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#### What is Psychology?

Why people do the things they do is an age-However, psychology—the old question. science concerned with behavior, both human and nonhuman animals—is only about 125 years old. Despite its youth, it is a broad discipline, essentially spanning subject matter from biology to sociology. Biology studies the structures and functions of living organisms. Sociology examines how groups function in society. Psvchologists study the intersection of two critical relationships: one between brain function and behavior, and one between the environment and behavior. As scientists. psychologists follow scientific methods, using careful observation, experimentation, and analysis. However, psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, evolving new approaches from established knowledge to meet changing needs of people and societies. They develop theories and test them through their research. As this research yields new information, these findings become part of the body of knowledge that practitioners call on in their work with clients and patients. Psychology tremendously varied field Psychologists conduct both basic and applied research, serve as consultants to communities and organizations, diagnose people, and teach and treat future psychologists and other types of students. They test intelligence and personality. Many psychologists work as health care They assess behavioral and providers. mental function and well-being, stepping in to help where appropriate. They study how

human beings relate to each other and to machines, and they work to improve these relationships. In addition, with America undergoing large changes in its population makeup, psychologists bring important knowledge and skills to understanding diverse cultures.

Psychologists traditionally study both normal and abnormal functioning, and treat patients with mental and emotional problems. They also concentrate on behaviors that affect the mental and emotional health and mental functioning of healthy human beings. For example, they work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and collaborate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the trauma, or shock, of the event. They team with law enforcement and public health officials to analyze the causes of such events and prevent their occurrence. Involved in all aspects of our fast-paced world, psychologists must keep up with what is happening all around us. When you are a psychologist, your education never ends.

Opportunities for work in psychology are expanding in number and scope, especially for those with graduate degrees, while an undergraduate degree remains excellent preparation for continued graduate work in psychology or for another field, such as

business, medicine, education, law and computer science. The move toward preventing illness, rather than merely diagnosing and treating it, requires people to learn how to make healthy behavior a routine part of living. Indeed, many of the problems facing society today are problems of behavior, for example, drug addiction, poor personal relationships, violence at home and in the street, and the harm we do to our environment. **Psychologists** contribute solutions to problems through careful collection of data, analysis of data, development intervention and of strategies—in other words, by applying scientific principles, the hallmark of psychology.

The study of psychology is good preparation for many other professions. Many employers are interested in the skills that psychology majors bring to collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

## Professional Subdivisions in Psychology

Psychologists specialize in a host of different areas within the field and identify themselves by many different labels. A sampling of those focal areas is presented to give you an idea of the breadth of psychology's content as well as the many different settings in which it is found. Additionally, many psychologists teach psychology in academic institutions from high schools to graduate programs in universities.

The field of psychology encompasses both research, through which we learn fundamental things about human and animal behavior, and practice, through which that

knowledge is applied in helping to solve problems and promote healthy human development. In each of the subfields, there are psychologists who work primarily as researchers, others who work primarily as practitioners and many who do both (scientist-practitioners). Indeed, one of psychology's most unique and important characteristics is its coupling of science and practice, which stimulates continual advancement of both.

Clinical psychologists assess and treat mental, emotional, and behavioral disorders. These range from short-term crises, such as resulting difficulties from adolescent rebellion, to more severe, chronic conditions such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depression. Others focus on specific populations: youngsters, ethnic minority groups, gays and lesbians, and the elderly, for instance. They also consult with physicians on physical problems that have underlying psychological causes.

Cognitive and Perceptual psychologists study human perception, thinking, and memory. Cognitive psychologists are interested in questions such as, how does the mind represent reality? How do people learn? How do people understand and produce language? Cognitive psychologists also study reasoning, judgment, and decision-making. Cognitive and perceptual psychologists frequently collaborate with behavioral neuroscientists to understand the biological bases of perception or cognition or with researchers in other areas of psychology to better understand the cognitive biases in the thinking of people with depression, for example.

Community psychologists are interested in the scientific investigation of the interaction between people, communities, and social institutions. Community psychologists are concerned with and investigate environmental and societal forces impinge upon or effect individual and collective psychological health. It is an applied scientific discipline rooted in the scientific method. They are also concerned with the equal distributions of resources to those in society who may be marginalized because they are different in some way from that of culture. the dominant Additionally. Community psychologists often assist and mobilize marginalized or disenfranchised groups to demand for equal distribution of resources which are needed to sustain and maintain that group's way of life.

Counseling psychologists help people recognize their strengths and resources to cope with their problems. Counseling psychologists do counseling/psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g., schools, hospitals, businesses). Counseling psychologists help people understand and take action on career and work problems. They pay attention to how problems and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion, disability status) on psychological well-being. They believe that behavior is affected by many things, including qualities of the individual (e.g., psychological, physical, or spiritual factors) and factors in the person's environment (e.g., family, society, and cultural groups).

**Developmental psychologists** study the psychological development of the human being that takes place throughout life. Until recently, the primary focus was on childhood and adolescence, the most formative years. However, as life expectancy in this country approaches 80 years, developmental psychologists are becoming increasingly interested in aging.

especially in researching and developing ways to help elderly people stay as independent as possible.

Educational psychologists concentrate on how effective teaching and learning take place. They consider a variety of factors, such as human abilities, student motivation, and the effect on the classroom of the diversity of race, ethnicity, and culture that makes up America.

Engineering psychologists conduct research on how people work best with machines. For example, how can a computer be designed to prevent fatigue and eye strain? What arrangement of an assembly line makes production most efficient? What is a reasonable workload? Most engineering psychologists work in industry, but some are employed by the government, particularly the Department of Defense. They are often known as human factors specialists.

psychologists study **Evolutionary** how evolutionary principles such as mutation, adaptation, and selective fitness influence human thought, feeling, and behavior. Because of their focus on genetically shaped behaviors that influence an organism's evolutionary chances of survival, psychologists study mating, aggression, helping behavior, and communication. Evolutionary psychologists are particularly interested in paradoxes and problems of evolution. For example, some behaviors were highly adaptive in evolutionary past may no longer be adaptive in the modern world.

