate Statistics
- PSYC 473 Sleep, Dreams & Behavior
- PSYC 495 Undergraduate Fieldwork (I/O)
- PSYC 498/499 Independent Study

Plus selected courses (which do not count toward the Psychology major) in management, political science, marketing, sociology, speech communication, communications, and foreign languages.

Social/Personality

- PSYC 304 Comparative Animal Behavior (and 304L)
- PSYC 305 Cognitive Psychology (and 305L)
- PSYC 310 Psychology of Women
- PSYC 312 Human Sexual Behavior
- PSYC 322 African American Psychology
- PSYC 331 Personality
- PSYC 346 Asian American Psychology
- PSYC 350 Environmental Psychology
- PSYC 351 Social Psychology
- PSYC 408 History of Psychology
- PSYC 431 Theories of Personality
- PSYC 454 Social Cognition
- PSYC 498/499 Independent Study

Plus selected courses (which do not count toward the Psychology major) in sociology, political science, anthropology, management, american studies, marketing and/or speech communication.

Learning and Cognition

- PSYC 302 Learning and Memory (and 302L)
- PSYC 305 Cognitive Psychology (and 305L)
- PSYC 311 Educational Psychology
- PSYC 408 History of Psychology
- PSYC 415 Cognitive Processes
- PSYC 416 Everyday Cognition
- PSYC 417 Psycholinguistics
- PSYC 454 Social Cognition
- PSYC 498/499 Independent Study

Biopsychology

- PSYC 303 Sensation & Perception (and 303L)
- PSYC 304 Comparative Animal Behavior (and 304L)
- PSYC 305 Cognitive Psychology (and 305L)
- PSYC 306 Biopsychology (and 306L)
- PSYC 312 Human Sexual Behavior
- PSYC 341 Abnormal Psychology
- PSYC 408 History of Psychology
- PSYC 473 Sleep, Dreams and Behavior
- PSYC 474 Health Psychology
- PSYC 475 Psychopharmacology
- PSYC 498/499 Independent Study

Plus selected courses (which do not count toward the Psychology major) in biology, speech communication, and

chemistry).

STUDY PLAN (Continued)

Many students with a major in psychology may also wish to complete a minor. Minors are available in many related fields including: Business Administration, Child and Adolescent Studies, Computer Science, Criminal Justice, Gerontology, Public Administration and Speech Communication. Minors may also be obtained in Afro-Ethnic or Chicano Studies, American Studies, Anthropology, Art, Chemistry, English, Foreign Languages, Geography, Health Promotion, History, Human Services, Linguistics, Math, Physical Education, Physics, Political Science, Religious Studies, Sociology, and Women's Studies. Most minors are around 21 units.

Courses taken for a minor may also be used to fulfill General Education requirements. Although a minimum of 12 units (6 of which must be upper division) in the minor must be distinct and different from those in the major, any units above this minimum may be used to meet both major and minor requirements. Please note that some minors in other fields do use psychology courses in them and these courses may thus be "double counted" in both the psychology major and your minor.

MINOR IN PSYCHOLOGY

The Psychology Department offers an approved minor program consisting of **21 units** of psychology. The minor is intended to allow students to receive recognition for a concentration in Psychology even though they major in another discipline. Students majoring in areas quite different from psychology may find the minor useful in broadening their undergraduate education. In addition, students majoring in related disciplines (e.g., sociology, human services, criminal justice, child and adolescent studies) may find the minor useful in maximizing their career opportunities. To be counted toward the minor, each **course must be completed with a grade of "C" or better**. **The minor program consists of the following courses:**

Lower Division Requirements (6 units):

- PSYC 101 Introductory Psychology (3)
- PSYC 202 Research Methods in Psychology (3)

Upper Division Requirements (6 units):

One of the following **lecture** courses (prerequisites: completion of both Psyc 201 and 202)

- PSYC 302 Learning and Memory (3)
- PSYC 303 Sensation and Perception (3)
- PSYC 304 Comparative Animal Behavior (3)
- PSYC 305 Cognitive Psychology (3)
- PSYC 306 Biopsychology (3)

One of the following courses (prerequisite: completion of Psyc 101)

- PSYC 331 Psychology of Personality (3)
- PSYC 341 Abnormal Psychology (3)
- PSYC 351 Social Psychology (3)
- PSYC 361 Developmental Psychology (3)

Electives (9 units):

- Students completing the minor may choose 9 units of upper division psychology courses or 6 units of upper division courses and PSYC 201 Elementary Statistics. (See Catalog for prerequisites for individual courses.)

No more than three units of Psyc 495 (Field Placement) may be counted toward the minor. No more than three units of either Psyc 498 (Directed Empirical Research) or Psyc 499 (Directed Library Research) may be counted toward the minor. A minimum of 12 units in the minor must be taken at CSUF.

PSYCHOLOGY MAJOR STUDY PLAN

Name _____ Advisor _____

Fall _____	Intersession _____	Spring _____	Summer _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Fall _____	Intersession _____	Spring _____	Summer _____
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Fall _____	Intersession _____	Spring _____	Summer _____
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Fall _____	Intersession _____	Spring _____	Summer _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

A word of caution concerning the development of a study plan: Earlier it was mentioned that you should meet with a psychology advisor during your first semester at CSUF to develop the study plan. This should not be interpreted to mean that once the study plan is developed it may not be modified. Quite the contrary! In many cases your study plan may undergo several changes as a consequence of shifts in your area of interest within psychology. In view of this, **you should meet with your psychology advisor during your first two semesters and at least once per year thereafter.**

COURSE DESCRIPTIONS

PSYC 101 Introductory Psychology

Basic concepts, problems, and methods in psychology. Perception, learning, measurement, cognitive processes, development, motivation, personality, abnormal behavior, physiological and social psychology. Three hours of research participation or alternate activity required. It is recommended that students satisfy the ELM requirement before enrolling. (This is a general course that gives the student a basic introduction to the various areas in psychology.)

