
WESLEYAN UNIVERSITY

PSYCHOLOGY MAJORS MANUAL

Academic Year 2023-2024

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

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

Department's Advising Experts to contact with questions about the major:

- Sarah Carney (scarney@, x4976) and Advising Coordinator (see page 10)
- Scott Plous (splous@, x2368)

*** GRADING CHANGES TO THE REQUIREMENTS DUE TO THE PANDEMIC**

Any courses taken by pre-majors and majors in spring 2020, fall 2020, and spring 2021 can be taken CR/U (a temporary waiver of the requirement) provided the course has a grading option of CR/U.

In addition, the department will exclude courses taken as CR/U during spring 2020, fall 2020, and spring 2021, and allow majors to take one additional course as CR/U grading mode (either taken prior to spring 2020 or to be taken after spring 2021).

Revised: 03/27/24

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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. The main office and mailroom are in Judd Hall, Room 107. All our department forms and brochures are located near the entrance on the first floor and on our department website (including this document). See Addendum A for a full list of department faculty and be sure to drop by at anyone's office hours (available on the department website) with questions. All web pages referred to in this document are listed in Addendum E.

How to Declare Psychology as a Major

Major Declaration Timeline and Requirements

Students wishing to declare a major in psychology should prepare as early as possible. Declaration *must* be done in the second semester during the sophomore year. Thus, by the end of the first semester in the sophomore year, you should have completed all requirements for entry into the major. At the time of application, a student must demonstrate that he or she

(1) has taken two full-credit courses in the field of psychology at Wesleyan and received a B or higher in each course;

(2) has 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 introductory statistics (these same courses may be used to fulfill the first requirement as well); and

(3) has fulfilled the University's Stage I General Education Expectations (please carefully review Addendum D).

Given that space in these popular courses is limited, to be assured of the opportunity to major in psychology, you will need to rank those courses and/or sections needed for entry into the major as #1 and #2 during preregistration across two semesters. We recommend the following steps:

Planning

During the planning period, undergraduate students must rank gate courses (intro, research methods and statistics) as #1 and #2 during preregistration for two consecutive semesters. If a student fails to gain access to a gate course that is ranked for two consecutive semesters, they will be offered an opportunity to enroll in that gate course the following

semester. Note that there will be no exceptions made to the requirement that all necessary courses for entry into the major be completed by the last day of sophomore year. Thus, courses would need to be ranked beginning second semester freshman year at the latest.

You can also add more PSYC classes to your rankings as well as to the “Unranked” list. Both will improve your chances of getting a seat.

Adjustment

Adjustment period opens based on the number of FULL-credit courses you received during pre-registration. The fewer courses you receive during scheduling, the earlier your adjustment start time will be.

If you did not get your #1 and #2 ranked courses, these will appear on your “Courses not Scheduled” list. We recommend that you also add additional PSYC classes to this list beyond those you have ranked during the planning period. The more PSYC classes you have in this list, the more successful you’ll be during adjustment.

Drop/Add Period

During the Drop/Add period, **you should attend the first class session**. If you are enrolled in a different course that meets at the same time, you must reach out to the psychology instructor via email to let them know that while you must attend the course in which you are enrolled, you have plans to drop it if a seat becomes available in their psychology course.

We will use data from your ranked enrollment requests to determine how students are prioritized for available seats. Students can rank a maximum of four courses during pre-registration, which push into the drop/add data; those requests are visible and able to be acted on the moment drop/add opens. Anything submitted after drop/add opens cannot be ranked, and rankings from pre-reg cannot be adjusted during drop/add.

Examples for planning, adjustment, and drop/add periods (meant to be illustrative):

A first-year student wanting to complete PSYC105:

First year, first semester: #1 PSYC105-01 (if only one section is offered).

First year, second semester: #1 PSYC105-01 and #2 PSYC105-03 (when two or more sections are offered).

or

First year, first semester: No PSYC courses ranked.

First year, second semester: #1 PSYC105-01 and #2 PSYC105-03 (when two or more sections are offered).

Second year, first semester: #1 PSYC105-01 (when only one section is offered) and #2 QAC201.

A first year student who completed PSYC105 or is eligible to receive credit for it through AP/IB:

First year, second semester: any two 200-level research methods courses and any two introductory statistics courses (ranked as #1 and #2 and also occupying a #3 or #4 spot).

