# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>DEPARTMENT OBJECTIVES</td>
<td>3</td>
</tr>
<tr>
<td>SUBDISCIPLINES OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYCHOLOGY DEGREES AND CAREER OPTIONS</td>
<td>9</td>
</tr>
<tr>
<td>THE PSYCHOLOGY DEPARTMENT FACULTY AND STAFF</td>
<td>12</td>
</tr>
<tr>
<td>COURSE REQUIREMENTS FOR THE MAJOR</td>
<td>18</td>
</tr>
<tr>
<td>Course Sequence for Majors in Psychology</td>
<td>19</td>
</tr>
<tr>
<td>Bachelor of Science Degree in Psychology</td>
<td>21</td>
</tr>
<tr>
<td>Cognate Psychology Electives</td>
<td>23</td>
</tr>
<tr>
<td>Requirements for a Minor in Psychology</td>
<td>24</td>
</tr>
<tr>
<td>Complementary Minors</td>
<td>24</td>
</tr>
<tr>
<td>COURSES TAUGHT IN THE PSYCHOLOGY DEPARTMENT</td>
<td>25</td>
</tr>
<tr>
<td>COURSE PREREQUISITES FOR BA AND BS MAJORS</td>
<td>31</td>
</tr>
<tr>
<td>THE CORE CURRICULUM</td>
<td>34</td>
</tr>
<tr>
<td>DEPARTMENTAL POLICY ON CHEATING</td>
<td>40</td>
</tr>
<tr>
<td>Violations</td>
<td>40</td>
</tr>
<tr>
<td>Penalties</td>
<td>41</td>
</tr>
<tr>
<td>Procedure</td>
<td>41</td>
</tr>
<tr>
<td>CLASS ATTENDANCE POLICY</td>
<td>42</td>
</tr>
<tr>
<td>MAJOR DECLARATION POLICY / ACADEMIC ADVISEMENT POLICY</td>
<td>43</td>
</tr>
<tr>
<td>PSYCHOLOGY MAJORS GRADUATION POLICY</td>
<td>44</td>
</tr>
<tr>
<td>GRADUATE/PROFESSIONAL SCHOOL INFORMATION</td>
<td>45</td>
</tr>
<tr>
<td>DEPARTMENT ORGANIZATIONS</td>
<td>46</td>
</tr>
<tr>
<td>RESEARCH OPPORTUNITIES</td>
<td>48</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>49</td>
</tr>
<tr>
<td>WORKSHEET - PSYCHOLOGY MAJOR REQUIREMENTS</td>
<td>50</td>
</tr>
<tr>
<td>WORKSHEET – GENERAL EDUCATION REQUIREMENTS</td>
<td>52</td>
</tr>
<tr>
<td>WORKSHEET – FREE ELECTIVES REQUIREMENTS</td>
<td>53</td>
</tr>
</tbody>
</table>
INTRODUCTION

This handbook is intended provide Psychology majors with information about department policies and procedures, to acquaint the student with department faculty, to review requirements for the major and recommended courses and sequences, and to offer information about special programs and opportunities connected to the discipline. It also contains an overview of the field of psychology via a description of courses currently offered within the department. Familiarize yourself with the content herein, however, be reminded that 1) the information included may change during your time as a major so that the most contemporary view of the discipline is provided, 2) it is important to explore additional resources in addition this document, and 3) it is the student’s responsibility to maintain contact with his advisor so that he is aware of any changes in policies or requirements.
DEPARTMENT OF PSYCHOLOGY
OBJECTIVES

The objectives of the Morehouse College Psychology Department are:

- to equip students with an understanding of basic and evolving theories and concepts in psychology;
- to provide a strong foundation for understanding the basic principles of research in the behavioral sciences;
- to prepare students, academically and professionally, for advanced graduate training in psychology and related fields;
- to provide students with an awareness of the African American experience, and other cultural perspectives as they relate to psychology;
- to equip students with skills and experiences for understanding and working effectively with social and psychological issues encountered by the African American and other communities;
- to enhance the liberal arts experience with training in effective written and oral communication skills;
- to encourage and to provide training in critical and analytical reading, writing and thinking;
- to encourage ethical behavior and a tolerance for ambiguity, reflecting the values of the discipline of psychology as informed by the mission of Morehouse College;
- and to foster self-understanding, self-improvement, psychological health and insight into behavior.
SUBDISCIPLINES OF PSYCHOLOGY

There are as many definitions of psychology as there are people who try to use it. One general definition of psychology is the study of behavior. This definition encompasses the many different areas of psychology. Some of these areas are:

**EXPERIMENTAL PSYCHOLOGY**

This area of psychology emphasizes the scientific research method used in understanding behavioral processes. It specifically refers to a restricted set of problems, including learning and memory, sensation and perception, human performance, engineering psychology (relation between humans and machines) and psycholinguistics.

**CLINICAL/COUNSELING/FORENSIC PSYCHOLOGY**

These areas cover the assessment, treatment and study of emotional and/or adjustment problems. Individuals with the clinical specialization are concerned with psychopathology and are trained to diagnose and treat psychological problems. Individuals specializing in counseling psychology are trained to provide academic and career counseling and treat adjustment problems. Forensic psychology is concerned with the prediction and treatment of criminal behavior.

**PERSONALITY PSYCHOLOGY**

Personality psychology is concerned with understanding ways in which an individual’s personality influences his/her behavior. A personologist is someone who is an expert in the study and understanding of personality. His/her work may involve assessment, research and theorizing.
**SOCIAL PSYCHOLOGY**

Social psychology is the study of the effects of real or assigned behavior on individual and group behavior. The acquisition of beliefs, attitudes, and values and the learning of social roles are some of the topics that concern the social psychologist.

**DEVELOPMENTAL PSYCHOLOGY**

The developmental psychologist is concerned with the changes in behavior over the life span. This approach is exemplified by the growing area of gerontology.

**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

Industrial and Organizational Psychology are rapidly expanding areas concerned with improving the interaction between people and their working environments. Professional activities can include management consultation, engineering psychology, consumer psychology, selecting and evaluating personnel, human resources management, and organizational development in government and industry.

**EDUCATIONAL PSYCHOLOGY**

This field of psychology pertains to learning and the educational system. Individuals in this area are usually concerned with ways to improve educational settings and enhance their effectiveness.

**SCHOOL PSYCHOLOGY**

This area of psychology is concerned with promoting the intellectual, social and emotional development of children and adolescents. The school psychologist works with parents and teachers, as well as students, to create a school environment that facilitates learning and mental health.
**BIOLOGICAL PSYCHOLOGY:**

*Physiological Psychology:* In this area of psychology, scientists study the relationships between behavior and the physiological functions of an organism. Physiological psychologists believe that the structure and physiological functions of the organism affect its behavior and vice versa. Today the area is often referred to as Behavioral Neuroscience.

*Neuropsychology:* Related to physiological psychology, this area focuses primarily on humans. Clinical neuropsychologists take a more applied approach to the field, studying the effects of brain damage in human patients. Research neuropsychologists also examine such functions as memory and cognition, especially in brain damaged humans. Many in the area combine both the applied and research aspects.

*Psychophysiology:* Psychophysiologists are concerned with the effects of certain behavioral states on the physiological responses of human beings. Specifically, changes in behavioral, affective or cognitive states of individuals are observed and the subsequent physiological effects of these changes are measured.