PSYC 110 Reasoning and Problem Solving

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. (Psychology majors are allowed to use this course to meet the general education critical thinking requirement.)

PSYC 201 Elementary Statistics

Prerequisite: Psychology 101 and completed ELM requirement. Descriptive statistics, probability, hypothesis testing (t, chi-square, F), sampling distributions of mean and variance, correlation and regression, analysis of variance (one-way, and two-way, factorial design), interpretation of data. Includes application of statistical software to psychological data. (CAN PSY 6)

PSYC 202 Research Methods in Psychology

Prerequisites: Psychology 101, 201, completed ELM requirement; and completion of a GE-certified college composition course; concurrent enrollment in Psychology 201 may be allowed by consent of instructor. The fundamentals of psychological research methods. Participation in conducting experiments, analyzing data, interpreting results, and writing research reports. (You will be introduced to basic principles of research methodology, including field work methods, laboratory experimentation, and other methods of data collection in psychology. You will also learn how to write lab reports in the APA [American Psychological Association] style. This course is crucial for preparing you for advanced courses.) (2 hours lecture; 3 hours laboratory)

PSYC 300 Computer Applications in Psychology

Prerequisites: Completion of general education math requirement and prior completion or concurrent enrollment in Psychology 201 and 202. General introduction to the use of computers in psychology. Selection and use of application programs in research, statistics, and testing will be emphasized.

PSYC 302 Learning and Memory

Prerequisites: Psychology 101, 201, 202, or consent of instructor. Students taking Psychology 302L concurrently must also have completed Psychology 300. Overview of theories and research in classical and operant conditioning, verbal learning, concept learning, and memory. Written research reports required.

PSY 302L Laboratory in Learning and Memory

Prerequisites: Psychology 101, 201, 202, 300 and 302 (or concurrent enrollment in Psychology 302), or consent of instructor. Laboratory course to accompany Psychology 302. Application of research methods to the study of topics in learning and memory. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (6 hours of laboratory).

PSYC 303 Sensation and Perception

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 303L concurrently must also have completed Psychology 300. Detailed examination of anatomical, physiological, and psychological/behavioral aspects of sensation and perception in humans and other animals. Emphasis on all five basic senses: vision, hearing, touch, taste and smell. Written research reports required.

PSYC 303L Laboratory in Sensation and Perception

Prerequisites: Psychology 101, 201, 202, 300 and 303 (or concurrent enrollment in Psychology 303), or consent of instructor. Laboratory course to accompany Psychology 303. Application of research methods to topics in sensation and perception. Empirical research will be designed, conducted, analyzed and interpreted in the context of existing theories. Written research reports required. (6 hours of laboratory).

PSYC 304 Comparative Animal Behavior

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 304L, concurrently must also have completed Psychology 300. Detailed study of human behavior in comparison with other animal species within an evolutionary context, including behavior genetics, sensory systems, development, communications, parental behavior, mating strategies, aggression, and social organizations. Field trips to local zoos required. Written research reports required.

PSYC 304L Laboratory in Comparative Animal Behavior

Prerequisites: Psychology 101, 201, 202, 300 and 304 (or concurrent enrollment in Psychology 304), or consent of instructor. Laboratory course to accompany Psychology 304. Laboratory and field studies in animal behavior. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (6 hours of laboratory).

PSYC 305 Cognitive Psychology

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 305L concurrently must also have completed Psychology 300. Overview of current theories and research in cognitive psychology, cognitive neuroscience, and cognitive science. Topics include perception and attention, imagery, memory, language, creativity, problem solving, reasoning and decision making. Written research reports required.

PSYC 305L Laboratory in Cognitive Psychology

Prerequisites: Psychology 101, 201, 202, 300 and 305 (or

concurrent enrollment in Psychology 305), or consent of instructor. Laboratory course to accompany Psychology 305. Application of theoretical and experimental principles and findings in cognitive psychology. Empirical research will be designed, conducted, analyzed, interpreted, and presented. Written research reports required. (6 hours of laboratory).

PSYC 306 Biopsychology

Prerequisites: Psychology 101, 201 and 202 or consent of instructor. Students taking Psychology 306L concurrently must also have completed Psychology 300. Topics in biopsychology, including development of nervous system, neural activity, neurotransmitters, the synapse, sensory and motor systems, biological motives, sleep, brain damage, learning, language centers, neurology of mental illnesses, and drug effects in the brain. Written research reports required.

PSYC 306L Laboratory in Biopsychology

Prerequisites: Psychology 101, 201, 202, 300 and 306 (or concurrent enrollment in Psychology 306), or consent of instructor. Laboratory course to accompany Psychology 306. Empirical research will be designed, conducted, analyzed, and interpreted involving areas of biopsychology. Written research reports required. (6 hours of laboratory).

PSYC 310 Psychology of Women

Prerequisite: Psychology 101. Survey of theories, research and implications for the psychological study of gender differences and similarities, particularly as pertains to the psychological characteristics and problems of women.

PSYC 311 Educational Psychology

Prerequisite: Psychology 101. Application of psychological research and theory to educational processes, including learning, motivation, individual differences, teaching methods and evaluation. This course is recommended for those interested in teaching careers. (This course is designed to give you a general idea of the ways in which psychological research and theory can be applied to the educational process).

PSYC 312 Psychology of Human Sexual Behavior

Prerequisite: Psychology 101. Topics in human sexual behavior integrating sexuality as biological, social, clinical, and developmental. Surveys and statistics of sexual behavior, sexual orientation, gender identity, sexual variations, causes and treatment of sexual dysfunctions. Legal, moral, and social issues.

PSYC 315 Evaluating Popular Psychology Concepts

Prerequisite: Completion of the General Education category I.C., Critical Thinking. Popular psychology viewpoints are evaluated for their logical coherence, their openness to scientific test, and whether they are supported by evidence. The difference between personal, experiential appeal and scientific validity are examined.