Second year, first semester: an introductory statistics course ranked as #1 and a 200-level research methods course ranked as #2 (or vice versa).

A second-year student who would like to declare the Psychology major will need to rank as many courses as possible in both their first and the second semesters.

For those who cannot fulfill major requirements until the end of their sophomore year (last day of classes), we will designate a ***limited*** number of students as “pending” major enrollment, based on academic records. If the requirements are not fulfilled, you may continue to enroll in psychology courses as a non-major. ***Psychology does not admit students to the major after the last day of classes at the end of the sophomore year.***

If we cannot formally admit you due to needing requirements in the semester of declaring the major, the Dean’s Office requires you to either declare an alternate major or submit their Major Deferral Petition (see Student Affairs website, Addendum E) so that you are covered in the event that you are unable to successfully complete the declaration requirements for Psychology.

(Starting with the class of 2028) The Psychology Department encourages students to learn about cultures outside the United States through study abroad, but students should be aware that courses taken abroad cannot be used to satisfy psychology major requirements. The only credits that can be applied to the psychology major from other schools are credits that the University has authorized from a transfer student's previous full-time institution.

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. The courses required for admission to the major also count towards the 10 credits required to complete the major. Winter and summer session courses taken at Wesleyan may be used, but not courses taken at other institutions.

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 (hosting department) 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.

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 two SBS courses, two NSM courses, and two HUM courses, *with all six having different General Education hosting 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. (See Addendum D).

Are there different declaration rules for junior-year transfer students? Students who transfer to Wesleyan in their junior year may use up to three courses taken at their previous full-time institution and may declare the major up until the end of the first week of the junior year, otherwise the rules are the same. 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.

Requirements for Completion of the Psychology Major

Overview of Requirements

Ten full-credit psychology courses and General Education Expectations stages I and II are required for completion of the major. Nine of the 10 credits required for the major must be taken for a grade. (* see page 1 for changes due to pandemic). Courses in introductory psychology and introductory statistics must be taken for a grade. All courses must be completed by the end of the senior year.

Required Elements (10 full-credit courses)

Introductory psychology (one course). An introductory psychology course provides a broad overview of psychology. PSYC105 Foundations of Contemporary Psychology, a lecture course, is the course most students take. The course should be taken in the first or second year. The course must be taken as graded if used for the major (* see page 1 for changes due to pandemic). One can alternatively transfer a psychology AP or IB in place of this course (see the Advanced Placement section). *Only one can be counted towards the major.*

Introductory statistics (one course). A statistics course provides an introduction to data analysis in psychology. PSYC200 Statistics: An Activity-Based Approach, or PSYC201 Psychological Statistics, or QAC201/PSYC280 Applied Data Analysis, is typically used to fulfill this requirement, but ECON300 and MATH132 are acceptable as well. The course must be taken as graded if used for the major (* see page 1 for changes due to pandemic). A course in statistics should be taken in the first or second year (some research methods courses require statistics as a prerequisite).

Research methods (one course). A research methods course trains specific skills for evaluating and performing research. Research methods courses are numbered PSYC202-219. 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 statistics as a prerequisite).

Breadth (three 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 **PSYC220-279**) 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 list of breadth courses and their designated columns.

Specialized course (one course). Specialized courses (**PSYC311-399, excluding PSYC395**) aim to ensure that students study at least one subfield of psychology in depth. These courses have a variety of formats, including seminars (PSYC311-369) and advanced research labs (PSYC370-399, excluding 395), 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 (three 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. Exceptions include: (A) only one introductory psychology course; (B) no more than two teaching apprenticeship tutorials; and (C) four tutorials (or six including senior thesis tutorials). The teaching apprenticeship can be repeated with the same course. For electives, two half-credit courses may be used in place of one full-credit course. Some courses (cross-listed with psychology or hosted in other departments) can be used as electives for the major but fulfill no other requirements 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 at the time of admission to the major means taking 2 SBS courses, 2 NSM courses, and 2 HUM courses, with *all 6 having different General Education hosting department designations*. Completing Stage II means taking 1 more course in each area designation. 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., transfer courses). Refer to WesMaps for Gen Ed Area Dept. Also, refer to Addendum D: Gen Ed Expectations Help Sheet for Potential 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) for students who would like to organize their coursework around either of those two themes. Concentrations are *not* declared at major declaration. Rather, a requirements worksheet for each concentration 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 Concentration. 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 nonhumans 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 Addendum E for link to the Cognitive Science Concentration Worksheet Form.