*Comparative Psychology/Animal Behavior:* These areas of psychology focus on the similarities and differences in behaviors across different species. These psychologists are employed in universities, zoos, animal preserves, industry and government.
**HEALTH PSYCHOLOGY/MEDICAL PSYCHOLOGY/BEHAVIORAL MEDICINE**

These are related areas that examine the interaction between an individual’s behavior patterns and their physical, emotional and mental health. The fields include the study of the relation between stress and disease as well as behavioral/life-style habits, such as exercise, smoking, alcohol, caffeine use, etc. The effects of social, psychological and biological interactions on health are also examined. Health Psychologists work in applied and/or research settings in hospitals, universities, private practice, government, and industry.

**ENGINEERING PSYCHOLOGY**

Engineering Psychology is concerned with the relationship between humans and machines. Some engineering psychologists specialize in the area of artificial intelligence (to get computers to think more like humans) and robotics in which they try to get robots to behave more like humans. Engineering psychologists work in universities, government and industry.

**ENVIRONMENTAL PSYCHOLOGY**

Environmental Psychology is concerned with the effects of the physical environment on behavior. Individuals in this area work with city planners and architects and help make decisions on how structures should be built and where buildings, parks, airports, etc. should be located. The Environmental Psychologist also studies the impact of toxic substances and natural disasters on the behavior, quality of life, and survival of all organisms. They are also employed in universities, industry and government.
These descriptions represent only a small portion of areas of study/work in the
field of psychology. You should make it a point to explore the many options available
by talking with Department faculty, checking out the web sites of professional
organizations (e.g. American Psychological Association - www.apa.org; Association for
Psychological Science - www.psychologicalescience.org; Society for Neuroscience -
www.sfn.org; and many others.), attending special seminars, and being aware of
career/job oriented events sponsored by various student services such as the Office of
Career Planning and Placement, Office of Health Professions, Public Health Sciences
Institute, etc.
DEGREES AND CAREER OPTIONS

The degree you earn in psychology is directly linked to the job opportunities that are available to you. An individual with a Ph.D. in psychology is qualified to engage in a number of professional activities that include teaching, psychotherapy, research and consultation. There are, however, many opportunities open to those individuals with a Bachelor's or Master's degree in psychology or with an advanced degree in an area other than psychology.

The Bachelor's degree requires four years at an undergraduate institution. Persons with only a bachelor's level of training have relatively few opportunities to practice in psychology. These individuals, however, will be prepared for entry-level positions for many other fields of employment. The following fields are presently open to graduates with a Bachelor's degree in psychology.

1) Administration and management
2) Business and industry
3) Casework
4) Child care
5) Employment interviewing
6) Gerontology
7) Health services
8) Law enforcement
9) Marketing and public relations
10) Personnel
11) Probation and parole
12) Psychiatric assisting
13) Research or laboratory assisting
14) Sales
15) Teaching (grammar school through high school)
16) Technical writing
A Master's degree in Psychology requires from one to three years of education after the Bachelor's degree. Career advancement in most areas is limited without obtaining a Doctoral degree. Individuals with a Master’s degree in psychology are capable of performing any of the jobs listed for the Bachelor’s degree (with more responsibility) as well as conducting research or counseling. They may hold employment positions in settings such as schools, businesses, community mental health centers, and colleges. These individuals, however, often work under the supervision of a doctoral-level psychologist.

A Bachelor’s degree in psychology serves as a foundation for many other career choices. Individuals with a Bachelor’s degree in psychology are prepared to pursue an advanced degree in the health professions as well as many other disciplines. The degrees one can earn in psychology are listed below:

a. **Bachelor of Arts (B.A.); Bachelor of Science (B.S.)**

   These degrees can be obtained in four years at an undergraduate institution.

b. **Master of Arts (M.A.); Master of Science (M.S.); Master of Education (M.Ed.)**

   The Master's degree requires an additional 1-3 years after the Bachelor's degree. The American Psychological Association (APA) recognizes the Master’s degree as the degree for the supervised provision of psychological services. To practice independently as a licensed psychologist one must obtain the doctorate.

c. **Doctor of Philosophy (Ph.D.)**
This is a specialized degree that emphasizes research skills in your major. It takes approximately 5-6 years after the Bachelor's degree or 2-3 years after the Master's degree. The most versatile degree, it enables the individual to teach, work in private practice, consult, and/or conduct research.

d. Doctor of Psychology (Psy.D.)

The Psy.D. degree is an alternative degree to the Ph.D. and takes about the same amount of time to be obtained. It is a specialized clinical degree that emphasizes clinical practice. This degree is meant only for the practicing psychologist.

e. Doctorate in Education (Ed.D.)

The Ed.D is a Doctoral degree in education that offers a major in psychology. It takes approximately 5 years after the Bachelor's degree or 1-3 years after the Master's degree. This degree is mainly sought by those interested in a career in administration in the field of education.

Note: Psychiatry and psychology are two different professions. A psychologist holds either a doctorate of philosophy or a doctorate of psychology, whereas, a psychiatrist holds a medical degree.

For additional information on career options explore the websites of professional organizations such as the American Psychological Association (www.apa.org), the Association for Psychological Science (www.psychologicalscience.org), the Society for Neuroscience (www.sfn.org), National Association of Social Workers (www.naswdc.org), and others. Also check out the Office of Career Planning and Placement.
FULL-TIME FACULTY AND STAFF

Dr. David Wall Rice, Associate Professor and Chair
B.A., Morehouse College
M.S., Columbia University (Journalism)
M.S., Ph.D., Howard University, Personality Psychology

Post-Doctoral Study, Institute for Urban and Minority Education, Teachers College, Columbia University and The College Board (joint appointment)
http://www.morehouse.edu/facstaff/drice

Research Interests:
1. Identity theory development
2. Discourse, narrative and life-story-tellings as related to identity construction
3. The impact of popular culture on personality correlates and psychological behavior
4. Identity and the negotiation of achievement, particularly among African American males
5. The impact of psycho-social constructs on academic achievement (i.e. race self-complexity, multiple-selves, stereotype threat)

Dr. Jann H. Adams, Professor
Director, MARC U*STAR Program
B.A., Oberlin College
Ph.D., Indiana University
Clinical Psychology/Social Psychology

Research Interests:
1. John Henryism and elevated cardiovascular reactivity, hypertension and other long-term health consequences
2. Intervention effectiveness in reducing attrition and enhancing performance of African American undergraduates in the STEM fields
**Dr. Jenna G. Andrews**, Visiting Assistant Professor  
B.A., Emory University  
M.A., University College London History of Art  
M.A., Ph.D., Emory University  
Personality and Abnormal Psychology

Research Interests:
1. Psychology of art and aesthetics (especially emotional response to works of art)  
2. Narrative psychology (particularly the developmental significance of birth stories)  
3. Nonverbal communication and social skills  
4. Collecting/acquisitive behaviors, both normal and pathological (i.e. compulsive hoarding)

**Dr. Tina R. Chang**, Associate Professor  
B.A., University of California, Davis  
M.S., Ph.D., Georgia Institute of Technology  
Animal Behavior, Environmental Psychology, Industrial/Organizational Psychology

Research Interests:
1. Effects of captivity on non-human primate behavior & psychological well-being  
2. Evolutionary theory and affordances as predictors of environmental preference in human and non-human primates  
3. Application of applied behavior analysis to program evaluation in non-traditional work settings

**Dr. Teaniese Latham Davis**, Visiting Assistant Professor  
B.A., Spelman College  
MPH, University of Maryland, College Park  
Ph.D., University of Georgia  
Public Health

