
WESLEYAN UNIVERSITY PSYCHOLOGY MAJORS MANUAL

Academic Year 2017-2018

Class of 2019 and beyond

Majors Manual:

http://www.wesleyan.edu/psyc/about/major_guides.html

Psychology Department: <http://www.wesleyan.edu/psyc/>

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*Students, there are **substantial** changes in major requirements starting with the Class of 2019; please do not rely on earlier documents.*

Revised: 3/14/18

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Welcome to the Psychology Department! We hope this manual helps you navigate the major and the department. Cathy Race is the Administrative Assistant for the department and her office is in Judd Hall in Room 107-B. All of our department forms and brochures are located outside her office and on our department website (including this document). The mailroom for the department is also on the first floor of Judd Hall. See Addendum A for a full list of department faculty, and be sure to drop by anyone's office hours (available on department website) with questions. All web pages referred to in this document are listed in Addendum E. This manual is brought to you with thanks to the Psi Chi Psychology Honor Society for developing the original version.

How to Declare Psychology as a Major

Major Declaration Timeline and Requirements

If you wish to declare a major in Psychology, you should prepare as early as possible because declaration *must* be done during the sophomore year. *Psychology does not admit students to the major after the end of the sophomore year (which is the last day of classes)! To be admitted, you need to have completed several major-related requirements by the end of the sophomore year (i.e., at the time of admission): (1) You need to have taken two full-credit courses in the field of Psychology at Wesleyan and received a B or higher in each course; (2) You need to have completed the Introductory Psychology (or a replacement breadth course that will allow you to use an AP or IB credit in place of Introductory Psychology), Research Methods, and Statistics (these same courses may be used to fulfill the first requirement as well); and (3) You need to have fulfilled the University's Stage I General Education expectations (please carefully review Addendum D).*

If you are enrolled in courses needed to complete these requirements during the second term of your sophomore year, you should still declare the major; depending on your situation, we might not formally admit you until the end of the term, once you have successfully completed the courses. If we cannot admit you immediately, the Dean's Office requires you to either declare a second major or submit a deferral of major declaration form (see Student Affairs website) so that you are covered in the event that you are unable to successfully complete the declaration requirements for Psychology.

Frequently Asked Questions

What courses count as Psychology courses towards admission to the major? These include all one-credit courses that can be used to fulfill any specific requirement for the major. Any course that can *only* be used as an elective cannot be used in this capacity. January term and summer courses taken at Wesleyan may be used, but not courses taken at other institutions.

What are the University's Stage I General Education Expectations? All courses in WesMaps have a stated General Education area and department designation. Completing Stage I General Education means taking 2 SBS courses, 2 NSM courses, and 2 HUM courses, with *all 6 having different General Education department designations*. The Psychology Department does not make independent decisions about General Education status or courses; we rely on the student's General Education status as determined by the Registrar's Office. We strongly encourage you to read about how to meet General Education expectations, to understand your General Education Report in your portfolio, and to tell your advisor that you need to complete Stage I General Education by the end of your sophomore year; the most common reason students cannot become Psychology majors is their failure to correctly complete Stage I.

Are there different declaration rules for junior-year transfer students? Students who transfer to Wesleyan in their junior year may use courses taken at their previous institution, and may declare the major up until the end of the first week of the junior year, otherwise the rules are the same. All classes required for admission to the major must be completed by the start of the junior year. Potential transfer students are advised that if they cannot meet these major admission requirements, they should not come to Wesleyan planning to major in Psychology; we are unable to make exceptions to these rules.

Do I need to find an academic advisor before I declare the major? When the Psychology Department admits you to the major, we will assign you a major advisor; you are not expected to find your own advisor. If you have, however, made special arrangements with a faculty member, please tell the administrative assistant who will verify with the faculty member your arrangement. You are encouraged to get to know other department faculty with whom you share interests through your classes and through visiting faculty in their posted office hours.

Can Psychology courses be used towards General Education? Yes, they can be used for this purpose. Note, however, that only one course with the General Education designation of PSYC can be used towards Stage I. Statistics courses are in high demand so one should not

count on using statistics towards the completion of Stage I.