PSYC 317 Legal Psychology

Prerequisite: Psychology 101. A survey of issues in psychology and the law with an emphasis on the impact of social scientific evidence on the legal system. Topics include issues surrounding the death penalty, eyewitness testimony, jury decision making, pretrial publicity, and the insanity defense.

PSYC 322 African American Psychology

Black identity and the life styles that have risen from racism. The socioeconomic, political, and cultural conditions which have fostered the blackness concept and the psychological devices used by blacks to survive. (Same as Afro 322.)

PSYC 331 Psychology of Personality

Prerequisite: Psychology 101. Broad survey of research, theory and assessment techniques in the area of personality. (This course presents a general survey of research and theory in the area of personality, including personality dynamics, methods of assessing personality, social and biological influences on personality, personality development, etc. Although some discussion of clinical theories of personality [e.g., Freud, Rogers, Sullivan] will be included, in general the course will focus on the normal personality rather than on psychopathology.)

PSYC 341 Abnormal Psychology

Prerequisite: Psychology 101. Symptoms, causes, treatment and prevention of mental problems; the anxiety disorders, the personality disorders, psychophysiological disorders, psychoses, substance use disorders, sexual disorders and organic disorders. (This course is excellent preparation for anyone interested in clinical psychology.)

PSYC 346 Asian American Psychology

(Same as Asian American 346)

PSYC 350 Environmental Psychology

Prerequisite: Psychology 101 and completion of G.E. Category III.C.2. or consent of instructor. Theory, research and method in the study of behavior-environment relationships. The influence of such variables as population density and urban design on human behavior.

PSYC 351 Social Psychology

Prerequisite: Psychology 101. Phenomena related to social behavior and social influences on behavior. Topics include social perception and cognition, attitudes and attitude change, attraction altruism, aggression, interpersonal influence, and group processes. (The course stresses social interaction and how the individual responds to his or her environment. Much attention is given to research findings).

PSYC 361 Developmental Psychology

Prerequisite: Psychology 101. Psychological and physical development, theories, methods and research findings regarding the development of perception, learning, cognition, intelligence, personality and social behavior.

PSYC 362 Psychology of Aging

Prerequisite: Psychology 101. Characteristics of humans during the adult years. Topics include physical, intellectual, cognitive, personal, social and psychological development, vocational and family changes, retirement and death. (This course is a good sequel to Developmental Psychology and essential for anyone interested in gerontology.)

PSYC 363 Experimental Child Psychology

Prerequisites: Psychology 101 and two of the following: Psychology 361, Child Development 312, 320, 330 or 325. Research methodology in developmental psychology. Critical

examination of empirical studies. Design and execution of an empirical investigation. (This course provides an in-depth study of methodological techniques for investigating and interpreting child developmental phenomena.) (2 hours lecture; 3 hours laboratory)

PSYC 391 Industrial/Organizational Psychology

Prerequisite: Psychology 101. The study of human behavior in the workplace. Traditional and current psychological principles applied to industrial, organizational and business settings will be explored. Selection, placement, training, work motivation, human factors, environmental influences, leadership, work stress, work place violence, organizational communication, organizational development and consumer behavior will be studied.

PSYC 408 History of Psychology

Prerequisite: One of the following: Psyc 302, 303, 304, 305, or 306 and, two of the following: Psyc 331, 341, 351 and 361. The development of psychology from early times to the present; major traditions and conceptual issues. (This is the course that pulls all that you have learned in psychology together). You will see how philosophy preceded psychology and how psychology became a recognized science. The course gives a good academic overview of your major area of study. PSY 302, 303 or 306 are helpful prerequisites in that you will have been introduced to many of the figures who were important in the development of psychology as a science.)

PSYC 415 Cognitive Processes

Prerequisites: Psychology 302, or 303, or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge representation, language, decision-making, judgment, reasoning, and problem solving.

PSYC 416 Everyday Cognition

Prerequisites: either Psychology 302, 305, or 415. Theory and research on memory, problem-solving, and decision-making in real world settings and with everyday materials. Topics include memory for people, places, and events, autobiographical memory; eye witness memory; problem-solving in everyday activities; and applied decision-making (e.g., in legal and clinical settings).

PSYC 417 Psycholinguistics

Prerequisite: six hours of upper-division work in psychology or linguistics, or consent of the instructor. Theory and research on the psychological processes that make possible language acquisition and use. Three major concerns are: comprehension of spoken and written language, speech production, and language acquisition. (Same as Linguistics 417)

PSYC 431 Theories of Personality

Prerequisite: Psychology 331. Traditional and contemporary theories of personality, including psychoanalytic, humanistic-existential, behavioral, trait and social interaction approaches. (An in-depth discussion of the major traditional [e.g., Freud, Jung, Rogers, Adler] and contemporary [e.g., Berne, social learning theory, bioenergetics] theories of personality. The emphasis in this course will be on theory rather than on research or therapy, and it will compare, contrast, and evaluate these different theories.

PSYC 454 Social Cognition

Prerequisite: Psychology 351 or 415. Theory and research on the processing and representation of social information. Topics include impression formation, stereotyping, attribution theory, the self, political cognition, and developmental issues.

PSYC 461 Psychological Testing

Prerequisite: Psychology 201, 202, 300 and senior status (completion of 80 or more units). Intelligence, aptitude, interest, and personality testing. Theory, construction, evaluation, interpretation and uses of psychological tests.

PSYC 464 Advanced Developmental Psychology

Prerequisites: Psychology 361 or Child Development 312 and consent of instructor. Review and analysis of major theoretical and empirical issues in child developmental psychology. (This course is designed for students who particularly enjoyed PSY 361, Developmental Psychology, and wish to pursue major theoretical and empirical issues in more depth. The course uses a seminar format to permit greater student involvement and interaction than is found in a more traditional lecture format.)