Experimental psychologists are interested in a wide range of psychological phenomena, including cognitive processes, comparative psychology (cross-species comparisons), learning and conditioning, and psychophysics (the relationship between the physical brightness of a light and how bright the light is perceived to be, for example). Experimental psychologists study both human and nonhuman animals with respect to their abilities to detect what is happening in a particular environment and to acquire and maintain responses to what is happening. Experimental psychologists work with the empirical method (collecting data) and the manipulation of variables within the laboratory as a way of understanding certain phenomena and advancing scientific knowledge. In addition academic working in settings. experimental psychologists work in places as diverse as manufacturing settings, zoos, and engineering firms.

Forensic psychologists apply psychological principles to legal issues. Their expertise is often essential in court. They can, for example, help a judge decide which parent should have custody of a child or evaluate a defendant's mental competence to stand trial. Forensic psychologists also conduct research on jury behavior or eyewitness testimony. Some forensic psychologists are trained in both psychology and the law.

Health psychologists specialize in how biological, psychological, and social factors affect health and illness. They study how patients handle illness; why some people don't follow medical advice; and the most effective ways to control pain or to change poor health habits. They also develop health care strategies that foster emotional and physical well-being. They often team up with medical personnel in private practice and in hospitals to provide patients with complete health care. Health psychologists also investigate issues that affect a large segment of society, and develop and implement programs to deal with these problems. Examples are teenage pregnancy, substance abuse, risky sexual behaviors, smoking, lack of exercise, and poor diet.

#### Industrial/organizational

psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training, and employee development. And others work as management consultants in such areas as strategic planning, quality management, and coping with organizational change.

Neuropsychologists (and behavioral neuropsychologists) explore the relationships between brain systems and behavior. For example, behavioral neuropsychologists may study the way the brain creates and stores memories, or how various diseases and injuries of the brain affect emotion, perception, and behavior. Clinical neuropsychologists also assess and treat people. And with the dramatic increase in the number of survivors of traumatic brain injury over the past 30 years, neuropsychologists are working with health teams to help brain-injured people resume productive lives.

#### **Quantitative and measurement**

psychologists focus on methods and techniques for designing experiments and analyzing psychological data. Some develop new methods for performing analysis; others create research strategies to assess the effect of social and educational programs and psychological treatment. They develop and evaluate mathematical models for psychological tests. They also propose methods for evaluating the quality and fairness of the tests.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their

situation, frequently working with other health care professionals. They deal with issues of personal adjustment, interpersonal relations, the work world, and pain management

**School psychologists** work directly with public and private schools. They assess and counsel students, consult with parents and school staff, and conduct behavioral interventions when appropriate. Most school districts employ school psychologists full time.

Social psychologists study how a person's mental life and behavior are shaped by interactions with other people. They are interested in all aspects of interpersonal relationships, including both individual and group influences, and seek ways to improve such interactions. For example, their research helps us understand how people form attitudes toward others, and when these are harmful—as in the case of prejudice—suggests ways to change them.

**Sports psychologists** help athletes refine their focus on competition goals, become more motivated, and learn to deal with the anxiety and fear of failure that often accompany competition. The field is growing as sports of all kinds become more and more competitive and attract younger children than ever. (http://www.apa.org/careers/resources/guide s/careers.aspx

#### **College of Behavior and Social Sciences Mission Statement**

The purpose of CBSS is to be responsive to the rapidly changing world of science, technology, societal needs, and our everchanging political and economic structures that provide the very foundation of our existence. The College of Behavioral and Social Sciences positions NCCU to become a major player in this ever-changing and dynamic landscape.

## The History of the Department of Psychology

The founder of Psychology at NCCU was James E. Taylor whom Dr. James E. Shepherd, founder of the university, hired in 1927 to teach courses in education. His challenges as a teacher and his awareness of the expanding behavioral science literature persuaded Taylor incorporate to psychological theories and principles into his classes. His knowledge of psychology was based largely upon what he was able to teach himself. He urged Dr. Shepherd to offer more psychology courses and, later, to establish a psychology major. Dr. Shepherd appointed James E. Taylor to chair this new department in 1927. With the creation and offering of four psychology courses, the undergraduate psychology department was established in 1939. The graduate psychology program was later established in 1945. Since its humble beginning in 1927. the Department of Psychology has grown to encompass 12 full time faculty members. over 350 undergraduate and 80 graduate The Psychology Department students. faculty has generated millions of dollars in Students funded research. desiring Bachelors of Arts Degree in Psychology may choose from 30 psychology-related offerings while the Graduate course Program offers a Master of Arts Degree with either a General or Clinical concentration. Graduates of our undergraduate and graduate programs who have gone on to pursue doctorates in universities across the country have assumed leadership positions in both the private and public sector. Some persons of note associated with and/or graduates of the program include Dr. Marion Thorpe (deceased), past President of Elizabeth City State University, Norman Anderson, CEO of the American Psychological Association, Dr. Elwood Robinson, former chair and the first Dean of the College of Behavioral and Social Sciences at NCCU, Dr. Les Brinson,

department chair from 1976 – 1996 and 2003-2009, and the current interim chair, Dr. Richard M. Mizelle.

The building in which the department is housed was renamed the Taylor Education Building in 1960 in honor of the founder of the NCCU Department of Psychology, James E. Taylor.

#### **Psychology Mission Statement:**

Department The of Psychology's undergraduate program offers comprehensive exposure to the prominent theories and concepts of modern psychology. The curriculum is designed to cultivate critical thinking, analyses, and application of psychological theories and paradigms through effective teaching and research. The program emphasizes selfdevelopment and the appreciation of human diversity, service and responsibility for individual, collective and global change. The program seeks to provide each student a background in psychology that is both diverse and unifying. Students graduating with the Bachelor of Arts degree in Psychology will be able to assume positions in the human services field and/ or pursue graduate training in psychology and other behavioral sciences.