Can admission requirements be completed over the summer after sophomore year?

In exceptional circumstances, you may complete the major admission requirements by taking needed courses at Wesleyan over the summer between the sophomore and junior year. However, you should absolutely not count on being able to do this as we do not offer summer courses with this purpose in mind and it might be that no relevant courses are offered. You must still declare the major in the spring of your sophomore year, though in some cases you will not be admitted until you successfully complete the summer course.

Requirements for Completion of the Major

Overview of Requirements

Major requirements include completion of: (1) 10 full-credit courses that count towards the major requirements (9 of which must be taken graded), and (2) General Education expectations Stages I and II. (This description includes the already-completed requirements for admission to the major.) All courses must be completed by the end of the senior year.

Major Requirements (10 full-credit courses)

Introductory psychology (1 course). An introductory psychology course provides a broad overview of psychology. PSYC 105 (Foundations of Contemporary Psychology), a lecture course, is the course most students take. PSYC 101 (Psychological Science), a seminar course, is also sometimes offered. The course should be taken in the first or second year. The course must be taken graded if used for the major. One can alternatively transfer a Psychology AP credit of 4 or 5, or a Psychology IB score of 6 or 7 in place of this course (see the AP Credits section). *Only one of the three may be counted towards the major.*

Psychology statistics (1 course). A psychological statistics course provides an introduction to data analysis in psychology. PSYC 200 (Statistics: An Activity-Based Approach) or PSYC 280 (Applied Data Analysis) is typically used to fulfill this requirement, but ECON 300 is acceptable as well. The course must be taken graded if used for the major. A course in statistics should be taken in the first or second year. Note, some research methods courses require a prerequisite of statistics. *Only one of the three may be counted towards the major.*

Research methods (1 course). A research methods course trains specific skills for evaluating and performing research. Research methods courses are numbered PSYC 202-219.

Some of these courses are more general, while others are focused on particular applications as indicated by their titles. A 200-level course in research methods should be taken in the first or second year (some research methods courses require a prerequisite of statistics).

Breadth requirement (3 courses). Students are expected to develop knowledge across the entire field of psychology. Towards this goal, students must choose a minimum of one course from each of three columns. These breadth courses (numbered PSYC 220-279) can be taken throughout one's four years. When possible, you should start with breadth courses of particular interest so that you can later do more advanced work in these areas. See Addendum B for a full list of breadth courses and their designated columns.

Specialized course (1 course). Specialized courses (**PSYC 300-399**) aim to ensure that students study at least one subfield of psychology in depth. These courses have a variety of formats, including seminars (PSYC 300-369) and advanced research labs (PSYC 370-399), and admission is typically by permission of instructor. A student must take at least one specialized course that deepens the knowledge she or he gained in a breadth course.

Electives (3 courses). To reach the 10 course credits necessary for the major, one may count any other courses, tutorials, or teaching apprenticeships offered by the department or creditable to the major with the exception that only 1 introductory psychology and 1 statistics course, and no more than 2 teaching assistantships and 4 tutorials (or 6 including senior thesis tutorials) may be counted towards the major. For electives, 2 half-credit courses may be used in place of 1 full-credit course. Some courses (cross-listed with Psychology or hosted in other departments) can be used as electives for the major but that fulfill no other requirements in the major and cannot be used for admission to the major (see Addendum C).

General Education Expectations. You need to have fulfilled the University's Stage I and Stage II General Education expectations by the time of graduation. As indicated earlier, completing Stage I General Education means taking 2 SBS courses, 2 NSM courses, and 2 HUM courses, with *all 6 having different General Education department designations*. Completing Stage II means taking 1 more course in each area designation; the departments can overlap with those used in Stage I. The Psychology Department does not make independent decisions about General Education status or courses; we rely on the student's General Education status as determined by the Registrar's Office and accept any courses that have been or can be given a General Education designation by the Registrar's Office (e.g., abroad courses). Refer to

WesMaps for Gen Ed Area Dept. Also refer to Addendum D: Gen Ed Expectations Helpful sheet for Psychology Majors.