PSYC 465 Advanced Psychological Statistics

Prerequisite: Psychology 201, 202 and 300. General linear model, regression, analysis of variance techniques and applications to research design and evaluation of data. (A must for students intending to do graduate work in psychology.)

PSYC 466 Advanced Social Science Computer Applications

Prerequisites: Psychology 201 and 300 or equivalent. Advanced computer applications focusing on topics such as Web page development, data analysis, graphing, data bases, and on-line experimentation and data collection. (This is an advanced course designed to acquaint the student with the use of mainframe and microcomputers for data collection and analysis, simulation, and marketing research. The course is highly recommended for students interested in graduate school in experimental psychology.)

PSYC 467 Multivariate Statistics for Psychology

Prerequisite: Psychology 465 or consent of instructor. Multivariate analysis of variance, profile analysis, discriminant analysis, factor analysis, cluster analysis, multidimensional scaling; introduction to structural equations, and hierarchical linear models, and applications to psychological research. (This is an advanced course in theory and techniques of correlational analysis. This course is useful for those considering further graduate work.)

PSYC 473 Sleep, Dreams, and Behavior

Prerequisites: Psychology 306, 331, 341 or consent of instructor. The role of sleep and dreams in controlling awake behavior. Course topics include historical views/ theories, the neurobiology of sleep and dreams, sleep-wake schedules, sleep disorders, and their relationships to cognitive, personality, and psychopathology.

PSYC 474 Health Psychology

Prerequisites: Psychology 101, and completion of 9 units of upper-division Psychology courses. Role of psychology in prediction, prevention, and treatment of medical disorders, including stress and illness, psychoneuroimmunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.

PSYC 475 Psychopharmacology

Prerequisites: Psychology 306 and 341 or consent of instructor. Basic principles underlying the therapeutic use of drugs and related substances to modify experience and behavior. Psychological, medical and social potential/limitations of these pharmacotherapies in treating psychological disorders.

PSYC 476 Developmental Psychopathology and Assessment

Prerequisites: Psychology 341 or 361 or consent of instructor. Psychopathology from a developmental perspective. Pathogenic influences during childhood. Causes, classification, incidence and research on behavior disorders and problems in childhood. Assessment approaches and techniques.

PSYC 481 Survey of Clinical Psychology

Prerequisites: Psychology 331, 341 or consent of instructor. Methods, diagnosis, therapeutic techniques, research, educational requirements, professional requirements, ethics. (This course is useful preparation for working in the area of mental health or for a clinical graduate program.)

PSYC 495 Field Placement in Psychology

Prerequisites: Nine units of 300 level psychology courses at CSUF, a 2.0 GPA in psychology courses, and registration with The Center for Internships and Service Learning (CISL). The internship is a supervised experience, in which psychological principles or methods are applied in a fieldwork setting. There will be mandatory class meetings for students to discuss their experience and integrate psychological theory with practice. An orientation session and the fieldwork application must be completed at the CISL in the semester prior to enrollment. The CISL will issue permits and provide site contact information to registered students. Required of majors.

PSYC 496 Tutorial

Consult Student to Student Tutorials in the university catalog for more complete course descriptions. **This course does not count toward the Psychology major.** (1-3 units)

PSYC 498 Directed Lab Research

Prerequisites: completion of one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual laboratory investigation under direction of a faculty member. No more than three units of credit toward the major. (1-3 units)

PSYC 499 Directed Library Research

Prerequisites: completion of at least one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual library study under direction of a faculty member. No more than three units of credit toward the major. (1-3 units)

DEPARTMENT OF PSYCHOLOGY

Student Responsibility Code

The Department of Psychology is dedicated to providing you with the highest quality educational program. In order to maximize the benefits of our program, it is important that you meet your responsibilities as a student. Listed below are some of the responsibilities to be met.

Advisement – Please familiarize yourself with university and departmental policies and deadlines.

You should obtain and read pertinent sections of the University Catalog, Class Schedule booklet, and instructor course outlines. If you are a psychology major or minor, you should read the Psychology Student Handbook and meet with a psychology undergraduate advisor (Room H-507) at least once a year to review your study plan and career goals. The Handbook is available to you at no charge from the Psychology Department Office (H-830M) or from the Psychology Undergraduate Advisement Office (H-507). Please also consult <http://psych.fullerton.edu> for further information.

Class Attendance – Please remember that you are responsible for attending all classes and laboratory meetings, and for being on time. The benefit you derive from your education is often lost if you are lost too!

The Learning Environment – Please be mindful of your fellow students and the instructors.

Behavior that persistently interferes with classroom activities may be subject to disciplinary action. Such behavior may include, but is not limited to, cell phones or beepers ringing, entering the class late, leaving the class prematurely, or eating in class. A student responsible for continual disruptive behavior may be required to leave class pending discussion and resolution of the problem.

Workload – Please be realistic in adjusting your outside responsibilities (work, family, social obligations, etc.) in order to allow sufficient time for your education.

In order to receive a quality education, you must not overload yourself. As a general rule, you should allow two to three hours of study outside of class, for each hour spent in class. Additional information on this topic is discussed in the Psychology Student Handbook.

Academic Integrity – The world of academia is completely dependent on straightforward honesty and integrity, and it protects these values in many ways. Your ability to think of yourself as an educated person depends on these same values. For these reasons the University imposes serious penalties for breaches of academic honesty and cases of suspected breaches of honesty may be reported. Please familiarize yourself with the academic integrity guidelines found in the current student handbook.

- o Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the academic integrity guidelines. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the University, policies on academic integrity are of great concern to us all.
- o Your exams, homework, research reports, and term papers should reflect your own work, unless your instructor directs you otherwise.
- o Proper methods of referencing outside sources of information should be used at all times. Additional information on this requirement may be obtained by reading the University Catalog section on Academic Dishonesty.