Cultural Psychology Concentration. 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 psychology; 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 Addendum E for link to the Cultural Psychology Concentration Worksheet Form.

Other Course-Related Information

Psychology Department Advising Coordinator: Prof. Sarah Carney. If you are in the class of 2025, 2026, or 2027 and planning to study abroad, you may direct questions and request preapproval for psychology major transfer credits to Prof. Carney. It is strongly encouraged to get a course preapproved as opposed to after taking a course. Prof. Carney can also help advise with credit transfer if you are a transfer student. Starting with the class of 2028, study abroad courses will only count towards university credit and will no longer count towards the psychology major. She can be reached at scarney@wesleyan.edu, 860-685-4976, and her office hours are posted on her [faculty website](#).

Transfer credit. Even though a transfer credit may have been approved toward a university credit, it must also be specifically preapproved toward the psychology major. Some transfer courses do not give a full (1.00) transfer credit and therefore the 10 credits requirement towards the major needs to be completed with additional psychology courses. Transfer credits cannot be counted toward admission to the program except for transfer students. AP or IB credits count as a transfer credit.

Transfer students should request the Registrar's Office or their class dean to send a copy of their transcript from their previous institution to the advising coordinator so that all their psychology courses can be reviewed towards the major. Transfer credits can be counted towards the major.

Students requesting transfer courses are required to complete the Permission to Transfer Credit form from the Office of Student Affairs and email it to the advising coordinator.

Both transfer students and students requesting transfer courses must submit to the advising coordinator an email that includes a course description from the university's catalog and a syllabus if available. Note in the email the purpose of the course, the credit amount transferable to Wesleyan, and the class year.

Study abroad courses for review towards the major are submitted through WesPortal – Academics – Study Abroad Information and Application – Course Approval System. Starting with the class of 2028, study abroad courses will only count towards university credit and will no longer count towards the psychology major.

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 (PSYC220-279) with a grade of B or better, can receive one credit for the AP/IB score. This credit will replace the introductory course requirement *only* if it appears on the Wesleyan transcript after completing the necessary breadth required course.

AP scores are posted in students' Placement Score and Recommendation link in WesPortal. To have the prerequisite for PSYC105 based on the AP score, students need to have their AP score on file with the University before preregistration begins for the upcoming semester. Once the breadth requirement course is completed, students can automatically request the Registrar's Office to post it on their transcripts. (If the AP is not in the folder, students should contact the Registrar's office). This will also allow the preregistration system to automatically grant a prerequisite override for courses in which PSYC105 is required. All requests and actions regarding AP score and credit should be done through the Placement Scores and Recommendations link in WesPortal. For IB credit, contact the Dean's Office to have it transferred.

AP/IB credits count as transfer credits. AP /IB credits apply towards oversubscription. The AP/IB credit counts as the one non-graded course allowed towards the major. AP/IB credits may not be used towards major admission.

Major Certification Form. The advising coordinator approves all override requests made on a student's Major Certification Form (in WesPortal). While the advising coordinator signs most forms, students should always first consult with their academic advisor about their plans. The academic advisor (not the chair) approves the final Major Certification Form in the student's senior year.

Information Sessions. The chair reviews major requirements and answers student questions. There is also a Q&A series (co-sponsored with the Gordon Career Center) with Wesleyan alumni focused on clinical careers in psychology. All students with an interest in the field are encouraged to attend.

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. Please refer to the Registrar's website for specific details <https://catalog.wesleyan.edu/academic-regulations/degree-requirements/>.

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 (PSYC370-399)** 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 one 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 **student worker/paid position** available during the academic year; you can inquire with the professor. 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 (search university 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. 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 Addendum E for link to Student Affairs website) 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 the department chair has received this letter. 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 one 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.

Community Partnerships, and Community-Engaged Service Learning. Direct interaction with people different from oneself facilitates an understanding of cultures and experiences beyond one's own. Many students in the psychology major also engage in the local Middletown community 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. Service Learning (SL) integrates experiences outside the classroom with an academic curriculum taught within the classroom. (See Addendum E for links).