Optional Concentrations within the Major

Students are not obligated to do a concentration within psychology, and the vast majority of students do not specialize in a particular area. However, we do have two concentrations within the major—in Cognitive Science and in Cultural Psychology. These are essentially ways of traversing the major (with a few additional courses too) for students who would like to organize their coursework around either of those two themes. Concentrations are *not* declared at major declaration. Rather, there is a requirements worksheet for each concentration that is to be turned in by early February in the second semester of the senior year. Students who successfully complete the requirements will receive a departmental certificate indicating completion.

Cognitive Science. Cognitive science is the interdisciplinary study of mental processes. Many areas of psychology contribute to the study of cognitive science, including cognitive psychology, developmental psychology, and cognitive neuroscience, fields that most typically use scientific research methods to study human mental processes. Beyond psychology, scholars use diverse methods to study mental processes in humans and non-humans including fields such as philosophy of mind, neuroscience and behavior, artificial intelligence, linguistics, education, and others. The focus of coursework within our department involves understanding the mental and underlying neural processes involved in areas such as human perception, attention, memory, language, and reasoning, as well as the development of these processes over the lifespan, and participation in laboratory research is expected. See the Cognitive Science Worksheet on the department website for requirement details.

Cultural Psychology. Cultural psychology considers how the vast domain of culture and society is studied by psychologists, how cultural dynamics influence individuals, and how cultural practices define the various psychologies we practice. Many areas within psychology contribute to the study of cultures, including: psychological measurement, social psychology both experimental and qualitative, clinical psychology, developmental, historical psychology, and cultural psychology. Beyond psychology, scholars in allied human sciences contribute to better understanding the dynamic relation of culture and psychology. Methods and theories abound in culture and psychology. Some focus on comparative research, others on ways of

bringing the presence of underrepresented populations into scholarly projects, and some examine socio-political differences both between and within societies. While investigating social structures such as race, ethnicity, religion, gender, sexuality, and class often are central to works in this area, also of importance is understanding how such forces come to manifest themselves within the field of psychology and in our collective psychologies. See the Cultural Psychology worksheet on the department website for requirement details.

Other Course-Related Information

Advanced Placement and International Baccalaureate credits. Students who receive a Psychology AP score of 4 or 5 or an IB score of 6 or 7, and complete a full-credit breadth requirement course with a grade of B or better, can receive 1 credit for the AP/IB score. This credit will fulfill the introductory course requirement *only* if it appears on the Wesleyan transcript. After completing the necessary breadth course, the student must contact the Registrar's Office for the AP credit, or contact the Dean's Office for the IB credit in order to have it transferred. AP/IB credits count as transfer credits. AP /IB credits apply towards oversubscription. The AP/ IB credit counts as the 1 non-graded course allowed towards the major. AP/IB credits may not be used towards major admission. The pre-registration system is now granting a prerequisite override for courses in which PSYC105 would satisfy the requirement for students with an AP score greater than 3.

Transfer credits. Students may transfer up to 3 psychology credits from other departments or institutions (including AP/IB Psychology) or, if from study abroad, 3 psychology credits plus 1 credit from within the United States. These courses must be preapproved by the department chair. Even though a transfer credit may have been approved toward a university credit, it must also be specifically approved toward the psychology major. Transfer credits cannot be counted toward admission to the program except for transfer students (please request the Registrar's Office or your class Dean to send a copy of your transcript from your previous institution to the Psychology Department so that all your psychology courses can be reviewed for acceptance to the major). With the chair's preapproval, transferred courses can be used to fulfill specific department requirements (e.g., a breadth course, a statistics course, etc.).

Oversubscription. This term refers to the fact that the University will only allow a certain number of credits towards graduation to come from any one department. Once you reach

the limit, you can continue taking courses in the department, but they will no longer count towards the 32 credits needed for graduation. A maximum of 16 credits taken in Psychology (including courses cross-listed with Psychology) can be counted toward graduation. One is also allowed 2 pre-matriculation credits, 2 teaching apprenticeships, 2 student forums or 1 physical education and 1 student forum credit, 4 individual and group tutorial credits (not including thesis tutorials), 2 courses (2.5 with a lab) taken at another institution in any given summer, and a total of 4 independent study and education-in-the-field credits towards graduation. If you oversubscribe, the extra courses will still be on your transcript and in your GPA.