Special Needs – If you need special assistance in the classroom, please inform the instructor in order to

facilitate contact with Dr. Paul Miller at the office of Disabled Student Services located at UH-101, (714) 278-3117.

If you have any questions concerning the above responsibilities, please contact your psychology instructor or the Psychology Department Chair.

RESOURCES FOR UNDERGRADUATES

DEPARTMENT WEB SITE: <http://psych.fullerton.edu>

This web site contains lots of psychology-related information including what's new in psychology, and undergraduate and graduate information.

INTERNET ACCESS

Please make sure that you have Internet access to regularly receive and send e-mail. CSUF provides you with free e-mail access; your e-mail address is listed on the registration materials that you will receive each semester. All computers on campus have Internet access. Should you need Internet access from home, we recommend Titan Access which is available to all CSUF students for \$15 per month. Titan Access allows you to use all library data bases, including PsycInfo, from your home computer. This is not possible from any other home Internet service provider. Please do not plan to use a non-Internet e-mail service such as juno.com. Services such as juno.com do not allow you to send or receive computer files and therefore limit your ability to use computers.

THE AMERICAN PSYCHOLOGICAL ASSOCIATION AND THE AMERICAN PSYCHOLOGICAL SOCIETY

You should be aware that all the behavioral sciences have their own professional societies. In psychology, the major organizations are the American Psychological Association (APA) and American Psychological Society (APS). There are also regional associations such as the Western Psychological Association and organizations that focus on particular topic area specialties such as the Society for the Psychological Study of Social Issues, the Psychonomics Society, the Society for Research in Child Development, and The Society for Behavioral Medicine.

Most of the major organizations have a "student affiliate" membership category. The dues are relatively small: in 2004, \$27 for undergraduates and \$42 for graduate students for APA; \$35 for undergraduate or \$56 for graduate students for APS. Membership will enable you to receive certain publications or subscribe to journals at a reduced rate. The Psychology Department usually has forms to apply for student membership in the American Psychological Association or for some of the other organizations in psychology. If you need to write for information on American Psychological Association student membership, send a letter asking for forms to:

Student Affiliate
American Psychological Association
Membership Office
750 First St., NE
Washington, D.C. 20002-4242

World Wide Web Home Page: <http://apa.org>

If you would like information on American Psychological Society student membership, send your request to:

Student Affiliate
American Psychological Society
Membership Office
1010 Vermont Avenue, NW, Ste. 1100
Washington, D.C. 20005-4907

World Wide Web Home Page:
<http://www.psychologicalscience.org/>

INVOLVEMENT

Involvement in your discipline as an undergraduate can pay great dividends later on. Many students aspire to careers in psychology or related disciplines--some know they are interested in research right from the start and others become interested in research when they take coursework in research methods. Others look to careers in more applied fields in psychology, such as clinical, industrial/organizational, personnel or counseling psychology, or teaching in public school, rehabilitation, probation, and special education, to name just a few. You can be more competitive for jobs and graduate school by becoming involved with the various professional societies, on-campus student organizations, and speaker presentations. At CSUF, these include PDSA, Psi Chi, and APSSC (see below), and student organizations in personnel, management, and marketing. In addition, any psychology student considering a career in the health professions, such as medicine, should contact the Health Professions Committee (UH-223, 278-3980). Get involved in the field of psychology while you are still a student through professional associations, research projects with your instructors and internships in the community.

PSYCHOLOGY LOUNGE

The Psychology Lounge is open to all psychology students. It is located on the 5th floor of the Humanities building (H-525). Soft drinks are available there. There are tables for studying and chairs for "lounging"; plus, one can usually enjoy the stimulating conversation of other students and faculty who have stopped by before or after class.

PSYCHOLOGY DEPARTMENT STUDENT ASSOCIATION (PDSA)

Every psychology major is automatically a member of the PDSA. PDSA meetings are held bimonthly, and the organization sponsors speakers and other discussions of interest to students. These meetings keep you informed of what is going on in the Psychology Department and to allow you to express your opinions. Besides sponsoring speakers and panel discussions, PDSA raises funds for various projects, such as sending students to the Western Psychological Association meetings.

PSI CHI

Psi Chi is the national honor society for psychology students. To be admitted into Psi Chi, a student must have completed nine semester units of psychology (or 6 semester units and be registered for 3 more), have declared a psychology major or minor and have a 3.2 GPA overall and a 3.5 GPA in psychology. Graduate students must have a GPA of 3.0 or better in all graduate courses. Psi Chi also hosts several lunchtime discussions, film sessions and various social events for members. Please check Psi Chi bulletin boards on the 5th and 6th floors for upcoming events.

APSSC

American Psychological Society Student Caucus (APSSC) comprises student affiliates of American Psychological Society (APS). Membership is open to all students joining APS (information on APS available at any APSSC meeting). The primary purpose of the organization is to preserve the scientific base of psychology through the promotion of research-oriented activities.

SPECIAL EVENTS

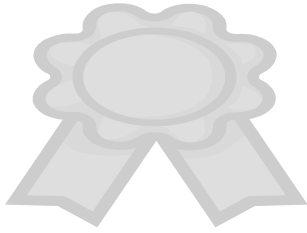
PDSA, Psi Chi, and APSSC sponsor various events of special interest throughout the year, such as symposia, speakers' series, and mini conferences. In addition, the department regularly brings in speakers to give colloquia. These special events offer you an excellent opportunity to see, hear, and meet prominent psychologists. Personal contact is useful in applying to graduate programs. **The annual Psychology Day event will be held in the spring semester on Tuesday, April 10.**

PEER MENTORS

The purpose of the Peer Mentors is to provide referrals and resources for undergraduate psychology majors, minors or those who are undecided on their academic goals. Peer Mentors answering questions about:

- ◆ Career Enhancement
- ◆ Graduate School Information
- ◆ Study Skills
- ◆ Financial Aid
- ◆ Internships and Research Opportunities
- ◆ Psychology Organizations
- ◆ Psychology Specializations

You might find it helpful to stop by the Peer Mentors Office (H-515), or you might wish someday to serve as a peer mentor.