Research Interests:
1. STD and HIV prevention among adolescents and young adults  
2. Communication about sex and sexual health among partners  
3. Intervention development to increase healthy and protective sexual behaviors  
4. social determinants facilitating/hindering engagement in healthy behaviors
**Dr. O'Shan D. Gadsden**, Visiting Assistant Professor  
B.A., Metropolitan College of New York  
M.A., Columbia University of New York City, Teachers College  
Ph.D., Howard University  
Counseling Psychology

**Research Interests:**
1. *The clinical utility of spirituality/religion in working with African-American patients*
2. *The clinical utility of psychodynamic and Frierian theory in working with under-served communities*
3. *The impact of gender role identity and sociocultural variables on how African-American adult males understand and relate to their romantic partners*
4. *The relationship between unresolved trauma, religiosity, and African-American males' ability to navigate emotional spaces*

---

**Dr. Daniel Hummer**, Associate Professor  
B.A., Greenville College  
M.A., Ph.D., University of Michigan  
Biological Psychology

**Research Interests:**
1. *Neurobiological mechanisms involved in the synchronization of the circadian clock to the light-dark cycle*
2. *Development and sexual differentiation of brain and behavior*
3. *Neuroendocrinology of social behavior*

---

**Dr. Duane Jackson**, Professor  
B.A., Morehouse College  
Ph.D., University of Illinois  
Animal Behavior/Experimental Psychology  
[http://www.morehouse.edu/facstaff/djackson](http://www.morehouse.edu/facstaff/djackson)

**Research Interests:**
1. *Learning and behavior in insects*
2. *Swarm intelligence*
3. *Human and non-human animal behavior in zoo settings*
Dr. Chris M. Markham, Assistant Professor
B.A., University of Hawaii at Manoa
M.A., Ph.D., University of Hawaii at Manoa
Behavioral Neuroscience

Research Interests:
1. Neurobiological mechanisms and consequences of social defeat stress
2. Ethological models of fear and anxiety
3. Neuroanatomical circuits mediating defensive and aggressive behaviors

Dr. Yohance F. Murray, Assistant Professor
B.A., Morehouse College
M.A., Ph.D., University of Michigan
Clinical Psychology

Research Interests:
1. African American’s use of social support networks
2. Race and gender differences in disclosure and emotional sharing in psychotherapy
3. African American spirituality and psychological well being

Dr. Martin Rosenman, Professor
B.S., University of Florida
M.A., University of Arkansas
Ph.D., University of South Carolina
Consulting Psychology/Clinical Psychology

Research Interests:
1. Leadership, creative problem solving and decision making
2. Organizational innovation through employee ideas
3. Psychology and the financial markets
4. Scientific discovery
Dr. Sinead N. Younge, Associate Professor
B.A., San Diego State University
M.A., Ph.D., Michigan State University
Ecological–Community Psychology
Specialization: Urban Affairs

Research Interests:
1. Psychosociocultural antecedents of health behaviors
2. HIV/AIDS prevention and tertiary interventions
3. Community based participatory action research
4. Program development, implementation and evaluation

Ms. Jeanine D. White
Administrative Assistant III
B.A., Morris Brown College
Mass Media Arts

Programmatic Emphasis:
1. Community outreach
2. Scholarship Resource Center (Psychology)
3. Departmental awards and recognition - faculty and students (local/national)

Dr. Margaret L. Weber-Levine, Psychology Professor Emeritus
Director, NIMH-COR Program
B.A., Antioch College
Ph.D., State University of New York at Stony Brook
Physiological Psychology

Research Interests:
1. The uses and effectiveness of complementary and alternative practices in health and illness
2. The effects of nutrition and other environmental factors on brain function and behavior/health psychology
3. Issues in the responsible conduct of science
**Dr. Bryant T. Marks**, Associate Professor of Psychology  
Executive Director, Morehouse Research Institute  
B.A., Morehouse College  
M.A., Ph.D., University of Michigan  
Social Psychology/Cultural Psychology

*Research Interests:*

1. *The psychological impact of the Black College experience*
2. *The impact of activated stereotypes on performance and behavior*
3. *Gender stereotypes among African Americans*
4. *Racial identity as a predictor of academic achievement, self-esteem, and ingroup and outgroup racial attitudes*

**Dr. Natasha M. Crosby**, Division Academic Advisor Specialist  
B.S., Hampton University  
Ph.D., Indiana University  
Molecular/Cellular/Developmental Biology
BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

For a B.A. degree in psychology, a total of 34 required semester hours in courses offered by the Psychology Department, plus 3 hours of speech in the English Department (specific course options specified by the Psychology Department). An additional 12 semester hours of cognate electives are required for the B.A. degree. The Introduction to Psychology as a Social Science (PSY 101) course serves as a general prerequisite for majors and MUST be completed before enrolling in any other psychology course.

To complete the Bachelor of Arts degree in Psychology, you must have:

1) a total of 120 academic semester hours
2) a total of 49 hours in Psychology (including electives and speech)
3) a minimum overall GPA of 2.0
4) satisfactory completion of required courses in the department, including twelve hours of electives
5) satisfactory completion of general studies courses required in the core curriculum
6) a total of 18 hours of free electives
POSSIBLE COURSE SEQUENCE FOR MAJORS IN PSYCHOLOGY

Warning: Students who enroll in psychology courses for which they have not met the stated prerequisites are subject to disenrollment by the department regardless of performance or time lapsed.

BACHELOR OF ARTS DEGREE IN PSYCHOLOGY

Freshman Year

Fall Semester
(Psy 101) Intro to Psychology as a Social Science 3 hours
Math 100 or higher 3
MFL 201 3
HIST 111 3
ENG 101 3
EDU 151 0
EDU 153 0
15 hours

Spring Semester
(Psy 102) Intro to Psychology as a Natural Science 3 hours
ENG 102 3
MATH 110 or higher 3
MFL 202 3
HIST 112 3
EDU 152 0
EDU 154 0
15 hours

Sophomore Year

Fall Semester
(Psy 201/Psy 201L) Research Methods & Statistics I/lab (co-requisite courses) 4 hours
Prerequisite: Psy 101

(Psy 260) African Centered Psychology 3
Humanities Elective 3
Bio 101/Bio 101 Lab or higher 3
ENG 250 3
EDU 251 0
16 hours
**Spring Semester**  
(Psy 202/Psy 202L) Research Methods & Statistics II/lab (co-requisite courses)  
Prerequisites: Psy 201/201L  
4 hours

(Psy 283) Theories of Personality or (Psy 303) Social Psychology 3  
Social Sciences Elective (non-psychology) 3  
Humanities Elective 3  
PHY 102/102L or higher 3  
EDU 252 0  
16 hours

**Junior Year**

**Fall Semester**  
(Psy 203/Psy 203L) Research Methods and Statistics III/lab (co-requisite courses)  
Prerequisites: Psy 102, Psy 202/202L  
4 hours

(Psy 386) Abnormal Psychology 3  
Prerequisites: Psy 202/202L  
Psychology Elective 3  
Humanities Elective 3  
ENG 350 or 351 3  
EDU 353 0  
16 hours

**Spring Semester**  
(Psy 372/Psy 372L) Learning and Memory/lab  
Prerequisites: Psy 203/203L  
4 hours

Psychology Elective 3  
Psychology Elective 3  
Humanities Elective 3  
Social Sciences Elective (non-psychology) 3  
EDU 354 0  
16 hours
**Senior Year**

**Fall Semester**
(Psy 495) Directed Studies **OR** (Psy 400) Supervised Fieldwork  
Prerequisites: Psy 102, Psy 202 and Psy 202L  

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**Spring Semester**

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<tr>
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<tr>
<td>Free Electives</td>
<td>12</td>
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<tr>
<td><strong>Total</strong></td>
<td>13</td>
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**BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY**

A total of 60 hours in science is required for the B.S. degree. These hours must include the following specified courses, along with science electives chosen in consultation with your advisor. The following courses are in addition to the core psychology courses for the B.A. degree. They will satisfy the 2 of the 4 elective requirements in psychology.