Approvals, Signatures, and Information Sessions

In Psychology, the Chair of the Department (see Addendum A for current chair) preapproves courses taken abroad or at domestic institutions beyond Wesleyan for use in the Psychology major. The process of approving courses and assigning them to major requirements (e.g., indicating that a course taken abroad can count as a Column 1 Breadth, etc.) generally takes only a few minutes. Students with forms to be signed should bring them to the department chair during regular office hours (as listed on the department website). The chair also approves all override requests made on a student's Major Certification Form (in their portfolio). While the chair signs most forms, students should always first consult with their academic advisor about their plans. It is the advisor (not the chair) who approves the final Major Certification Form in the student's senior year. The department also holds monthly Psychology Pre-majors/Majors Meetings on the first Monday of the month (see department website for calendar). In most sessions, the chair reviews major requirements, answers student questions, and signs forms; there are also sessions devoted to special topics (e.g., preparing for graduate work in clinical psychology, study abroad). All students with an interest in the field are encouraged to attend.

Research and Field Opportunities

Research Opportunities. Department faculty run research laboratories and have opportunities for undergraduate involvement. Typically, lab students will start by assisting with ongoing projects and, over time, will transition to more independent projects, with many ultimately conducting a capstone honors thesis. If you are interested in a lab, visit the faculty member's office hours to find out if he or she has openings available and what he or she looks

for in potential research students. Faculty tend to give priority to students who have been successful in one of their classes, who have coursework in research methods and statistics, who demonstrate interest in the topic of the lab, and who are can potentially spend a year or more in the lab. Opportunities are limited, so it is important to be prepared to demonstrate your background, interest, and motivation when you approach a faculty member, and to be persistent in pursuing a variety of possibilities.

If a professor has opportunities available, he or she might direct you to one of the following mechanisms for participation. **Advanced research courses (PSYC 370-399)** are 10-student permission-of-instructor courses in which students conduct research in a laboratory, usually with lab meetings each week and independent or group research projects. **Research tutorials (400-level)** are tutorials for which one can earn credits (typically 1 per term) for conducting research in a professor's lab; students often do a tutorial if they want to continue work initiated through an advanced research course or if the professor is not teaching an advanced research course. Rarely, a professor will have a **work-study/paid position** available during the academic year; you can inquire with the professor or look on the department's website for employment opportunities. Some full-time paid **summer research opportunities** are available through various competitive programs including Research in the Sciences, Quantitative Analysis Center, McNair Program and other university programs (see web links). Applications for these summer programs are usually due in late February and typically require one to have a faculty mentor and an intended research project at the time of application.

Education in the Field Internship. Education in the Field credits are given for internships in which the intern does not receive a salary. Education in the Field experience must be preapproved by the chair before the start of the internship. The internship clearly must have educational value, as described in a statement the student provides on the Education in the Field form (see Student Affairs website for form) prior to the start of the internship in which he or she describes what the learning goals are and how those goals will be achieved. The student needs to have a faculty mentor who oversees the internship experience and approves the course. At the internship site, the student must have a local mentor who will provide guidance and who will attest at the end of the experience that the student has met the educational goals and performed the duties to the local mentor's satisfaction. The letter also needs to specify the number of hours the student has devoted to the internship. Course credit only will be given once this letter has been received

by the department chair. The number of credits received for the internship experience depends on the number of hours spent in internship related activities. As a rule of thumb, a minimum average of 12 hours per week for the duration of a semester are required for 1 course credit. Only hours spent subsequent to the approval of the Education in the Field will count; there is no retroactive approval of time toward an Education in the Field course. Education in the Field courses are graded pass/fail only. Psychology majors are advised that they may only count 1 course with pass/fail toward their major.