STUDENT AWARDS

Each year the Psychology Department faculty presents awards to the outstanding undergraduate and graduate students. The awards are based on the student's scholarship and involvement in department activities.

1982

Barbara Throckmorton, Undergraduate
Cheryl Beauvais, M.A.
Dorothy Ford, M.S.
Patricia Williamson, M.S.

1983

Tamar Murachver, Undergraduate
Kathy Brown, M.A.
Marlene Phillips, M.S.

1984

Stephen Havert, Undergraduate
Barbara Throckmorton, M.A.
Patricia Breit, M.S.

1985

Kathy Lang, Undergraduate
Cheryl Schmid, Undergraduate
Rana Matteson, M.A.
Rebecca Sturges, M.S.

1986

Gigi Nordquist, Undergraduate
Shirley Scott, Undergraduate
Stewart Donaldson, M.A.
Kristie Winkle, M.S.

1987

David Coffaro, Undergraduate
Karen McDonald, Undergraduate (Fall)
Dale Turner, Undergraduate (Spring)
Joan Tucker, M.A.
Linda Nold, M.S.
Bernie Carducci, Alumnus

1988

Pam Paduano, Undergraduate
Wendy Boettcher, Undergraduate
Curtis Harden, M.A.
Mary Hale, M.S.
Ruth Yopp, Alumna
Hallie Yopp, Alumna

1989

Rebecca Pellegrin, Undergraduate

Joni Radio, M.A.
Sara Sutton, M.S.
JoAnn Brannock, Alumna

1990

Frances Popoff, Undergraduate
Barbara Cherry, M.A.
Lucyann Carlton, M.S.
Kay Bathurst, Alumna

1991

Mary Ann Larson, Undergraduate
Jaki Coffman, Undergraduate
Beverly Sale, M.A.
Betty Wadkins, M.S.
Diana Guerin, Alumna

1992

Janelle Hughey, Undergraduate
Joyce Hartman, Undergraduate
Sharon Connelly, M.A.
Tasha Akhtarkhavari, M.S.
Kathleen Brown, Alumna

1993

Gail Keith-Gibson, Undergraduate
Jacqueline Coffman, M.A.
Mark Whatley, M.A.
Jennifer Brindley, M.S.
Judith LeMaster, Alumna

1994

Pat C. Ames, Undergraduate
Pamella Oliver, M.A.
Victoria Kennedy, M.S.
Jeanne King, Alumna

1995

Elena M. Alvarez, Undergraduate
Brooke B. Vadnais, Undergraduate
Shelby Taylor, M.A.
Steven M. Bautista, M.S.
Stewart I. Donaldson, Alumnus

1996

Sara Shulamit Arad, Undergraduate

Colette M. Lay, M.A.
Heidi R. Weller, M.A.
Stephanie A. Miller, M.S.
Michael B. Shermer, Alumnus

1997

Winona Foote, Undergraduate
Jennifer Blum, Undergraduate
Sandra Fluck, M.A.
Patrick Giordani, M.A.
Colleen Killian, M.A.
Jodi Greenblatt, M.S.
John Richards, Alumnus

1998

Kimberly Dailey, Undergraduate
Jennifer Steighner, Undergraduate
Sherry Yearly, M.A.
Gina Armendariz, M.A.
Emese Csipke, M.S.
Rachel Mason, M.S.
Lisa Harlow, Alumna

1999

Nhu Ngoc Ong, Undergraduate
Craig Baker, M.A.
Dana Carney, M.A.
Sara Marcoux, M.S.
David Sitzer, M.S.

2000

Katie Wilson, Undergraduate
Gayle Dow, M.A.
Paul Kieffaber, M.A.
Michelle Ramos, M.A.
Jill Cain, M.S.
Tamara Matri, M.S.
Pernilla Sass, M.S.
Teresa Topolski, Alumna
Michelle Wild, Alumna

2001

Tonya Clark, Undergraduate
Pamela Drake, M.A.
Makeba Parramore, M.A.
Samantha Etchells, M.S.
Virginia Mintzlaff, M.S.
Catherine VanRietten, M.S.
Bruce Vancil, Alumnus

2002

Miriam Valdovinos, Undergraduate
Lawrence Wright, M.A.
Timothy Kovacs, M.S.
Jyotsnaben Patel, M.S.
Jennifer Trevitt, Alumna

2003

Kim Nowak, Undergraduate
Monica Coto, M.A.
Sandra Wakcher, M.A.
Timea Kohegyi, M.S.
Kathryn Rice, M.S.
Michael Libutti, Alumnus

2004

Kyrstle Barrera, Undergraduate
Andrew Klerer, M.A.
Barbara Endresen, M.S.
Brett Wheeler, M.S.
Michelle Grimes-Hillman, Alumna

2005

Celeste Lonson, Undergraduate
Sarah Wong-Goodrich, M.A.
James Seghers, M.S.
Pamella Oliver, Alumna

2006

Diana Jacoby, Undergraduate
Jon Baello, M.A.
Danielle Pajer, M.S.
Tari Topolski, Alumna

LOOKING AHEAD

A smooth transition from being an undergraduate psychology major to becoming a graduate student or pursuing a career requires proper planning before graduation. In addition to the material in this handbook, the information you receive from your faculty advisor, and the services available from the Career Development Center, the following books and pamphlets should prove useful.

Careers in Psychology--This booklet describes the general work settings of psychologists and related educational requirements. It may be obtained for free by writing the American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242.

Preparing for Graduate Study in Psychology: Not for Seniors Only!--This 96-page book of Fretz and Stang includes chapters on preparing for graduate study, choosing and applying to grad schools, financial aid, minority student information, and succeeding in graduate school. It is available from the American Psychological Association and is in the bookstore.