**Major Requirements**

- Psychobiology with the Laboratory (offered Fall Semester only)
- Animal Behavior with the Laboratory (offered Spring Semester only)
Core Curriculum Requirements

- Math 100 & 120 (or other approved science sequence in math)
- General Biology 111/111L & 112/112L (for majors) in place of Biology 101 (Biological Science).
- At least one semester of Chemistry for majors (with the laboratory) (e.g. Chemistry 111/111L) -OR- Physics for majors (with the laboratory) (e.g. Physics 151/151L) in place of Physics 102 (Physical Science). The full year of either the chemistry or physics is recommended.

The B.S. degree in Psychology provides a wide range of career options, giving the student an excellent foundation for graduate work in such areas as the Neurosciences, Health/Medical Psychology, Biology, Public Health and Clinical Psychology.

**PRE-MEDICAL/PRE-DENTAL PSYCHOLOGY MAJORS**

Psychology majors planning to attend medical, dental or other health professional school after graduation must take the following courses to meet minimum admission requirements for most medical/dental schools. *This sequence should be started in the freshman year.*

- General Biology for majors 8 hours
- General Chemistry for majors 8 hours
- Organic Chemistry for majors 8 hours
- Physics for majors 8 hours
- Mathematics (100-120 or higher) 6 hours
Some medical schools may require a year of calculus

Additional courses (such as anatomy, physiology, biochemistry, etc.) may be required by some schools. Students planning to attend medical or dental school must check with the Office of Health Professions in order to remain current on application procedures, specific requirements for the schools you are interested in, and information on special summer programs.

**Cognate Psychology Electives**

The core requirements for the major in Psychology will provide the student with a strong foundation for careers or advanced study in psychology, business, law or the health professions. To round out these basic requirements you should select your psychology electives to enhance your background in areas you are considering for your future career. The elective courses available in the department will enable you to follow one of three possible "tracks". These are: Clinical/Community/Counseling; Industrial/Organizational/Social; and Experimental/Biological. For example, if you are interested in conducting research on or working in an applied setting with individuals having varying degrees of emotional problems you should take electives such as Clinical Assessment, Techniques in Psychotherapy, Community Psychology, Health/Medical Psychology, and/or Developmental Psychology. If your career interests lie more in applied work with groups or individuals in business, industry or governmental settings your electives could include Social Psychology, Industrial/Organizational Psychology, and/or Community Psychology. If you are interested in the health professions or in applied and/or basic research, the appropriate electives would include Psychobiology,
Animal Behavior, Health/Medical Psychology, and/or Introduction to Public Health. These tracks are not mutually exclusive. You should discuss your career interests with your advisor and select your electives carefully.

**REQUIREMENTS FOR A MINOR IN PSYCHOLOGY**

To complete a minor in Psychology, a student must take Psychology 101, 102, 201, 201L and 9 elective hours in the department.

**COMPLEMENTARY MINORS**

Psychology majors may further expand their foundation in psychology by completing a minor in The Neurosciences or the Public Health Sciences Minor. See your advisor for further information about these opportunities.
COURSES TAUGHT IN THE PSYCHOLOGY DEPARTMENT

101. Introduction to Psychology as a Social Science
Introduction to the general areas of psychology including such topics as learning, socialization, motivation, personality and development. This course is a prerequisite to all other psychology courses, unless otherwise specified. Three hours.

102. Introduction to Psychology as a Natural Science
Survey of general areas of psychology emphasizing the biological and physiological roots of behavior, including topics such as sensation, perception, behavioral genetics, animal behavior and physiological psychology. Prerequisite: Psychology 101. Three hours.

123. Mind and Brain: An Introduction to the Neurosciences
This course is designed to provide a broad overview of the scientific study of the brain, focusing on topics of immediate interest to brain owners. Material will be presented by the course director as well as 2-4 top neuroscientists from the Atlanta area who will, as guest lecturers, present material related to their expertise and research. Course topics may include: drugs and the nervous system, mental health, aging and Alzheimer’s disease, memory and attention, and social affiliation. Three hours.

201. Research Methods and Statistics I. (co-requisite with Psy 201L)
Introduction to the scientific method and the mathematical basis of descriptive statistics. Scientific method, the organization, description, and characterization of data, scales of measurement, construction and interpretation of graphs and tables, measures of central tendency and variability, standardizing scores, correlation, regression, probability, and an introduction to hypothesis testing will be addressed in this course. Prerequisite: Psychology 101. Three hours.

201L. Research Methods and Statistics I Lab. (co-requisite with Psy 201)
Introduction to the use of descriptive statistics in psychological research. Topics covered in this course will include an introduction to research methods, the scientific method, developing research ideas, the role of statistics in psychological research, defining and measuring variables, frequency distributions, central tendency, variability, z-scores, correlation, introduction to probability, and hypothesis testing. Computer software programs such as SPSS and MS Excel will be used to summarize, describe and present data. Prerequisite: Psychology 101. One hour.

202. Research Methods and Statistics II. (co-requisite with Psy 202L)
Introduction to inferential statistics, advanced probability theory, nonparametric statistics and an examination of the strengths and weaknesses of hypothesis testing. The emphasis in this course will be on designing experiments and interpreting results, including the appropriate selection of controls, statistical testing and graphical presentation. Students will also critically analyze published work in the field. Prerequisite: Psychology 201/201L. Three hours.
202L. Research Methods and Statistics II/Lab (co-requisite with Psy 202)
Introduction to inferential statistics, advanced probability theory, nonparametric
statistics and an examination of the strengths and weaknesses of hypothesis testing.
The emphasis in this course will be on designing experiments and interpreting results
(includes choosing appropriate controls, applying appropriate statistical tests and
representing the results graphically). Students will conduct research experiments in
the field and under laboratory conditions using human and nonhuman animal controls.
Prerequisite: Psychology 201/201L. One hour.

203. Research Methods and Statistics III. (co-requisite with Psy 203L)
Introduction to advanced statistical techniques, including those used in qualitative
research designs. Students will be exposed to a number of statistical techniques,
including 1 & 2 way ANOVA within design, 2 & 3 way ANOVA between design,
multiple regression and correlation, Bayesian reasoning and Bayesian statistics.
Students will critically evaluate published work in the field.
Prerequisites: Psychology 102, Psychology 202 and 202L. Three hours.

203L. Research Methods and Statistics III/Lab (co-requisite with Psy 203)
Introduction to advanced statistical techniques, including those used in qualitative
research designs. The emphasis of this course will be on the design and
implementation of advanced studies and data analyses utilizing the following statistical
techniques: 1 & 2 way ANOVA within design, 2 & 3 way ANOVA between design,
multiple regression and correlation, Bayesian reasoning and Bayesian statistics.
Students will also critically evaluate published work in the field. Conduct of research
experiments in the field and under laboratory conditions using human and nonhuman
animal subjects is required. Prerequisites: Psychology 102 and Psychology 202 and
202L. One hour.

204. Educational Psychology
Principles, research and applications of psychology in the human learning and teaching
process. Topics that are covered include cognitive and social development, theories of
learning, learning abilities and challenges, motivation, learning environments,
pedagogical approaches, assessment, and the roles of cultural factors. Both mainstream
theories and theories that are grounded in understanding African and African
American issues in the field are discussed. Prerequisite: Psychology 101 or permission
of instructor. Three hours.