Study Abroad and Community Service. Direct interaction with people different from oneself facilitates an understanding of cultures and experiences beyond one's own. Psychology majors are encouraged to study abroad for a semester (during the junior year) and to participate in community experiences in Middletown. We are happy to award credit towards the major for Psychology courses taken abroad (and, for students who are far along in the major already, you need not take Psychology courses while abroad). Students interested in study abroad should contact Wesleyan's Office of International Studies for more information about available programs (including programs with psychology course offerings). Many students in the psychology major also engage in the local Middletown community such as through service learning courses or through volunteering. Wesleyan's Office of Community Partnerships website lists volunteer opportunities in Middletown and student contacts for the various organizations.

Ethics Committee Approval for Research

If you are planning to conduct research at Wesleyan through the Department of Psychology, ethics approval from the *Psychology Ethics Committee* or the *University Institutional Review Board (IRB)* is required prior to initiating data collection for your research. Research conducted in faculty labs, the community, on-line, and for theses or independent projects, all require ethics approval. If you are a student, it is necessary for you to have a faculty sponsor in the Department of Psychology to submit a protocol (via Cathy Race). Please refer to the Psychology Ethics Review Process website (Addendum E).

Earning Honors / Writing an Honors Thesis

Psychology majors who have earned at least a B+ average in all psychology courses, and have earned at least a B average in all non-psychology courses, by the beginning of their spring

semester junior year, are eligible to pursue Honors in Psychology by writing a thesis. One must have a faculty supervisor in order to write a thesis and it is up to the student to identify a faculty member who can take on this role. Most students who plan to pursue a thesis have a research advisor and a thesis plan by the end of the junior year. Students develop a research relationship with a faculty mentor prior to deciding to conduct a thesis and the thesis often builds on ongoing research. For this reason, it is important for students to get involved in research early if they think they might be interested in a thesis. That said, students with an idea for a thesis but who are not already involved in a lab are encouraged to speak with faculty in relevant research areas during the junior year to see if a mentoring relationship might be possible.

Students formally engage in the thesis project by enrolling in a one-credit thesis tutorial during each semester of the senior year (**PSYC 409 & 410**), and by registering the thesis with the department by sending a Statement of Intention to the department's administrative assistant by October 1 of their senior year. This statement should include the student's name, name of the tutor, and the topic of the thesis. Upon completion of a thesis, Honors will be awarded if the advisor and a second faculty reader (selected by the student in consultation with the research advisor by the beginning of March) evaluate the thesis as worthy of Honors. High Honors will be awarded only if both readers evaluate the thesis as truly exceptional. Honors or High Honors in psychology will be awarded on the basis of completed research presented in the thesis. A completed thesis must be handed in by a date (in mid-April) specified by the Honors College.

Psi Chi Honor Society

Psi Chi is the National Honor Society in Psychology. It was founded in 1929 to maintain and promote excellence in psychology. The Wesleyan chapter was formed in 1993 and acts as a resource for psychology students and as a group for majors. Membership requirements for Wesleyan's chapter include: (1) completion of at least 3 semesters of college coursework; (2) completion of at least 3 psychology courses; (3) registration for major standing in psychology; (4) an overall GPA of at least 3.00 and a psychology GPA of at least 3.00; (5) for graduate students, an average of "B" or better in all graduate courses; (6) high standards of personal behavior; (7) two-thirds affirmative vote by all present at a regular meeting of the Chapter. If you are interested in more information about the Wesleyan chapter of Psi Chi, including the application process, visit its web page.

Computing Grade Point Average

Because one's GPA is needed for some opportunities, how to compute GPA is shown here. To compute general GPA, use all courses (including transfer courses); to calculate psychology GPA, use only psychology courses. First, convert each grade to its numeric value. Then, multiply each numeric value by the credit value of the course. Finally, sum the computed values for all courses and divide that sum by the sum of the credits.