The general goals of the Department of Psychology are to assure that students obtain knowledge and skills sufficient to (1) qualify for graduate studies and\or (2) qualify for the range of entry and professional jobs that require the application of psychological or behavioral science methods and skills.

The departmental courses, based upon empirically determined theory, are designed to be dynamic and functional, to give students integrated knowledge concerning learning, development, maturation, and related adaptation processes. The undergraduate program, which is traditional in purpose and focus, leads to a Bachelor of

Arts degree in Psychology. Thirty hours are required to complete the program. It is tailored for serious students who want an indepth concentration in prominent scientifically based theories and procedures in psychology.

#### **Psychology Department Faculty**

Dwayne Brandon, Ph.D. – Assistant Professor; Pennsylvania State University

Research Interests: Emotional, genetic and environmental influences on health and well-being among African Americans

Les Brinson, Ph.D. – Professor - University of Maryland

Research Interests: Counseling and forensic psychology with a focus on violence

Agatha Carroo, Ph.D. - Associate Professor; Cornell University; and J.D. - University of Alabama, Tuscaloosa

Research Interests: Social interactive psychology, psycho-legal issues, cross-racial identification, acculturation and identity, and globalization

Walter Charles, Ph.D. – Associate Professor; Princeton University

Research Interests: The role of linguistic context in the acquisition, representation, and use of semantic and emotional knowledge

George Cliette, Ph.D. – Associate Professor and Director of the NCCU Parent Training Study; Boston University

Research Interests: Community psychology with a focus on mental health and intervention research

Rodney Cunningham, Ph.D. – Associate Professor; Howard University

Research Interests: Developmental and learning psychology focusing on African American school children

Sherry Eaton, Ph.D. – Associate Professor; University of North Carolina at Chapel Hill Research Interests: Academic achievement among culturally diverse students and primary parent/family processes Vinston J. Goldman, Ph.D. – Associate Professor; University of North Carolina at Chapel Hill

Research Interests: Ethics and professional issues, student adjustment and accomplishment, and child clinical psychology

Jonathan Livingston, Ph.D. – Assistant Professor; Director of EXPORT Outreach, Julius Chambers Biomedical/ Biotechnology Research Institute; Michigan State University

Research Interests: African American mental health and health disparities, program evaluation, family and community development, and education reform

Pamela P. Martin, Ph.D. – Associate Professor and Chair; Michigan State University Research Interests: Theology and psychoeducational outcomes among African Americans, religious socialization, hoy hip/gospel rap, racial identity and racial socialization

Sandra Waters, Ph.D. – Assistant Professor; North Carolina State University

Research Interests: Impact of self-discrepant cognitions on the biopsychosocial functioning of various pain patient populations; impact of stress and cognition on biopsychosocial functioning across the lifespan in both healthy and patient population

#### **General Education Curriculum**

North Carolina Central University's General Education Curriculum (GEC) prepares students academically and professionally for leadership in a culturally diverse world. Emphasis is placed upon oral and written communications, scientific inquiry, technological proficiency, ethics, and critical thinking. The GEC offers students instruction in interdisciplinary as well as single-discipline courses. It is designed to meet the needs of the university's diverse student population, and is an integral part of each student's academic experience.

The General Education Curriculum permits students to select courses depending upon their majors or interests. In some instances, courses may satisfy both the general education and the degree major requirements. The General Education Curriculum complies with all Community College Transfer Agreements, and credit for individual courses will readily transfer to any four-year institution.

The General Education Curriculum has six academic components: (1) Communications in English and Foreign Languages, (2) Mathematics and the Sciences, (3) Social Sciences, (4) Arts and Humanities, (5) Health and Wellness, and (6) Social and Career Enhancement and Development. Technology and computer proficiency and integrated throughout ethics are Curriculum. The Curriculum is characterized by four unifying themes: (1) Communications, (2) Global Awareness, (3) Critical and Analytical thinking, and (4) Professional Development.

## **General Education Curriculum Requirements**

## I. Communications in English and Foreign Languages (9-15 Credit Hours)

Students will continue to develop skills and competencies in written expression in English. In addition, students should be able to communicate in and understand a second language.

## A. English: Two courses are required. (6 credit hours)

ENG 1110 English Composition I (3) ENG 1210 English Composition II (3) Based upon earned AP credit, students may

Based upon earned AP credit, students may be exempt from ENG 1110. Academic advisors may suggest that these students complete literature courses. Based upon placement scores, students may be required to take EDU 1000—Reading Laboratory.

## B. Foreign Language: One Level III course of a foreign language is required. (3 Credit Hours)

FREN 1142 French III (3)

GERM 1162 German III (3)

JAPN 1172 Japanese III (3)

SPAN 1152 Spanish III (3)

MFL 1182 Critical Languages (3)\*

\*Collaboration with NCSU, UNC, and Duke (3)

First-year students are required to take a placement examination in the desired foreign language. Students who place into Level III must take the Level III course to meet the language requirement. Students who place into Level I must complete the Level I course, a Level II course and finally the Level III course. Students who place into Level II must complete Level II and Level III courses. A student who places beyond Level III will have met the language requirement for the University and no further course work is required.

## II. Mathematics and Science (12-16 Credit Hours)

Students will continue to develop skills in the application of qualitative and quantitative methods of mathematics and the natural sciences.

#### A. Mathematics: Two of these courses (or a higher level of mathematics) are required

(6-8 credit hours).