Graduate Study in Psychology and Related Fields--This book describes all graduate programs in psychology and related areas. It tells you the characteristics of the programs, requirements for admission, procedures for applying, and financial aid information. Copies are usually available in the bookstore; the bookstore will order a copy for you or you may order directly from the American Psychological Association. A new edition is published each year. You may also look at the copy available in the office of the graduate secretary or in H-830J (undergraduate advisement office for Psychology majors).

Careers for Psychology Majors--This is a booklet prepared by the CSUF Psychology Department. It describes a variety of career options and gives suggested coursework and advice on career preparation. It is available free in the Advisement Office.

Career Opportunities for Psychologists: Expanding and Emerging Areas--This book by Paul J. Woods discusses a variety of work for psychologists with advanced degrees in areas of industry, government, health, architecture, and so on. It is available from the American Psychological Association. A copy is available to glance through in the advisement office.

The Complete Guide to Graduate School Admission in Psychology and Related Fields--This book by Patricia Keith-Spiegel will answer many questions frequently asked by students thinking of applying to graduate school. Questions such as: How and when to ask for letters of recommendation? What are statements of purpose and what are they used for? What do I do if my grades are not so hot? A copy is available to look at in the office of the graduate secretary.

VARIOUS HANDOUTS AVAILABLE IN THE PSYCHOLOGY ADVISEMENT OFFICE (H-830J)

"Is Psy.D. or Ph.D. Right Degree for you?"

"What impresses a (graduate) selection committee?" (B. Spain)

List of "Resource Books re: Psychology Graduate Programs and Sources of Financial Support for Graduate School"

"How to Apply to Graduate School" (L. Hayes and S. Hayes)

"The A-B-C's of Applying to Graduate School" (C. Bowman)

"What is a Psy.D.?" (P. Olson)

"Timeline: A Career with a B.A. in Psychology and Preparing for Graduate School"

"Psychology Careers Material: Selected Resources" (R. Poe)

"Psychology Department Handbook"

"Becoming a Clinician or Counselor"

Other reading materials and career counseling services are available in the Career Planning and Placement Center

(H-113, ext. 7130). Also, the Career Planning and Placement Center offers a course on career planning-- Counseling 252, Career Exploration and Life Planning. You may also get information in the Center for Careers in Teaching (H-113, 278-7130). Begin making use of these books and services during your sophomore and junior years at CSUF.

GRADUATE PROGRAMS IN PSYCHOLOGY

A bachelor's degree in psychology is excellent preparation for careers in a wide variety of fields. However, a career as a professional psychologist requires an advanced degree (at either the master's or the doctoral level).

Before applying, you should study a variety of programs to locate one that will suit your needs. A major division among graduate programs is between those designed to prepare the individual for a career in research and/or teaching and those designed to prepare individuals for careers as applied psychologists, usually in private or public clinical settings. It is usually not easy to transfer between these two types of programs. A thorough background in a wide variety of areas within psychology is best for graduate work. Graduate admission committees look for evidence of aptitude and interest across a broad range of knowledge, rather than expertise within a narrow area. Some individual research experience as an undergraduate is often necessary, whether you are applying to a research or applied program. Most faculty members are eager to work with motivated undergraduate students. You should approach the faculty member whose research interests seem closest to your own. If you have put some thought into your decision and are willing to work hard, you are likely to get an enthusiastic response.

The competition for most Ph.D. programs is keen. Admissions committees in clinical often look for evidence of a sustained commitment to clinical psychology. Volunteer work in local community agencies while still an undergraduate is essential. Ph.D. programs in experimental look for a student's involvement in research. The best way for you to get this type of research experience is to take at least 3 units of Independent Study (PSY 499 or 498). For someone with applied career goals, taking the appropriate fieldwork course (PSY 495) is important.

If you are interested in further education in psychology, but are undecided as to a major interest area or career choice, entering a general masters psychology program will expose you to areas of psychology and help you make an informed choice later. The psychology department at CSUF offers two master's programs: MA in general Experimental Psychology and the MS in Clinical Psychology.



CAREER POSSIBILITIES

Most people who receive a B.A. in psychology do not work as psychologists. Your degree in psychology will provide an excellent background for careers in a number of fields. In recent years, psychology students have gone into data analysis for insurance companies, marketing, law, criminal justice, social work, business administration, speech pathology, rehabilitation, education and counseling. To maximize your chances of obtaining a rewarding career, obtain early career advisement from your faculty advisor and the Career Planning and Placement Center in Langsdorf Hall 208, 278-3121, www.fullerton.edu/career.

Another possibility is to seek an advanced degree in an area related to psychology. You might also consider programs in Business Administration, Public Administration, Speech Pathology, Rehabilitation, Social Work, Communication, Law, Hospital Administration, Political Science, Public Health, or the Federal Bureau of Investigation.



A MINOR IN GERONTOLOGY

There is an expanding need for Counselors and Educators who can work with the dramatically increasing number of older adults. A specialization in gerontology, the study of aging, can give you the edge that graduate schools and prospective employers look for.

There are numerous career opportunities in Gerontology for Psychology majors such as counseling, program developers and evaluators, project and program administrators, case managers, and researchers. Some employment settings include private businesses and corporations, health care agencies, government agencies, colleges and universities, community centers, non-profit organizations, hospitals, and rehabilitation centers.

The Gerontology minor requires 21 units -- many of which are psychology courses. Nine units of psychology coursework can be applied to both the Psychology Major and the Gerontology Minor.