University Grading System (Only letter graded courses receive a numerical value)

A+	= 98.3	C-	= 71.7
A	= 95.0	D+	= 68.3
A-	= 91.7	D	= 65.0
B+	= 88.3	D-	= 61.7
B	= 85.0	E+	= 58.3
B-	= 81.7	E	= 55.0
C+	= 78.3	E-	= 51.7
C	= 75.0	F	= 45.0

Example: ENGL 111, A for 1.00 credit = $95.0 \times 1.0 = 95.0$
PSYC 115, B for .5 credit = $85.00 \times .5 = 44.5$
FREN 113, B+ for 1.5 credit = $88.3 \times 1.5 = 132.45$

The sum of above calculated course value is 271.95; you divide this by the sum of credits which is 3.0; this gives the GPA of 90.65 for the three courses.

Conclusions

We hope this guidebook has been helpful. For more information about the department and beyond, consult Addendum E for useful web links. Also remember that faculty office hours are posted on our department website each semester and you are always welcome to drop by any professor's office hours. Once again, we thank the Psi Chi Honor Society for developing the original version of this document. Best of wishes to you in your major!

Addendum A: Department Faculty

Faculty 17-18	Area of Expertise	Interests/Research
Hilary Barth	Development, Cognition	Perceptual and cognitive development: perception and representation of space, time, and number; development of mathematical thinking; development of social cognition.
Sarah Carney (Visiting Faculty)	Social, Personality	Law and Psychology, social/cultural narratives of responsibility, death penalty mitigation, intersection of race, class, and gender on cultural conceptions of blame and exoneration.
Lisa Dierker (fall leave)	Developmental, Psychopathology	Development of nicotine dependence; Group-based statistical methods; Psychiatric and substance use comorbidity.
Barbara Juhasz (spring sabbatical)	Cognition	Word recognition; eye movements during reading; sentence processing.
Jessica Karanian (Visiting Faculty)	Cognition, Cognitive Neuroscience	False memory; the neural basis of memory for visual information; the effects of stress and repeated interviewing on eyewitness memory reports
Kyungmi Kim	Cognition	Learning and memory; the role of “self” in cognitive and affective processes; the influence of prior experience on subsequent learning and perception.
Matthew Kurtz (Chair)	Psychopathology, Human Neuropsychology	Measurement and treatment of neurocognitive deficits in patients with severe psychopathology. Rehabilitation in severe psychopathology.
Psyche Loui (fall sabbatical)	Cognition, Neuroscience	Cognitive neuroscience, auditory perception, music cognition, creativity and aesthetics, music and the brain.
Jill Morawski	Social, Gender Studies	History of psychology, social psychology, psychology of gender, science studies, feminist studies.
Andrea Patalano	Cognition	Decision making, judgment, reasoning, planning, and categorization; numeracy and decision making; decision deferral and indecisiveness.
Scott Plous (spring sabbatical)	Social	Prejudice and discrimination; ethical issues relating to animals and the environment; action teaching; the use of information technology for social change.

Faculty 17-18	Area of Expertise	Interests/Research
Patricia M. Rodriguez Mosquera	Cultural	Cultural and social influences on emotions; the psychology of honor and social image; emotions in the context of insult and devaluation; ethnicity; culture and gender; cultural values.
Mike Robinson (spring sabbatical)	Behavioral Neuroscience	Using animal models to investigate risky decision-making and desire in gambling, drug addiction and diet-induced obesity.
Charles Sanislow (fall sabbatical)	Psychopathology, Personality, Clinical Neuroscience	Assessment and diagnosis, cognitive and neural mechanisms of psychopathology.
Caitlin Shepherd (Visiting Faculty)	Personality	Eating disorders and body image issues; obsessionality and psychological flexibility; cognitive-behavioral interventions; restrictive gender roles
Anna Shusterman	Developmental	Language and conceptual development; language and thought; spatial and numerical reasoning, bridging research and practice; early childhood.
Robert Steele	Social, Personality, Psychopathology	Cultural psychology (race, class and gender); modern myth.
Steven Stemler	Educational, Quantitative	Educational psychology, assessment of creativity, cultural competence, ethical reasoning, and social intelligence.
Royette Tavernier	Developmental	Sleep and psychosocial adjustment among adolescents and emerging adults; sleep in relation to academics, emotional wellbeing, interpersonal relationships and technology use.
H. Shellae Versey	Health, Developmental, Community	Aging and adult development, health psychology, intersectionality. Place and health.
Clara Wilkins (year leave/sabbatical)	Social	Prejudice, stereotyping and the self; perceptions of anti-White bias; variation in minorities' physical appearance.