**MATH** 1100 College Algebra and Trigonometry I (3)

MATH 1110 Elementary Statistics (3)

**MATH** 1200 College Algebra and Trigonometry II (3)

MATH 1210 Finite Mathematics (3)

MATH 1410 Pre-Calculus Mathematics (5)

Based upon placement scores, students may be required to complete MATH 1000 (Intermediate College Algebra) with a grade of >C= or better before continuing in the General Education Mathematics and Science requirements. Students who place into MATH 1000 may receive elective credit for completing the course. Higher level of Mathematics or Statistics offered by the Mathematics Department and approved by advisor

#### B. Sciences: Two of these courses are required. (6-8 Credit Hours)

BIOL 1000 Heredity and Society (3)

BIOL 1100 General Biology (3)

BIOL 1300 Molecules and Cell Function (4)

BIOL 2105 Computational Science and Informatics (3)

CHEM 1000 Physical Science and Related Chemistry (3)

CHEM 1100 General Chemistry I (4)

CHEM 1200 General Chemistry II (4)

CHEM 1500 Chemistry and Human Life (3)

CHEM 2105 Computational Science and Informatics (3)

GEOG 2010 Online Weather (3)

GEOG 2100 Physical Geography (3)

GEOG 2120 Geology (3)

GEOG 2350 Earth Science (3)

PHYS 1000 Physics with Application to

Environmental Topics (3)

PHYS 1210 The Language of Science (3)

PHYS 2050 Astronomy (3)

SCI 1220 Science Odyssey (4)

#### III. Social Sciences (6 Credit Hours)

Students will demonstrate an understanding historical and the major developments that define world cultures and the interrelationships of anthropological and geographical influences.

#### A. Social Sciences: Required (3 Credit Hours)

HIST 1320 World Societies (3)

#### B. Social Sciences: One of these courses is required. (3 Credit Hours)

ECON 2200 Principles of Macroeconomics

ECON 2300 Principles of Microeconomics (3)

GEOG 1000 Introduction to Geography (3)

GEOG 1100 World Regional Geography (3)

HIST 1530 The Black Experience to 1865

HIST 1540 The Black Experience Since 1865 (3)

POLS 2100 Introduction to American Government (3)

PSY 2100 General Psychology (3)

SOCI 2000 Society and Human Behavior (3)

SOCI 2100 Principles of Sociology (3)

SOCI 2300 Environment, Economy and Society (3)

## IV. Arts and Humanities (5-6 Credit

Students will demonstrate an understanding of the aesthetical, historical, cultural and social foundations of literature, performing and visual arts, philosophy and/or religion. Emphasis will be placed on the links among the arts and humanities.

#### A. Arts and Humanities: One of these courses is required. (3 Credit Hours)

HUM 2410 Arts and Humanities I (3)

HUM 2420 Arts and Humanities II (3)

#### B. Arts and Humanities: One of these courses is required. (2-3 Credit Hours)

ART 1000 Introduction to the Study of Art (2)

ART 1200 African-American Art History (3)

ART 1500 Survey of the History of Art (3)

DRAM 1000 Appreciation of Drama (2)

DRAM 2110 History of Theatre I (3)

DRAM 2120 History of Theatre II (3)

ENG 1300 Introduction to World Literature I (3)

ENG 1400 Introduction to World Literature II (3)

ENG 1500 Critical Reading of Literature (3) ENG 1700 Religion and Literature (3)

ENG 2340 Introduction to African-American Literature (3)

FREN 2300 Introduction to Francophone Literature (3)

GERM 2104 Introduction to German Civilization (3)

GERM 2105 Introduction to German Literature (3)

HUM 2410 Arts and Humanities I (3)

HUM 2420 Arts and Humanities II (3)

MUSL 1000 Survey of Music (3)

MUSL 1300 Twentieth-Century Music (2)

PHIL 1000 Introduction to Philosophy (3)

PHIL 2210 Ethics (3)

SPAN 2300 Introduction to Hispanic Literature (3)

SPAN 3300 Introduction to African-Hispanic Literature (3)

#### V. Health and Wellness (4 Credit Hours)

Students will demonstrate an understanding of personal, mental and physical health issues that reflect contemporary trends locally, nationally and internationally.

#### A. Health: Required (2 Credit Hours)

HEDU 1531 Health (2)

#### **B.** Wellness: Required (2 Credit Hours)

PEDU 1541 Fitness (2)

## VI. Social and Career Enhancement / Development (2 Credit Hours)

Students will enhance factors related to positive personal, social and career development. Emphasis will be placed on basic technology and computer literacy, ethics and values, leadership roles, and social issues and responsibilities.

## A. Social and Career Enhancement/Development

HUSC 1521 Dimensions of Learning (2)

#### VII. Technology—Computer Proficiency

Entering students are expected to have basic computer skills related to using the Internet, word processing, and email. By the end of the first year, students should be able to use the appropriate technology to research, analyze and present information. These skills will be especially developed in the English Composition, Mathematics and Science, Social Science, and Dimensions of Learning courses. Students will continue to develop and use more advanced computer and technology skills in their departments and majors.

#### VIII. Ethics

Through Dimensions of Learning, Social Science, Philosophy, and Arts and Humanities courses, students will encounter and examine important topics that will require analysis of ethical issues and behavior. In the major or minor programs, students will continue to study the ethics related to a specific discipline.

#### **Intensive Courses**

In addition to completing the above requirements, students must complete a designated "writing intensive" course and a "speaking-intensive" course. In the writingintensive course, students will demonstrate their knowledge of the course's subject matter through constructive critical writing and the production of effective written assignments relative to the field. These courses engage students in writing as a form of critical inquiry and scholarly research in disciplines across the curriculum. Writingintensive courses require regular practice in and evaluation of writing through brief response papers, mid-length papers, and longer research projects. Assignments may include review essays, argumentative essays, critical essays, lab reports, research articles, policy memos, documented papers, and personal responses to readings, business correspondence, and other types of writing required by the discipline.