LOWER DIVISION (3 UNITS)

SOCI 133 Intro to Gerontology (3)

UPPER DIVISION (9 UNITS)

SOCI 333 Sociology of Aging (3)
PSYC 362 Psychology of Aging (3)
BIOL 306 Biology of Aging (3)
KNES 454 Physical Activity & Aging (3)

UPPER DIVISION ELECTIVES (6 UNITS)

PSYC 302 Learning & Memory (3)
PSYC 303 Sensation & Perception (3) **or**
PSYC 306 Biopsychology (3)
PSYC 364 Intelligence (3)
PSYC 474 Health Psychology (3)
PSYC 475 Psychopharmacology (3)
and/or coursework from other departments

INTERNSHIP REQUIREMENTS (3 Units)

PSYC 495 Field Placement in Psychology (3)
(general section)

For more information: Contact the Psychology Advisement Office (H-830J); or contact the Gerontology Program Office, 278-7057 (RGC-8).



Center for Careers in Teaching
H 113
 (714) 278-7130
www.fullerton.edu/cct

First Semester Transfer Information for Psychology Majors Planning
 To Teach Elementary School

Choose your first semester classes from the following list. These classes are “safe” in that they do not have community college equivalents and all apply to one or more of the following sets of requirements:

- 1) The Psychology (PSYC) major
- 2) CSET Preparation Courses
- 3) Multiple Subject Credential Program Prerequisites

All transfer students must take 9 upper division General Education (GE) units in residence at CSUF. Students are encouraged *not* to take classes just for GE requirements until they have met with an advisor. There may be opportunities to “double count” classes—use the same class for GE and another requirement.

Course Abbreviation	Course Title	Requirement Satisfied by the Course
PSYC 300*	Computer Applications in Psychology	Major Requirement
PSYC 361*	Developmental Psychology	Major Requirement; CSET Prep; Credential Program Prerequisite
PSYC 311* or PSYC 331* or PSYC 341* or PSYC 351*	Educational Psychology Personality Abnormal Psychology Social Psychology	Major Requirement
Any <i>one</i> of the following cultural diversity courses:	AFRO 309, 310 or 311 AMST 301, or 450 ANTH 350 (formerly 450) ASAM 300 or 340 CHIC 305 or 331 (formerly 431) SOCI 357 (formerly 431) SPCH 320 WMST 302	CSET Prep; Upper Division GE
AMST 395; or LBST 310	California Cultures, The California Experience	Upper Division GE; CSET Prep
MATH 303A**	Fundamental Concepts of Elementary Math	CSET Prep; Elective
GEOL 410 (formerly SCED 410) or BIOL 453 (formerly SCED 453)	Physical Science Concepts Life Science Concepts	CSET Prep; Elective
ART 380 or DANC 471 or MUSC 433 or THTR 402A	Art & Child Development Creative Dance for Children Music in Early Childhood Dramatic Activities for Children	CSET Prep; Elective
KNES 386	Movement and the Child	CSET Prep; Elective
ENGL 341** or THTR 311	Children’s Literature Oral Interpretation of Children’s Literature	Upper Division GE; CSET Prep
EDEL 315	Introduction to Elementary Classroom Teaching	Credential Program Prerequisite
EDEL 325	Cultural Pluralism in Elementary Schools	Credential Program Prerequisite.



PSI CHI THE NATIONAL HONOR SOCIETY OF PSYCHOLOGY

REGULAR MAIL | P.O. Box 709 | Chattanooga, TN 37401-0709 | OVERNIGHT MAIL ONLY | 825 Vine Street | Chattanooga, TN 37403
CONTACT | PH: (423) 756-2044 | FX: 1-877-774-2443 (TOLL-FREE) | psichi@psichi.org | www.psichi.org

Enter online at www.psichi.org



PM 1.2 [8/04]

Registration Card Member Profile (Please print legibly. Print your name as you want it to appear on your membership certificate and card.)

NATIONAL FILE CARD [8/04]

Chapter (Name of school)		State
Name: First	Middle Name/Initial	Last
Current Address: Street or PO Box		City State Zip
Permanent Address (if different above)		City State Zip
Phone Number(s)	E-mail	Social Security Number
Date Inducted into Psi Chi (mo/day/yr)	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate Student <input type="checkbox"/> Faculty	Estimate Date of Graduation (mo/day/yr)
The following information is used only for internal Psi Chi statistical purposes.		Psi Beta Member: <input type="checkbox"/> Yes <input type="checkbox"/> No
Ethnicity: <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Native American <input type="checkbox"/> Other (list below)		Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
I accept Psi Chi's Constitution:		Signature Date

CHAPTER FILE CARD [8/04]

Chapter (Name of school)		State
Name: First	Middle Name/Initial	Last
Current Address: Street or PO Box		City State Zip
Permanent Address (if different above)		City State Zip
Phone Number(s)	E-mail	Social Security Number
Date Inducted into Psi Chi (mo/day/yr)	<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate Student <input type="checkbox"/> Faculty	Estimate Date of Graduation (mo/day/yr)
The following information is used only for internal Psi Chi statistical purposes.		Psi Beta Member: <input type="checkbox"/> Yes <input type="checkbox"/> No
Ethnicity: <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Native American <input type="checkbox"/> Other (list below)		Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
I accept Psi Chi's Constitution:		Signature Date

APSSC
American Psychological Society
Student Caucus

Do you have an interest in psychology? Are you looking to further your education in the field of psychology? Would you like to be involved in research in psychology? If so, this is the club for you! APSSC is the student caucus of the American Psychological Society, the largest society of research psychologists in the U.S. And we are currently accepting new members.

We would like to invite all students to come and join. APSSC provides many professional growth activities for both graduate and undergraduate students of psychology and other related fields. For a \$10 annual fee **, members of APSSC will enjoy opportunities to:*

- *Attend interesting and informative guest lectures*
- *Take part in career development workshops*
- *Receive valuable information about student research opportunities.*

APSSC is a great way to boost your vita!!

APSSC APPLICATION

Name: _____ Grade Level: _____

Address: _____

Home Phone: _____ Cell: _____ E-Mail: _____

Future Plans

(Degree/Objective): _____

**APSSC membership contingent upon membership in American Psychological Society.*

APSSC applications available at APSSC meetings.

***Please make checks payable to APSSC.*