260. Psychology of the African American Experience
A study of theoretical and empirical psychological literature pertaining to the cultural,
social and political realities of African Americans and the distinctions between the
Africentric and Eurocentric perspectives. Prerequisite: Psychology 101 or permission of
instructor. Three hours.
283. Theories of Personality
Review of important theories of personality from psychoanalytic to learning theory approaches. Theorists studied include Freud, Jung, Fromm, Rogers, Dollard and Miller, Skinner and others. Prerequisite: Psychology 102. Three hours.

287. Developmental Psychology
Survey of human development from a lifespan perspective, including social, emotional and cognitive development. Discussions will include genetic and environmental factors, parent-child relationships, and racial identity development. Prerequisite: Psychology 101 or permission of instructor. Three hours.

297. Black Men, Black Boys and the Psychology of Modern Media
A personality psychology-rooted course that will look at the varied positioning of Black boys and men within media spaces. The course will explore how these framings inform identity assumption and behaviors across cultures. This exploration will be done through deconstructing contexts and human behavior paradigms relative to social norms, stereotype and less widely considered realities. Emphasis will be placed on fundamentals of human behavior, media history, pop culture critique and content analysis. While cinema, television, recorded music and periodicals are considered for much of the course, new media streams will also be examined for behavioral and social influence on Black male identification. Black Boys, Black Men and the Psychology of Modern Media is based across the personality psychology levels of dispositional traits, characteristic adaptation and life story tellings (McAdams, 2004). This general structure is dynamic in a way that allows for shifting popular culture norms and for additional grounding in the media critique of sociologist Pierre Bourdieu (1998). Prerequisite: Psychology 102 or Sociology 102 or with instructor’s approval. Three hours.

303. Social Psychology
Exploration of influence of others on the individual, including conformity behavior, obedience, prejudice, attitude formation and change, social cognition, and political behavior. Prerequisite: Psychology 101 or permission of instructor. Three hours.

341. Animal Behavior
A synthesis of comparative psychology and ethology, studying the behavior of animals. Begins with an introduction to the role of evolution, genetics and neurophysiology in behavior. Continues with an examination of specific areas in animal behavior, such as migration, sexual behavior, communication, dominance, territoriality, predator-prey relationships and social behavior. Includes an introduction to areas that are closely related to animal behavior, such as sociobiology and behavioral ecology. Prerequisite: Permission of Instructor. Three hours.
341L. Animal Behavior Laboratory
Laboratory and field research projects using a variety of small animals. Investigating topics such as sexual behavior, territoriality, aggression, grooming and social behavior. Prerequisite: Permission of Instructor. One hour.

360. African Centered Psychology II
Focuses upon understanding and applying various perspectives of African worldview to psychology. The course utilizes the research and theoretical literature in psychology and other sciences, that attempt to explain pre-colonial African thought as it applies to human psychological functioning. Applications to contemporary African American lifestyles are discussed. Prerequisite: Psychology 101 or permission of instructor. Three hours.

369. Relationships Between the Sexes
Study of the psychology of male/female relationships and interactions utilizing small group methods. Prerequisite: Permission of Instructor. Three hours.

372. Learning and Memory
An empirical and theoretical examination of the processes of learning and memory. Prerequisites: Psychology 203/203L. Three hours.

372L. Learning and Memory Laboratory
Laboratory and field investigations of human and animal learning and memory. Prerequisites: Psychology 203/203L. One hour.

381. Community Psychology
Examination of interaction between individuals and institutions in the community and the psychologist's role in intervention to maximize psychological functioning in this non-traditional setting. Prerequisite: Psychology 101 or permission of instructor. Three hours.

386. Abnormal Psychology
Study of causation, description, and treatment of psychological maladjustment including mood and anxiety disorders, somatoform and dissociative disorders, personality disorders, and organic brain dysfunction as listed in DSM-IV-TR. Prerequisites: Psychology 102 and Psychology 202 and 202L. Three hours.

389-390. Selected Topics In Psychology
This course may be offered each semester depending upon departmental needs, and the specific topic may vary. Faculty and specific topic will be chosen through departmental discussion each semester. Some topics may be repeated every other year while others may be repeated less frequently, depending on need, student interest, and faculty availability. Possible topics include:
- Neuropsychology
- Psychopharmacology
- Behavioral Neuroscience
- Qualitative Research
- Language Development & Psycholinguistics
- Forensic psychology
- Environmental psychology
- Advanced Seminar in ..(various areas)

Although the course structure is determined by the instructor, seminar format is encouraged, especially in the advanced topic courses. Prerequisite: Psychology 101 or permission of instructor. Three hours

393. Health/Medical Psychology
Familiarizes students with the area of health psychology and the role of the health psychologist. Understanding will be gained of the impact of psychological factors in health and illness. Examines, from a biopsychosocial and cross-cultural perspective, the prevention, etiology, diagnosis, and treatment of illness; relation of stress and health; coping strategies; interacting with health care systems; as well as health policy formation and implementation. Prerequisite: Psychology 101 or permission of instructor. Three hours.

400-401. Supervised Fieldwork
Practical work experience in various community service centers and projects supervised by faculty and agency directors. Prerequisite: Psychology 102 or permission of instructor. Three hours each semester.

444. Leadership, Creativity, and Innovation
This multi-disciplinary course will explore practices that facilitate creative collaboration and innovation. Prerequisite: Psychology 101 or permission of instructor. Three hours.

450. Clinical Assessment
Introduction to the administration and interpretation of basic psychometric instruments, including tests of intelligence, aptitude, and personality. Prerequisite: Either Psychology 283 or 386. Three hours.

452. Techniques of Psychotherapy
Introduction to the basic theoretical orientations, methods and techniques of individual and group therapy as well as other intervention strategies. Prerequisite: Either Psychology 283 or 386. Clinical Assessment (PSY 451) need not be taken in order to take Techniques of Psychotherapy. Three hours.
460. **Psychobiology**
An examination of the interactions between biological aspects of an organism and its behavior; covers basic neuroanatomy and neural physiology; techniques of psychobiology; sleep and wakefulness; internal regulation of motivation and emotion; neural basis of learning and memory; higher cortical functions, language, and recovery of function. Prerequisite: Permission of Instructor. Three hours.

461. **Psychobiology Laboratory**
Designed to familiarize the student with some of the techniques used in the study of psychobiology. The combination of demonstrations and individual projects gives the student an opportunity to work directly with various types of equipment in the investigation of the areas covered in Psychology 460. Optional for B.A students taking 460. Prerequisite: Permission of Instructor. One hour.

470. **Industrial/Organizational Psychology**
The goal of the course is to provide broad exposure to the field of Industrial/Organizational Psychology. It includes methods and procedures used in maximizing the effectiveness of personnel selection and training. It will also cover theory and research on organizational and environmental factors that influence behavior and employee satisfaction in the work setting. Prerequisite: Psychology 101 or permission of instructor. Three hours.