It is strongly recommended that students complete ENG 1250 (Elements of Speech) or ENG 2200 (Public Speaking) to satisfy the speaking requirement. Students may complete a course in another subject where they will receive instruction in oral communication and will have opportunities to further develop and practice oral communications skills. In most speaking-intensive courses, speaking is a part of the

course methodology, not the subject matter of the course. Speaking-intensive courses may employ some combination of debates, oral exams, structured class discussions, oral presentations, panel discussions or other methods that use speaking elements in the teaching and learning processes. Writingintensive and speaking intensive courses may be listed in the General Education Curriculum, in the major, or as an elective. These courses are identified in the semester schedule of courses by the marker "WI" and "SI " General Education Curriculum requirements may also meet requirements for the major, a minor, or a concentration. Courses that satisfy the General Education Curriculum and major requirements may meet the writing-intensive and speaking-intensive requirements if the courses are designated "WI" or "SI" in the semester course schedule. Therefore, the writing-intensive and speaking-intensive requirements may be completed within the General Education Curriculum or in the major. Students who transfer to NCCU with the Associate Degree from North Carolina Community Colleges are not required to complete the writing intensive and speakingintensive courses unless the courses are part of the major, a minor, or concentration.

#### Four-Year Curriculum Plan in Psychology

	Freshma	ın Year	
Fall Semester	Credits	<b>Spring Semester</b>	Credits
*ENG 1110 English Comp I	3	*ENG 1210 English Com	p II 3
*MATH GEC Requirement	3	*MATH 1110 Elementary	
*HUSC 1521 Dimensions of Learning	2	&Foreign Language II, o	r III 3
&Foreign Language I, II, or III*	3	*SOCI GEC Requirement	3
*HIST 1320 World Societies	3	*PEDU 1541 Fitness	2
*HEDU 1531 Health	2	+Psy 2120 Adv Gen Psy	7 (WI) 3
Sophomore Year			
Fall Semester	Credits	<b>Spring Semester</b>	Credits
*ENG 1250 Elements of Speech (SI)	3	%CIS 1000 Fund of Co	omputing/Elec 3
*Foreign Language III*	3	+PSY 3100 Abnormal	
+PSY 2400 Intro to Statistic	3	+PSY 3300 Experimen	
*BIO 1000 or 1300	3	*SCI GEC Requireme	3 23
* HUM 2410 or 2420	3	*HUM GEC Requireme	
Junior Year			
Fall Semester	Credits	<b>Spring Semester</b>	Credits
+PSY 3400 Psy of Measurement	4	+PSY 4410 Interim Stat.	3
+PSY 4100 Learning	3	%PHIL 2210 Ethics***	
#Psy Elective	3	#Psy Elective	3 3 3
%SOCI 2100 or Elective	3	%HEDU 2200 or Elective	3
<elective< td=""><td>3</td><td><elective< td=""><td>3</td></elective<></td></elective<>	3	<elective< td=""><td>3</td></elective<>	3
Senior Year			
Fall Semester	Credits	<b>Spring Semester</b>	Credits
#^PSY 4900 Undergrad Thesis or Elect	rive 3	^Psy 4210 Undergraduate In	ternship or Elective 3
#Psychology Elective	3	+Psy 4920 Senior Sem	1
<elective< td=""><td>3</td><td><elective< td=""><td>3</td></elective<></td></elective<>	3	<elective< td=""><td>3</td></elective<>	3
<elective< td=""><td>3</td><td><elective< td=""><td>3</td></elective<></td></elective<>	3	<elective< td=""><td>3</td></elective<>	3
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Total Minimum Credit Hours: 124			
* GEC Curriculum Courses - 43			
+ Psychology Required Courses - 24			
# Psychology Electives - 15 ( It is recom	mended that	students take two of the follow	ving courses, Psy
3310, Psy 3600, 4120 and/or 4200)			
^ Departmental approval required for the	ese courses		

<sup>\*</sup> Departmental approval required for these courses & Foreign Language - 6 Placement based on test scores; students may be placed in Levels I or II Students who are required to complete MATH 1000 must earn a grade of "C" or better to take the GEC Math

<sup>%</sup>Non Departmental Recommended courses -12

<sup>&</sup>lt;General Electives - 24

<sup>\*\*\*</sup> Recommended course to fulfill a GEC requirement

SI = Speaking Intensive Course WI= Writing Intensive Course

#### **Psychology Course Descriptions**

#### **PSY 2100**. General Psychology (3)

(This course is not required for psychology majors.) An introduction to psychological terms, facts and principles designed to aid the student in understanding individual behavior. Behavior is analyzed interpreted through activities and discussions of such topics as motivation, emotion, perception, learning, and intelligence.

## **PSY 2120**. Advanced General Psychology (3)

(For psychology majors.) An intensive treatment of topics in general psychology developed specifically for majors. The function of the course is to develop critical understanding and prepare the student to evaluate his or her later reading in the field of psychology. Practical applications of psychology are introduced and a laboratory component is provided.

## **PSY 2400**. Introductory Statistics for Students of Psychology (3)

Prerequisites: PSY 2100 or 2120, MATH 1100 or 1070. A first course in statistics for students of psychology and other behavioral and social sciences. Assignments, class activities, and lectures are designed to develop a conceptual and analytical understanding of statistics and prepare students for the required quantitative courses. Descriptive statistics, correlation, the concepts of variance and elementary inferential statistics are analyzed.

**PSY 3100**. Abnormal Psychology (3) rientation to the concepts of abnormal behavior with emphasis on the functional disorders of modern civilizations and the significance of social and emotional problems on normal conduct.

**PSY 3200**. Psychological Adjustment (3) Prerequisite: PSY 2100 or 2120. A study of psychological theories and processes with emphasis on the application of psychology in one's life.

# **PSY 3300**. Experimental Psychology (4) Prerequisite: PSY 2400. A systematic overview of experimental design and procedures covering the fields of learning, memory, problem solving, development, psychometrics, environmental and social

**PSY 3310**. The Psychology of Human Development and Maturation (3) Prerequisite: PSY 2100 or 2120. An

processes. A lab component is offered.

Prerequisite: PSY 2100 or 2120. An introduction to the study of human growth and development from conception through adulthood and death.

# PSY 3400. Psychological Measurement (4) Prerequisites: PSY 2120, 2400. An introduction to the study of psychological tests, methods, and results in the measurement of intelligence, achievement, and personality. (Three lecture and two laboratory hours per week.) Included are such topics as social perception conformity, attitude change, cognitive consistency, leadership and authority, techniques of data collection and experimental design.