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 (see Addendum E for link).

Earning Honors / Writing an Honors Thesis

By the beginning of their spring semester junior year, psychology majors who have earned at least a B+ average in all psychology courses and at least a B average in all non-psychology courses are eligible to pursue honors in psychology by writing a thesis. A student 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 their spring semester 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 (**PSYC409/410**). Participation in the department's poster session in late April is also a requirement. 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 based on completed research presented in the thesis. A completed thesis must be submitted by a date (in mid-April) specified by the Honors College.

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. Best wishes to you in your major!

Addendum A
Department Faculty & Staff

Professors: Hilary Barth, Lisa Dierker, Barbara Juhasz, Matthew Kurtz Jill G. Morawski, Andrea L. Patalano, Scott L. Plous, Patricia M. Rodriguez Mosquera, Charles Sanislow, Anna Shusterman, Steven Stemler

Assistant Professors: Royette Dubar, Youssef Ezzyat, Kyungmi Kim, Alexis May, Andrea Negrete, Michael Perez

Associate Professor of the Practice in Psychology: Sarah Carney

Visiting Assistant Professors: Christine Curley David Finitzis, Ledina Imami, Grace Sullivan, Damon Tomlin

Staff: Catherine Race, Administrative Assistant; Margaret Loomer, Budget Coordinator

Faculty	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 (advising coordinator)	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.
Christine Curley	Social, Health	Positive sexuality and its association with well-being, sexual motivations and barriers, attitudes towards sexual and relationship diversity, social norms, stereotypes, and stigma; individual and community-level factors influencing health and well-being.
Lisa Dierker (department chair)	Developmental, Psychopathology	Development of nicotine dependence; group-based statistical methods; psychiatric and substance use comorbidity.
Royette Dubar (fall leave)	Developmental	Sleep and psychosocial adjustment among adolescents and emerging adults; sleep in relation to academics, emotional wellbeing, interpersonal relationships, and technology use.
Youssef Ezzyat	Cognitive/Computational Neuroscience	Memory organization; electrophysiology of learning; computational modeling.

Faculty	Area of Expertise	Interests/Research
David Finitzis	Clinical, Health	Engagement in care, treatment adherence, quality of life, stress, anxiety, and existential issues affecting discrete medical populations (cancer, HIV).
Barbara Juhasz	Cognition	Word recognition; eye movements during reading; sentence processing.
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	Psychopathology, Human Neuropsychology	Measurement and treatment of neurocognitive deficits in patients with severe psychopathology. Rehabilitation in severe psychopathology.
Alexis May	Psychopathology, Clinical	Suicide risk and prevention; cognitive behavioral interventions; clinical trials; meta-analysis, micro-longitudinal designs
Jill Morawski	Social, Gender Studies	History of psychology, social psychology, psychology of gender, science studies, feminist studies.
Andrea Negrete	Cultural	Adolescent development; immigration; ethnic-racial identity; sociopolitical development; intergenerational relationships.
Andrea Patalano (year sabbatical)	Cognition	Decision making, judgment, reasoning, planning, and categorization; numeracy and decision making; decision deferral and indecisiveness.
Michael Perez	Cultural, Social	Cultural psychological and Critical Race Theory perspectives on intergroup peace and violence; intergroup apologies; intergroup forgiveness; protest.
Scott Plous	Social	Prejudice and discrimination; ethical issues relating to animals and the environment; action teaching; the use of information technology for social change.
Patricia 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.

Faculty	Area of Expertise	Interests/Research
Charles Sanislow (year sabbatical)	Psychopathology, Personality, Clinical Neuroscience	Assessment and diagnosis, cognitive and neural mechanisms of psychopathology.
Anna Shusterman	Developmental, Cognition, Education	Language and conceptual development, language and thought, spatial and numerical reasoning, bridging research and practice; early childhood.
Steven Stemler	Individual Differences, Educational, Psychometrics	Measurement of intelligence, creativity, cultural competence, ethical reasoning.
Grace Sullivan	Social Neuroscience, Behavior Genetics	Individual differences in responses to social support and social stress.
Damon Tomlin	Social and Cognitive Neuroscience	Group decision-making, social neuroscience, social norms, and behavioral economics.