Addendum B: Breadth Column Courses

COLUMN 1	COLUMN 2	COLUMN 3
PSYC 220 COGNITIVE PSYCHOLOGY	PSYC 230 DEVELOPMENTAL PSYCHOLOGY	PSYC 260 SOCIAL PSYCHOLOGY
PSYC 221 HUMAN MEMORY	PSYC 235 HUMAN SEXUALITY	PSYC 261 CULTURAL PSYCHOLOGY
PSYC 222 SENSATION & PERCEPTION	PSYC 245 PSYCHOLOGICAL MEASUREMENT	PSYC 265 CULTURE IN PSYCHOLOGY: AN INTRODUCTION TO THEORY & RESEARCH
PSYC 225 COGNITIVE NEUROSCIENCE	PSYC 248 ADOLESCENT AND EMERGING ADULTHOOD	PSYC 266 COMMUNITY PSYCHOLOGY
PSYC 227 REWARD & MOTIVATION	PSYC 250 PERSONALITY	PSYC 269 HEALTH PSYCHOLOGY
PSYC 228 CLINICAL NEUROPSYCHOLOGY	PSYC 251 PSYCHOPATHOLOGY	PSYC 277 PSYCHOLOGY AND THE LAW
PSYC 239 BRAIN ANATOMY	PSYC 253 EDUCATIONAL PSYCHOLOGY	
PSYC 240 BEHAVIORAL NEUROBIOLOGY	PSYC 258 POSITIVE PSYCHOLOGY	
PSYC 247 NEUROSCIENCE PERSPECTIVES ON PSYCHOPATHOLOGIES	PSYC 259 DISCOVERING THE PERSON	
	PSYC 270 PSYCHOLOGY OF WOMEN	
	PSYC 274 CULTURAL & HISTORICAL PERSPECTIVES ON PSYCHOLOGICAL DISORDERS	
	PSYC 290 PSYCHOLOGY OF GENDER	

Addendum C: Additional Electives

These courses cannot be used for major admission but can be used as electives in the major.

COURSE #	COURSE TITLE
BIO/PSYC 131	Service-Learning Clinical Experience at CT Valley Hospital
BIOL 223	Integration of Clinical Experience & Life Science Learning
COL 324	Freud & Psychoanalysis
E&ES/PSYC 400	Academic Skills
MATH/PSYC 500	Graduate Pedagogy
MB&B/PSYC 102	Science Information Literacy
NS&B/BIOL 299	Waves, Brains, and Music
PHIL 217	Moral Psychology
QAC 380/ PSYC 395	Introduction to Statistical Consulting
QAC 301	Statistics Education Practicum
SISP 202	Philosophy of Science
SOC 316	Community Research Seminar

Addendum D: Completing General Education Expectations Help Sheet for Potential Psychology Majors

To declare Psychology as a major, one must complete Stage 1 General Education expectations by the end of the sophomore year. To finish the Psychology major, one must complete Stage 2 General Education Expectations by the end of the senior year. Because students often misunderstand exactly how to go about completing these expectations (especially Stage 1), the department created the following help sheet. Broader information about General Education expectations is at:

http://www.wesleyan.edu/registrar/academic_regulations/general_education_expectations.html

General Education Expectations

Stage 1: Complete two courses in each of three Gen Ed areas (HUM, SBS, and NSM) with all six courses from different departments/programs, by the end of the SO year.

Stage 2: Complete one more course in each of the three Gen Ed areas (in any departments/programs, including ones already taken), by the end of the SR year.

This sounds easy, but people routinely make two mistakes. Here's what they are:

Mistake 1: Assessing the course's Gen Ed status by the course's home department, cross-listing, or topic rather than its official Gen Ed designation.