## **PSY 3410**. Introduction to Health Psychology (3)

This course is designed to provide an overview of the field of Health Psychology from a biopsychosocial perspective – that is, that health and illness are determined by the interaction of biological, psychological, and social factors of an individual's life.

PSY 3500. Intro to Black Psychology (3) This course will provide students with an introduction to the field of African American psychology. Emphasis will be given to such issues as the African/African American and European/Euro-American worldviews and the manner in which cross cultural systems of social reality impact the African experience in America. The course theories of African/Black will cover personality, psychological health and mental disorder, identity, and family and social relationships. Moreover, the course will discuss issues that impact Africans in America and throughout the Diaspora.

#### **PSY 3600**. Social Psychology (3)

Prerequisites: PSY 2120, 3300. An examination of how people influence the beliefs and behaviors of others, viewed from the perspectives of the influencer and the object of the influence. Included are such topics as social perception, conformity, attitude change, cognitive consistency, leadership and authority, techniques of data collection and experimental design.

## Psychology Course Descriptions for Advanced Undergraduates and Graduate Students

**PSY 4100**. Psychology of Learning (3) Prerequisite: PSY 3300. An examination and evaluation of current theories of learning, with special attention given to concepts of classical conditioning and instrumental learning.

#### **PSY 4112**. Human Motivation (3)

Prerequisite: PSY 3300. This course will provide advanced students of psychology with the basic concepts, principles, and theories of the psychology of motivation. The etiology of and methods of instigating and manipulating motivation will be systematically explored.

#### **PSY 4120**. Psychology of Personality (3)

Prerequisite: PSY 3100 or 3200. A focus on the structure and development of the normal personality. Influences of childhood experiences upon personality; and significance of emotional development, integration, measurement of traits and personality types will be systematically examined.

#### **PSY 4121**. Adolescent Psychology (3)

Prerequisite: PSY 2100 or 2120. An examination of psychological theories and research methods and findings regarding the intellectual, emotional, perceptual and social development of the adolescent. Special coping or adjustment difficulties of the adolescent will be an integral part of the course.

#### **PSY 4200**. Cognition (3)

This course introduces students to concepts, theories, methods, and applications of cognition, or higher mental processes. Cognition deals with how people acquire, represent and use information. We review the history of cognition, basic research, theory, and its applications in several areas of society. Understanding the nature of cognition also helps us understand people's adaptive and mal-adaptive behaviors. The course involves laboratory experiences using on-line activities present in CogLab. Topics include perception, attention, memory, imagery, thinking, language acquisition, and problem solving.

#### **PSY 4210**. Undergraduate Internship (3)

Prerequisites: PSY 2120, 2400, 3300 and nine additional hours of psychology. Direction and concentration are arranged by the instructor of record. For mature students with flexible schedules and a demonstrated commitment for community service/research

**PSY 4310**. Applied Industrial and Organizational Psychology (3)

Prerequisite: PSY 2120. The study of efficient and effective ways to improve

industrial and organizational performance via personnel selection, classification, isolating motivational factors, engineering, and man machine interface.

**PSY 4410**. Intermediate Statistics for Students of Psychology (3)

Prerequisite: PSY 2400 A study of statistical concepts, principles and procedures in the areas of basic descriptive statistics and inferential statistics including measures of central tendency, variability, probability, and mathematical distributions, hypothesis testing, chi-square, analysis of variance and multiple correlation.

#### **PSY 4500**. Physiological Psychology (3)

Prerequisite: PSY 2120. A study of physiological mechanisms which underlie behavior adjustments. Special attention is paid to the receptors, neural and effecter mechanisms involved in perception, learning, and emotional behavior.

**PSY 4900**. Undergraduate Thesis (1-6) Prerequisites: PSY 4110 and permission of the department. Opportunities will be

provided for the students to develop and write a supervised major research paper in any area of psychology that is agreed upon by the student and the advisor. The major objectives of the course are to assure that students are able to do adequate research, use qualitative tools and instruments in the field, and develop and defend a final paper in a format stipulated by the instructor.

**PSY 4910**. Undergraduate Honors Seminar (1)

Prerequisites: Junior or senior status and at least a 3.0 GPA. This course is designed for honors or high achieving majors to discuss, test, and explore their research interests.

#### **PSY 4920**. Senior Seminar (1)

Prerequisite: senior status. Students will focus on relevant issues and problems in psychology. Preparation for graduate and professional schools and the requirements for careers in psychology and related disciplines will be explored.

#### Academic Honor Code Undergraduate Student Code of Academic Integrity

North Carolina Central University is dedicated to instilling in its students the highest principles of integrity and responsibility. In this regard, students are expected to demonstrate respect for these principles in the performance of their academic activities. Academic dishonesty, which is a violation of academic integrity, will be dealt with according to the provisions of the Student Code of Academic Integrity.

#### **Academic Dishonesty**

Academic dishonesty is defined as any conduct which is intended by the student to obtain for him/herself or for others an unfair or false evaluation in connection with any examination or other work for academic credit. Cheating, fabrication, plagiarism, and complicity are examples of conduct that is academically dishonest.

Cheating is the unauthorized use of materials in connection with an examination or other work for academic credit, including, but not limited to:

- (1) the use of books, notes, outlines, etc. during
- an examination where the instructor has not authorized use of such materials or information:
- (2) seeking unauthorized materials or information from others in connection with an examination;
- (3) giving or attempting to give unauthorized assistance to a person in connection with an examination;
- (4) obtaining or attempting to obtain unauthorized copies of examinations;
- (5) bringing to an examination, or attempting to use during an examination, unauthorized answers which have been prepared before the examination period;
- (6) copying or attempting to copy from the work of another student during an examination; and (7) submitting for evaluation in a course, part or the whole of a work for which credit has been given previously.

Fabrication is the intentional invention,

counterfeiting and/or alteration of quotations, data, procedures, experiments, sources or other information for which the student claims authorship in an exercise which he or she submits with the expectation of receiving academic credit.