495-496. **Directed Studies**
Special problems, individual research, or field work under faculty supervision. Three hours each semester. Prerequisites: Psychology 102 and Psychology 202 and 202L.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology as a Social Science</td>
<td>None</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introduction to Psychology as a Natural Science</td>
<td>PSY 101</td>
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<tr>
<td>PSY 123</td>
<td>Mind and Brain: An Introduction to the Neurosciences</td>
<td>None</td>
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<tr>
<td>PSY 201</td>
<td>Research Methods and Statistics I (co-requisite with PSY 201L)</td>
<td>PSY 101</td>
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<tr>
<td>PSY 201L</td>
<td>Research Methods and Statistics I Laboratory (co-requisite with PSY 201)</td>
<td>PSY 101</td>
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<tr>
<td>PSY 202</td>
<td>Research Methods and Statistics II (co-requisite with PSY 202L)</td>
<td>PSY 201 and PSY 201L</td>
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<tr>
<td>PSY 202L</td>
<td>Research Methods and Statistics II Laboratory (co-requisite with PSY 202)</td>
<td>PSY 201 and PSY 201L</td>
</tr>
<tr>
<td>PSY 203</td>
<td>Research Methods and Statistics III (co-requisite with PSY 203L)</td>
<td>PSY 102, PSY 202, and PSY 202L</td>
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<tr>
<td>PSY 203L</td>
<td>Research Methods and Statistics III Laboratory (co-requisite with PSY 203)</td>
<td>PSY 102, PSY 202, and PSY 202L</td>
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<td>PSY 204</td>
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<td>PSY 101 or permission of instructor</td>
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<td>PSY 260</td>
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<td>PSY 283</td>
<td>Theories of Personality</td>
<td>PSY 102</td>
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<tr>
<td>PSY 287</td>
<td>Developmental Psychology</td>
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<td>PSY 297</td>
<td>Black Men, Black Boys and the Psychology of Modern Media</td>
<td>PSY 102 or Sociology 102 or permission of instructor</td>
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<td>PSY 303</td>
<td>Social Psychology</td>
<td>PSY 101 or permission of instructor</td>
</tr>
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<td>PSY 341</td>
<td>Animal Behavior</td>
<td>Permission of Instructor</td>
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<tr>
<td>PSY 341L</td>
<td>Animal Behavior Laboratory</td>
<td>Permission of Instructor</td>
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<td>PSY 369</td>
<td>Relationships Between the Sexes</td>
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<td>PSY 393</td>
<td>Health/Medical Psychology</td>
<td>PSY 102 or permission of instructor</td>
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<td>PSY 400-401</td>
<td>Supervised Fieldwork</td>
<td>PSY 102 or permission of instructor</td>
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<td>PSY 460</td>
<td>Psychobiology</td>
<td>Permission of Instructor</td>
</tr>
<tr>
<td>PSY 461</td>
<td>Psychobiology Laboratory</td>
<td>Permission of Instructor</td>
</tr>
<tr>
<td>PSY 470</td>
<td>Industrial/Organizational Psychology</td>
<td>PSY 101 or permission of instructor</td>
</tr>
<tr>
<td>PSY 495-496</td>
<td>Directed Studies</td>
<td>PSY 102, PSY 202, and PSY 202L</td>
</tr>
</tbody>
</table>
THE GENERAL EDUCATION CORE CURRICULUM

The General Education Core Curriculum consists of 53 hours, and is designed to provide educational experiences in the humanities, natural and physical sciences, mathematics, and social sciences, plus some early experience in the area of the student's chosen major.

**English Composition**

*All students must satisfy the General Education core curriculum requirement in composition by completing one of the following selections:*

ENG 101 English Composition

and

ENG 102 English Composition

(two-semester sequence)

or

ENG 103 English Composition

(one-semester course)

**NOTES:**

- A student may satisfy the English Composition requirement by completing ENG 103. Only students who successfully pass the English Placement examination will be permitted to enroll in ENG 103. The student who fulfills the English Composition requirement with ENG 103 is awarded only 3 semester hours.
- A grade of “C” or above is required for successful completion of ENG 101-102 or ENG 103.
- Students who are placed into ENG100/w200 must pass with a grade of “C” or above before completing ENG 101-102.

**Literature**

ENG 250 World Literature

*NOTE: For students who have already successfully completed either ENG 251 or ENG 252 this will substitute for ENG 250.*

**History**

HIS 111 World History: Topical Approaches

HIS 112 World History: Topical Approaches

*NOTE: A grade of “D” or above is required to complete HIS 111 and HIS 112. Students who place into REA 098 must complete this course with a grade of “C” or above before completing HIS 111-112.*
Mathematics

All Students must satisfy the General Education core curriculum requirement in mathematics by completing two of the four selections:

MAT 100 and MAT 110 (for non-science, non-engineering and non-business students),
or
MAT 100 and MAT 120 (for science, engineering and business students).

MAT 100  College Algebra
MAT 110  Finite Mathematics
MAT 120  Pre-calculus
MAT 130  Basic Statistics

NOTES:
- A grade of “C” or above is required for successful completion of MAT 100 and MAT 110.
- A grade of “C” or above is required for successful completion of MAT 120, but with approval by Department Chair of Mathematics, a grade of “D” or above is required for successful completion of MAT 120.
- Students who are placed into MAT 090 must pass with a grade of “C” or above before completing MAT 100-110 or MAT 100-120.

All additional sequences must be approved by the Mathematics department.

Modern Foreign Language

All Students must satisfy the College’s Foreign Language Placement Exam prior to enrollment and placement into the following:

MFL 201 and 202 (French & Spanish)

Placement into German, Italian, Japanese, etc. requires a meeting with the Department Chair of Modern Foreign Languages.

NOTE: Students who are placed into MFL 101 or 102 must pass with a grade of “D-” or above before completing MFL 201 and 202. Students may pass MFL 201 and 202 with a “D-” or above.
**Humanities**

*Students will take four courses from among those listed below. Not more than one course must come from one discipline. For purposes of the Core Curriculum, Philosophy and Religion are considered separate departments. Students who take these courses as General Education electives must pass with a “D” or better. Students who take these courses as a core also in the Major must pass with a “C” or better. See Department chairs for the exceptions.*

REL 203  Introduction to Religion  
PHI 261  Introduction to Philosophy  
PHI 364  Introduction to Philosophical Ethics  
MUS111  Masterpieces of Music  
MUS 116  The Oral Tradition in African American Folk Music  
MUS 114  African American Music: Composers and Performers  
MUS 203  Introduction to Church Music  
MUS 310  History of Jazz  
MUS 404  Survey of African American Music  
ART 110  Survey of Visual Arts

**Social Sciences**

*Students must complete two courses from among those listed below. Psychology majors must take two non-psychology social science courses to fulfill this requirement.*

ECO 201  Principles of Economics (Macro)  
ECO 202  Principles of Economics (Micro)  
PSC 251  National Government  
PSC 252  State and Local Government
<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PSC 228</td>
<td>Comparative Politics</td>
</tr>
<tr>
<td>PSC 285</td>
<td>Introduction to International Relations</td>
</tr>
<tr>
<td>UST 261</td>
<td>Introduction to Urban Studies</td>
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<tr>
<td>UST 262</td>
<td>Introduction to Urban Studies</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<tr>
<td>SOC 103</td>
<td>Social Problems</td>
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<tr>
<td>SOC 102</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>SOC 215</td>
<td>Criminology</td>
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<tr>
<td>SOC 255</td>
<td>The Family</td>
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<tr>
<td>SOC 156</td>
<td>Men in Society</td>
</tr>
<tr>
<td>SOC 259</td>
<td>Women in Society</td>
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</table>

**Science**

*The Science courses listed below are required for all non-science majors. Students pursuing a B.S. degree must complete 2 introductory courses from 2 different science departments. Students in Mathematics, Biology, Chemistry, Physics, Computer Science, or Engineering must select two courses from departments other than their major department.*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BIO 101</td>
<td>Biological Science</td>
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<tr>
<td>PHY 102</td>
<td>Physical Science</td>
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</tbody>
</table>
Health and Physical Education

Students must complete two of the courses listed below. Students must have the Chairperson’s approval to enroll in HPED 155 or HPED 156. Students who take these courses as General Education electives must pass with a “D” or better. Students who take these courses as a core also in the Major must pass with a “C” or better. See Department chairs for the exceptions.