In WesMaps, a course's Gen Ed designation appears next to the words "Gen Ed Area Dept." For example, for PSYC220 (Cognitive Psychology), you see "Gen Ed Area Dept: (NSM) (PSYC)." This means that the course counts for the NSM area and the PSYC department (and this would be the case even if you took the course using its NS&B program cross-listing). In the Psychology Department alone, there are courses that count as NSM area (e.g., PSYC220) and SBS area (e.g., PSYC105), and even courses that count towards QAC (e.g., PSYC280) and NSB (e.g., PSYC227) programs rather than towards PSYC. So pay attention to the Gen Ed designation – don't guess!

Mistake 2: Repeating a department/program rather than taking all six Stage 1 courses from different fields.

This mistake typically arises because a student will take a PSYC course as one of their Stage 1 NSMs, and then will take a different PSYC course as one of their Stage 1 SBS's without even noticing that this violates the rule. Students probably don't notice because the two PSYC courses are in different areas. Doing this does violate the rule though. If you make this error, you will only be able to count one of the PSYC courses towards the Stage 1 Gen Ed expectations (and thus will not complete the Stage 1 expectations and will not be able to declare the PSYC major).

Some other things that are helpful to know are: (1) PSYC courses used towards declaring the major can also be used towards Gen Ed expectations (students often ask about this), (2) a course's Gen Ed designation now also appears to the right of the course when you select it for your list of courses during preregistration, and (3) you have a Gen Ed report in your portfolio that tells you the Gen Ed designation of each course you have completed or are currently taking.

Finally, you should not rely on your academic advisor to attend to your Gen Eds at this level of detail. Your advisor can remind you to make sure you complete the Gen Eds, but it is ultimately up to *you* to complete them correctly. Thanks!

Addendum E: Useful Websites

Psychology Department Websites

Major Requirement Worksheet	http://www.wesleyan.edu/psyc/about/major_guides.html
Cognitive Science Concentration	http://www.wesleyan.edu/psyc/about/cog_sci_concentration.pdf
Cultural Psychology Concentration	http://www.wesleyan.edu/psyc/about/cultural_psyc_concentration.pdf
Psi Chi Honor Society	http://www.wesleyan.edu/psyc/for_majors/psi_chi.html
Honors Thesis Guidelines	http://www.wesleyan.edu/psyc/about/ugrad_thesis.html
BA/MA Program	http://www.wesleyan.edu/psyc/about/BA-MA.html
Ethics Review Process for Research	http://www.wesleyan.edu/psyc/resources/index.html

Wesleyan Websites

Education Studies Minor	https://catalog.wesleyan.edu/minors/ugrd-edst-mn/
Office for Service Learning	http://www.wesleyan.edu/slc/index.html
Jewett Center for Community Partnership	http://www.wesleyan.edu/jccp/
Office of Graduate Student Services	http://www.wesleyan.edu/grad/degree-programs/ba-ma.html
Office of Study Abroad	http://www.wesleyan.edu/cgs/osa/
Language Resource Center	http://www.wesleyan.edu/lrc/
Transfer Credit Form	http://www.wesleyan.edu/deans/forms.html
Education in the Field Form	http://www.wesleyan.edu/deans/forms.html
Registrar's Office	http://www.wesleyan.edu/registrar/
AP and IP Credit	http://www.wesleyan.edu/registrar/
Honors Thesis Guide	http://www.wesleyan.edu/registrar/honors/honors_program.html
Major Certification	http://www.wesleyan.edu/registrar/major_certification/major_certification.html
Office of Financial Aid	http://www.wesleyan.edu/finaid/
Gordon Career Center (Graduate School Sites)	http://www.wesleyan.edu/careercenter/

Psychology Sites

Social Psychology Network (SPN)	http://www.socialpsychology.org
SPN Psychology Career Center	http://www.socialpsychology.org/career.htm
All Psychology Careers	http://www.allpsychologycareers.com/
American Psychological Association	http://www.apa.org/
American Psychological Society	http://www.psychologicalscience.org/