Plagiarism is the intentional use of the ideas, words, or work of another without attribution, when the information they provide is not common knowledge, either in content or form, and includes, but is not limited to:

- (1) quoting from the published or unpublished work of another without appropriate attribution;
- (2) paraphrasing or summarizing in one's own work any portion of the published or unpublished materials of another without attribution; and
- (3) borrowing from another's work information which is not in the domain of common knowledge.

Complicity is the intentional giving of assistance or the attempt to give assistance to another for the purpose of perpetrating academic dishonesty.

#### **Academic Performance**

Deficiencies - Below standard performance in the academic program, which leads to an academic warning, to probation or to suspension. Anytime a student's Grade Point Average (GPA) drops below a 2.0, the student is placed on academic probation. (Unsatisfactory earned grades, violation of the undergraduate class attendance policy, and withdrawal from large numbers of courses resulting in a deficiency in earned credit hours may contribute to academic performance deficiencies.)

Academic Misconduct - Any violation of the "Undergraduate Student Code of Academic Integrity" for undergraduate students or any violation of the comparable policy for the graduate or professional program in which the student is enrolled. Non-Academic Misconduct - Any misconduct which is non-academic in nature and which violates the Student Code of Conduct in force at the time of the infraction.

#### **Class Attendance**

Students are expected to be present and on

time at all regular class meetings and examinations for the classes for which they areregistered. Each instructor is required to withdraw a student from the class roll when that student has been absent from class for the number of class meetings that equals a two week period. Students representing the University on official business that will require absences beyond the two-week period must make pre-arrangements to be absent from classes at the specific request of their University sponsor. For classes that meet two times a week, this means after four absences the student is withdrawn from class with grade of "NW" or "NF". For classes that meet three times a week, this means after six absences a student is withdrawn from classes with the grade of "NW" or "NF".

The calculation of absences will begin at the date that the student officially registers for the class. Withdrawal grades for non-attendance are "NW" and "NF." A student who is withdrawn from a course after the last day to withdraw from courses will receive a grade of "NF" which is treated the same as "F" in determining hours and grade points.

The student has the right to appeal the decision of the faculty member to withdraw him/her from the class roll as well as the assignment of the "NF" or "NW" grades through the Grade Appeal Policy.

Absences will not be designated as "excused" or unexcused"; therefore, administrators from Student Health Services and the Division of Student Affairs will no longer write excuses for students' absences. Extenuating circumstances will be handled on an individual basis by the Division of Student Affairs, the Student Health Services, and academic deans.

#### Withdrawal Policy Undergraduate Student Withdrawal

North Carolina Central University recognizes that the enrollment of some students may need to be discontinued for reasons beyond the control of the student. The purpose of the policyon withdrawal is to provide guidelines for establishing the basis for such withdrawals

and for determining the course grades, eligibility for refunds, and satisfactory progress for financial aid in such discontinuations.

#### Withdrawals

Students who wish to withdraw from the University for personal, medical, or academic reasons at any time during the semester must complete the Official Withdrawal Forms which may be obtained from the office of academic deans. After the forms have been completed and approved in that office, the student must distribute them to the respective offices indicated. Students who leave the completing University without distributing the Official Withdrawal Forms will forfeit their eligibility for refunds of tuition and fees. Students who are unable to appear in person may notify the Office of Student Life by letter of their intention to withdraw. Withdrawals are effective upon receipt of the letter by the Office of Student Life. The student identification card must be submitted with the withdrawal letter before refunds are made for tuition and fees.

#### **Class Withdrawals**

Grades received as a result of officially withdrawing from classes are "WC" or "WF." Withdrawal from classes prior to the date listed in the Academic Calendar as the last day for undergraduates to withdraw from a class without penalty will result in a grade of "WC" being recorded on the student's transcript. No grade points or hours are counted for a grade of "WC." Withdrawal from classes after the last day for undergraduates to withdraw from courses without penalty will result in a grade of "WF" being recorded on the student's academic transcript. A grade of "WF" is computed in the grade point average the same as "F." Students abandoning courses without initiating withdrawal procedures shall receive failing grades if they do not officially withdraw from the courses prior to the last day for withdrawingfrom courses. Classes from which a student withdraws after the drop/add period count as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect students' ability to satisfy the hours earned standard.

Audited courses count as attempted but not earned hours. Therefore, auditing classes will negatively affect students' ability to satisfy the hours earned standard. When a student repeats a course, the total attempted hours will increase with each repeat, but the student may only earn hours for a successfully completed course once. Therefore, repeating courses may negatively affect students' ability to satisfy the hours earned standard. Accepted transfer credit will count as both attempted and earned hours.

## **Institutional or Administrative Withdrawals**

The University may approve the withdrawal of a student from a course or courses for circumstances such as health, psychological counseling, administrative requirements, or other conditions beyond the control of the student. Such action is called an Administrative Withdrawal and is nonpunitive. Official documentation is required of the student in such instances. A grade of "W" is recorded on the student's transcript if the student is granted an Administrative Withdrawal by the appropriate academic dean upon a recommendation from the Vice Chancellor for Student Affairs. The action of the dean is final and must be rendered either prior to the end of the semester or as soon as the official documentation is received. Student fees are adjusted for any withdrawal based on the University's regular policy governing refunds (see "Student Expenses" section in this Catalog). Exceptions to the refund policy will be considered only upon recommendation of the Vice Chancellor for Academic Affairs.