**Addendum B
Breadth Column Courses**

COLUMN 1	COLUMN 2	COLUMN 3
PSYC220 COGNITIVE PSYCHOLOGY	PSYC230 DEVELOPMENTAL PSYCHOLOGY	PSYC260 SOCIAL PSYCHOLOGY
PSYC222 SENSATION & PERCEPTION	PSYC245 PSYCHOLOGICAL MEASUREMENT	PSYC262 CULTURE & MENTAL HEALTH
PSYC226 PSYCHOLOGICAL THEORIES OF LEARNING & MOTIVATION	PSYC246 BEHAVIOR CHANGE, CLINICAL INTRVENTIONS AND HEALTH PROMOTION	PSYC265 CULTURE IN PSYCHOLOGY: AN INTRODUCTION TO THEORY & RESEARCH
PSYC227 REWARD & MOTIVATION	PSYC248 ADOLESCENT AND EMERGING ADULTHOOD	PSYC277 PSYCHOLOGY AND THE LAW
PSYC228 CLINICAL NEUROPSYCHOLOGY	PSYC251 PSYCHOPATHOLOGY	
PSYC239 BRAIN ANATOMY	PSYC253 EDUCATIONAL PSYCHOLOGY	
PSYC240 BEHAVIORAL NEUROBIOLOGY	PSYC259 DISCOVERING THE PERSON	
	PSYC271 LIFE-SPAN DEVELOPMENT	

**Addendum C
Additional Electives**

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

COURSE #	COURSE TITLE
NS&B/BIOL299	Waves, Brains, and Music
SISP202	Philosophy of Science
SOC316	Community Research Seminar

Up to 2 credits offered through the Quantitative Analysis Center(QAC) numbered 202 to 399 may count as electives towards the major.

Psychology courses numbered PSYC281-310 may only count as electives towards the major.

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 hosting departments/programs, by the end of the sophomore year.

Stage 2: Complete one more course in each of the three Gen Ed areas (in any hosting departments/programs, including ones already taken), by the end of the senior year. The departments can overlap with those used in Stage I.

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

Mistake 1: Assessing the course's Gen Ed status by the course's department, cross-listing, or topic rather than its official "Gen Ed Area Dept" 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 in the hosting 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 NS&B (e.g., PSYC240) 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 NSM, and then will take a different PSYC course as one of their Stage 1 SBS 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. 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 points 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 WesPortal 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 your responsibility to complete them correctly.

Addendum E: Useful Websites

Psychology Department Websites

Major Requirement Worksheet	https://www.wesleyan.edu/psyc/about/major_guides.html
Cognitive Science Concentration	https://www.wesleyan.edu/psyc/about/major_guides.html
Cultural Psychology Concentration	https://www.wesleyan.edu/psyc/about/major_guides.html
BA/MA Program	https://www.wesleyan.edu/psyc/about/BA-MA.html
Ethics Review Process for Research	https://www.wesleyan.edu/psyc/resources/index.html

Wesleyan Websites

Major Certification	https://www.wesleyan.edu/registrar/major_certification/major_certification.html
AP and IP Credit	https://www.wesleyan.edu/registrar/course_information/ap_ib_credit.html
Transfer Credit Form	https://www.wesleyan.edu/studentaffairs/forms.html
Major Deferral Petition Form (Student Affairs)	https://www.wesleyan.edu/studentaffairs/Major%20Deferral%20form.pdf
Honors Thesis Guide	https://www.wesleyan.edu/registrar/honors/index.html
Registrar's Office	https://www.wesleyan.edu/registrar/
Office of Graduate Student Services BA/MA Program	https://www.wesleyan.edu/grad/graduate-programs/bama_program.html
College of Education Studies	https://www.wesleyan.edu/education/
Office of Study Abroad	https://www.wesleyan.edu/cgs/osa/
Gordon Career Center (Graduate School Sites)	https://careercenter.wesleyan.edu/
Office for Community-Engaged Learning	https://www.wesleyan.edu/slc/
Jewett Center for Community Partnerships	https://www.wesleyan.edu/jccp/
Academic Peer Advisors Program	https://www.wesleyan.edu/sar/peeradvisors/index.html
Education in the Field Form	https://www.wesleyan.edu/studentaffairs/forms.html

Psychology Sites

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