HPED 151  Aquatics and Fitness
HPED 152  Badminton and Fitness
HPED 153  Basketball and Fitness
HPED 154  Tennis and Fitness
HPED 155  Fitness for the Non-Traditional Student
HPED 156  Individualized Fitness for the Non-traditional Student
HPED 157  Weight Training and Fitness

Reading

Students’ SAT or ACT reading scores may place them into the following:

REA 098 and 099,
or
REA 099
REA 100 (is an elective)

Students must pass with a grade of “C” or above.

Freshman Orientation

Freshmen must earn a P or “pass” grade in each semester of this two-semester (EDU 151-152) orientation to academic and social life at Morehouse.
Crown Forum

Students must earn a P or “pass” grade in Freshman Assembly (EDU 153-154); Sophomore Assembly (EDU 251-252); and Junior Assembly (EDU 353-354). In order to earn a “P” in an assembly, students must attend a minimum of six (6) Crown Forum events.

Crown Forum is a series of special events and presentations that celebrate the great heritage and traditions of Morehouse College; bond students to each other and to a common humanity; heighten sensibility to students’ spiritual and inner selves; increase appreciation of the aesthetics; and sharpen intellectual and critical faculties.

Oral Communication Effectiveness

*Students may take one of the courses listed below in order to satisfy the oral communication effectiveness requirement.*

**NOTE: The Department of Psychology requires ENG 350 or 351.**

ENG 350   Effective College Communication  
ENG 351   Professional Communication  
FNG 352   Communicating in Small Groups  
ENG 353   Public Speaking  
ENG 354   Intercultural Communication

Writing Requirement

*All students will complete two writing intensive courses within their major programs.*
DEPARTMENTAL POLICY ON CHEATING

The Department of Psychology has adopted the following policy on cheating. Cheating is a serious matter and will be treated accordingly. This policy is to serve as a preventative measure by informing the students of the consequences of this breach in academic and ethical responsibility. Below is a list of violations that will be penalized. This list presents examples of behaviors that the faculty consider to be violations and is in no way intended to be exhaustive.

The next section of this statement lists the penalties that may be enforced if cheating occurs. In the last section, the procedure for imposing these penalties is explained. This policy will be strictly adhered to by the faculty. Therefore, it is necessary that you read it carefully.

VIOLATIONS

Cheating refers to performing any act that involves intentionally defrauding or violating the rules of your environment. Cheating in the Psychology Department may entail:

1. Presenting someone else’s work as your own.
2. Presenting the same piece of work for two different courses without special arrangements from the instructors.
3. Plagiarism - copying the ideas, thoughts or language of another's work without proper identification of the paraphrased or quoted material.
4. Falsification of data, references or any other material, in a research paper.
5. Looking at another student's paper during an examination.
6. Talking to anyone other than the instructor during an exam.
7. Looking at any material (i.e. notes, textbooks, cell phones, or computers) during an exam without the permission of the instructor.
8. Presenting original material (i.e. journal articles, pages from a book) as your own.
9. Illegally obtaining tests or other class material.
10. Refusal to turn in your test paper at the end of the exam.
**PENALTIES**

If caught cheating, you may encounter one or more of the following penalties.

1. You may receive a zero on the exam or project on which the violation occurred.
2. You may receive an F in the course in which the cheating occurred.
3. You may be referred to the Dean of Student Affairs for additional sanctions.
4. You may be required to change majors.

**PROCEDURE**

1. The instructor will inform the student (verbally) of the violation as soon as possible. (If possible, within one week of detection of the violation).
2. The instructor will then have the option of giving the student a zero on the examination or project or may choose one of the three other penalties listed above.
3. If one of the three remaining penalties is chosen, the instructor will notify in writing, the student, and the chairperson of the department of the violation and the action taken by the instructor. This will be done within two weeks of the detection of the violation.
4. Documentation of cheating will be turned over to the Dean of Student Affairs for additional sanctions.
CLASS ATTENDANCE POLICY

Class attendance is required of all students at Morehouse College. Each student is allowed as many unexcused absences as credit hours for the course. A student is expected to attend all classes and not absent himself without adequate cause. It is the responsibility of the student to make up scheduled work missed because of officially excused class absences. Absences from unannounced tests and other assignments may be made up at the discretion of the instructor.

Instructors are expected to outline their attendance requirements at the beginning of the semester and to include these requirements in the course syllabus issued to the students. They are required to maintain attendance records on all students, and at the request of the Senior Vice President for Academic Affairs, report any student who exceeds the maximum number of unexcused absences. Students who exceed the maximum number of unexcused absences may receive a failing grade in the course.
DECLARATION OF MAJOR POLICY

Psychology majors will not be declared majors within the discipline until the successful completion of PSY 201, Research Methods and Statistics I and PSY 201L, Research Methods and Statistics I Laboratory with the grade of “C” or better.

ACADEMIC ADVISEMENT POLICY

Note that advising concerns more than clearance for registration. Take advantage of the knowledge, experience and direction of your advisor. The psychology department faculty is here to help you with organizing your thoughts and planning for your post-Morehouse future. You should talk with your advisor about the various options and opportunities available during the academic year, summers and after graduation. These include preparing for your post-graduate education, jobs, careers, etc. The Division of Science and Mathematics also has a Division Advisor who is available to work with you.

Once you turn your declaration of major form in to Ms. White you will be assigned an advisor, provided that you have successfully completed Research Methods and Design/Statistics I. If you wish to change advisors you should talk with the individual faculty member and if she/he is willing to serve as your advisor let Ms. White know.

REMEMBER that there will be a hold on your registration every semester and you must see your faculty advisor at least twice each semester to discuss career aspirations, review your course schedule and have the registration hold released. Meeting with your advisor early in the semester will enable you to beat the preregistration rush and get your choices for courses and times. Proper planning on your part can avoid registration delays and problems. You need to be aware of the fact that faculty are on nine month contracts (mid-August to mid-May). Therefore you must REMEMBER that faculty are not required to have and do not have office hours after the last day of classes! (Poor planning on your part does not necessitate an emergency on your advisor’s part.)
PSYCHOLOGY MAJORS GRADUATION POLICY

All students **MUST** have a “C” or higher in all required psychology courses including one (1) credit hour laboratory courses and the required twelve hours of electives. **NO** appeals for course substitutions or other remedies will be considered by the department chair for **ANY** student lacking the “C” or better grade. **THERE WILL BE NO EXCEPTIONS.**

Students should make course selections and graduation plans accordingly!
GRADUATE/PROFESSIONAL SCHOOL INFORMATION

When should you start your preparation for graduate/professional school?

**FRESHMAN YEAR** - Start by obtaining a high grade point average (GPA) (at least 3.0 or higher). Begin to look into special programs such as NIGMS-MARC/U*STAR (National Institute of General Medical Sciences – Minority Access to Research Careers/Undergraduate Student Training in Academic Research) to gain research experience. Start developing your resume and personal statements. Help with this is available through the Office of Career Planning and Placement.

**SOPHOMORE YEAR** - Continue to maintain a high GPA. "Build up" your resume through summer internships, volunteer work in related fields, and research experience.

**JUNIOR YEAR** - Start looking seriously into the various areas of psychology and the different graduate schools. Be sure to attend the annual graduate/professional school recruitment day program. Send off for information on the requirements for graduate schools. You should also begin preparing for the Graduate Record Examination (GRE). Watch for special summer programs. (Try to use the summer to "build up" your resume).

**SENIOR YEAR** - The first semester of your senior year should be devoted to maintaining your high GPA, but at this time, you should also begin submitting applications to the different graduate schools. If you have not taken the GRE by now, do so. By the second semester of your senior year you should be waiting for acceptance letters or making plans to move on to your graduate institution.

**NOTE:** Information on the various graduate schools may be obtained online, from the library or the placement office. These sources will also provide information on fee waivers for admission applications as well as financial aid opportunities. Some information on graduate schools is also available from Ms. White in the Department Office.

In addition, students should utilize the Research Careers Office in Nabrit/Mapp/McBay Hall, Room 107. The RCO’s goal is to increase the number of Morehouse graduates pursuing research careers and completing graduate programs. This office provides a variety of support including: a Research Careers Club, GRE Preparation, counseling, recruitment opportunities, and a vast source of information on graduate schools, summer programs, and research opportunities.
DEPARTMENTAL ORGANIZATIONS

Psychology Association
The purpose of the Psychology Association is to address the concerns of the students in the department as well as provide a sense of unity for psychology majors.

Psi Chi National Honor Society
The Psi Chi National Honor Society is a prestigious scholarly national society in the area of psychology. Individuals are advised to apply for membership in their junior or senior year. A 3.4 GPA in Psychology and a 3.0 GPA overall is required.

DEPARTMENTAL HONORS

Senior Psychology majors wishing to graduate with Departmental Honors must meet the following requirements:

1. Recommendation must be made by two psychology department faculty members.
2. Student must have a minimum 3.0 overall GPA.
3. Student must have a minimum 3.4 average in psychology.
4. Student must receive a “C” or better in all psychology courses taken.
5. Student must be a member of Psi Chi (the National Honor Society in Psychology).
6. Student must conduct a scholarly research project under the guidance of one of the departmental faculty members (or an approved outside mentor). This project must result in a paper written in standard APA format and defended before the department faculty at the Atlanta University Center Psychology Research Day.
7. Student must meet two of the following requirements:
   1. Show evidence of leadership qualities, (such as holding an office in the Psychology Association, Psi Chi or other organizations connected with Morehouse College) or community service (volunteer work).
   2. Present their honors thesis, or other scholarly research project in a professional setting. (This presentation must be documented and take place outside of the Atlanta University Center).
3. Attend a minimum of one local, state, regional, or a national psychology meeting during their matriculation (such as: Association of Black Psychologists, Southeastern Psychological Association, Georgia Psychology Association, American Psychological Association).
RESEARCH OPPORTUNITIES

Students majoring in Psychology who plan to pursue the Ph.D. in psychology or another science discipline are encouraged to become actively engaged in science research and to take part in one of several federally sponsored research training programs open to students majoring in psychology. These include the Public Health Sciences Institute; the Historically Black Colleges and Universities-Undergraduate Program (HBCU-UP); the Hopps Scholars Program; the Ronald E. McNair Post-Baccalaureate Achievement Program; and the National Institute of General Medical Sciences-Minority Access to Research Careers/Undergraduate Student Training in Academic Research Program (NIGMS-MARC/U*STAR). Several of these programs provide research training starting in the freshman year. The NIGMS-MARC/U*STAR Program is an honors research training program that provides juniors and seniors with advanced research training opportunities.

Additional opportunities for research participation are available through the neuroscience curriculum at Morehouse as well as the Center for Behavioral Neuroscience. The latter program involves all of the AUC schools, Georgia State University and Emory University and provides multidisciplinary research opportunities in the behavioral neurosciences (www.cbn-atl.org).

Other research opportunities are available through individual faculty conducting research. Students interested in any of the above programs or in conducting research with individual faculty should consult their advisor for additional information.
FINANCIAL AID

You should complete a Financial Aid Form (FAF), administered by the College Scholarship Service, by January 30th in the spring and September 1st in the fall. This form will determine your financial need, the difference between your education costs such as tuition, fees, room and board, books, personal expenses and transportation and the amount which the student and his family can pay. There are several financial aid programs open to students. These include: institutional and federal programs; campus-based programs, such as the Supplemental Educational Opportunity Grant (SEOG), College Work-Study (CWS) and the National Direct Student Loan (NDSL); non-campus based programs, such as the Pell (Basic) Grant, Guaranteed Student Loan (GSL) and Auxiliary Loan Programs; and state programs, such as the Georgia Student Incentive Grants and the Georgia Tuition Equalization Grants. Look in your college catalog to find out about eligibility requirements and deadlines for these grants.
# WORKSHEET
## PSYCHOLOGY MAJOR REQUIREMENTS

Name:  
Advisor:  
Degree:  

### COURSES REQUIRED FOR THE B.A. DEGREE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Semester Completed</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Psy 101</td>
<td>Introduction to Psy as a Social Science</td>
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<td>Psy 102</td>
<td>Introduction to Psy as a Natural Science</td>
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<td>Psy 201</td>
<td>RM/Statistics I</td>
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<td>Psy 201L</td>
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<td>Psy 202</td>
<td>RM/Statistics II</td>
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<td>Psy 202L</td>
<td>RM/Statistics II Lab</td>
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<td>Psy 203</td>
<td>RM/Statistics III</td>
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<td>Psy 203L</td>
<td>RM/Statistics III Lab</td>
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<td>Psy 260</td>
<td>Psychology of the African American Experience</td>
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<td>Psy 283</td>
<td>Theories of Personality</td>
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<td>Psy 372</td>
<td>Learning and Memory</td>
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<td>Psy 372L</td>
<td>Learning and Memory Lab</td>
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<td>Psy 386</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>Psy 495 or Psy 496 OR Psy 400 or Psy 401</td>
<td>Directed Studies OR Supervised Fieldwork</td>
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<tr>
<td>Eng 350 Or Eng 351</td>
<td>Effective College Communication or Professional Communication</td>
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### PSYCHOLOGY ELECTIVES FOR B.A. DEGREE

1.  
2.  
3.  
4.  

Total Hours:_______
## ADDITIONAL COURSES REQUIRED FOR THE BS DEGREE

<table>
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<th>Course Number</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Semester Completed</th>
<th>Grade</th>
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<td>*Psy 34l</td>
<td>Animal Behavior</td>
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<td>*Psy 341L</td>
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<td>*Psy 460</td>
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<td>*Psy 495 OR</td>
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<td>Psy 496</td>
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<td>Math 120</td>
<td>Pre-calculus or Higher level course</td>
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*These courses will satisfy two of the four Psychology elective requirements for the B.S. Degree.

^In place of General Studies Bio 101 requirement.

## PSYCHOLOGY ELECTIVES FOR BS DEGREE

1.  
2.  

**PLUS AT LEAST** ONE SEMESTER OF:

****Chemistry for majors (with the laboratory)
  e.g. Chemistry 111/111L

OR

****Physics for majors (with the Laboratory)
  e.g. Physics 151/151L in place of Physics 102 (Physical Science).

The full year of either the chemistry of physics is recommended.

****In place of General Studies PHY 102 requirement.
### WORKSHEET
#### GENERAL EDUCATION CORE COURSES REQUIRED

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<th>Semester Completed</th>
<th>Grade</th>
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<td>English Composition</td>
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WORKSHEET
FREE ELECTIVES

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Total Hours:__________
(18 Hours Needed)