#### **Credit and Grades**

North Carolina Central University uses the semester hour credit and the grade point system in determining student achievement. A semester hour is the amount of credit earned for the satisfactory completion of one hour a week lecture or recitation or two hours a week laboratory practice throughout one regular semester. No student will be allowed credit for any course in which he or she was not

officially registered at the end of the official drop/add period. At the end of each semester a student is given a grade in each course in which he or she is registered. This grade represents the quality of work done by the student in the course. The grade symbols used are:

A Excellent, work of exceptionally high quality

B Good, work of above average quality

C Average quality

D Passing, but poor quality

F Failing

I Incomplete

P Passing

W Withdrawal (Administrative)

WC Withdrawal from a course(s)

WF Withdrawal, failing

NW Withdrawn for non-attendance

NF Non-attendance failing

AU Audit

NG No grade

Grades given for excessive absences from a course are "NW" if the student is dropped before the last day to drop a course without evaluation, and "NF" if the student is dropped after the last day to drop a course without evaluation. Pluses (+) and minuses (-) are given for law courses only.

## **Calculating the Grade Point Average** (GPA)

While the semester hours measure the quantity of work done, the grade point system is a measure of the quality of work a student performs. Grade points are assigned as follows: 4 for a grade of "A," 3 for a grade of "B," 2 for a grade of "C," and 1 for a grade of "D." No grade points are assigned for any other grades. The following formula is used to compute the GPA:

Total Quality Hours (QHRS) divided into Total

Quality Points (QPTS) = GPA. Thus, a student enrolled in six (6) three semester hour courses and earns "A", "B", "C", "D", "WC" and "NF", would yield the following computation: ENG 1110-101

3 sem. hrs. (QHRS) x

4 (value of "A") = 12 QPTS

ENG 1400-101 3 sem. hrs. (QHRS) x 3 (value of "B") = 9 QPTS

FREN 2100-101 3 sem. hrs. (QHRS) x 2 (value of "C") = 6 QPTS

BIOL 1130-104 3 sem. hrs. (QHRS) x 1 (value of "D") = 3 QPTS

HIST 1160-109 3 sem. hrs. (QHRS) x 0 (value of "WC") = 0 QPTS

GEOG 2100-101 3 sem. hrs. (QHRS) x 0 (value of "NF") = 0 QPTS 15 sem. hrs. 30 QPTS Thus: 15 QHRS divided into 30 QPTS = 2.00 GPA

#### **Incomplete Grade**

Students may be given a grade of "Incomplete" (I) at the discretion of the instructor when notall of the work required in the course has been completed for reasons beyond the control of the student. All "Incomplete" grades must be completed according to the agreement between the student and the instructor within the deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the student was enrolled in the course. Any "Incomplete" grade remaining on the student's record one year from the end of the relevant semester becomes a grade of "F," and the student must retake the course in order to receive a grade other than "F."

## **Undergraduate Grade Repeat Policy and Grade Point Average**

Students may, for a variety of reasons, elect to repeat a course. However, repeating courses often delay and add to the cost of students' education. Students are, therefore, urged and counseled to do well in all courses and to select them carefully so that they can graduate timely. If students elect to repeat a course, the following policies, effective Fall 1999 for new undergraduate students, will govern the

awarding of credit and the computation of their GPAs.

Credit hours earned in a particular course will not be awarded more than one time, i.e., If a course in which hours have been earned is repeated, additional hours will not be awarded. A student is allowed a maximum of five course repeats, without penalty. The lower grade in the five repeats is exempted from the GPA computation. After five course repeats, all grades will be calculated in the GPA. Undergraduate students who receive a grade of "C" or higher in a course may not repeat the course but may audit it without credit.

#### **Classification of Students**

Undergraduate students are classified as freshmen, sophomores, juniors, seniors or special undergraduates. Special undergraduates are those conditionally admitted to take courses, but not admitted to a degree program, and are not permitted to take more than 12 cumulative hours of course work. The classifications of freshman, sophomore, junior or senior are based on the number of semester hours a student has completed and earned credits.

The following credit hour classification is used:

Freshman- less than 33 hours;

Sophomore-33 hours, but less than 64 hours; Junior-64 hours, but less than 97 hours; Senior-97 hours or more.

Curricula plans require a minimum of 124 hours for graduation and a maximum of 128. Any time a students' GPA falls below a 2.0, the student is on academic probation. A student who is not successfully completing courses at the minimum levels is not making satisfactory progress. This policy has been established to enable a student to complete his/her undergraduate work within reasonable period of time. A student expecting to graduate in eight semesters (four years) must average 15 to 16 completed hours each semester. A full-time student must complete all academic work for a degree within 14 semesters (seven years).

#### Academic Warning

An early warning is issued during the fourth week of the semester for any student

performing below the grade of "C". Mid-term grades are issued for students performing below the grade of "C" during the 7<sup>th</sup> week of the semester. Any undergraduate student whose GPA falls below 2.0 for any semester will receive a letter of warning from the Dean of the College or School in which the student's academic program is housed.

#### **Academic Probation and Suspension**

To determine the probation and suspension levels compare attempted, hours to the minimum GPA as shown below. When the GPA is below the ones shown on the chart, the student is on academic probation or suspension. To earn hours at NCCU, one must receive a grade of A, B, C, or D (including "+" or "-"). All other grades, including F, I, W, WC, WF, NW, NF, AU, NU or NP or NG, do not earn hours.

Attempted Hours	Probation Cumulative < GPA	Suspension Cumulative < GPA		
0-18	1.5	No Minimum		
19-39	1.7	1.3		
40-69	1.8	1.5		
70-96	1.9	1.7		
97-123	2.0	1.9		
123-	2.0+	2.0		

#### **Probation**

Students who fail to maintain the required grade point averages for probation (Column 1) will incur the following penalties:

- 1. The first failure to meet the required GPA for the number of hours attempted will result in probation. The appropriate dean will send a letter notifying the student that he/she is on probation.
- 2. A second probation will result in suspension for one academic semester. After one semester, the student is eligible to apply for readmission under the conditions cited in the section of this policy entitled "Readmission."
- 3. The third time a student is placed on probation, he/she will be suspended for one academic year. After one year, the student is eligible to apply for readmission under the conditions cited in the section of this policy

entitled "Readmission."
In some cases a student can be suspended without having been on probation.

#### Suspension

Students whose GPAs fall below the required minimum grade point averages for suspension (Table I, Column 2) for the number of hours attempted will be suspended. The suspension status will be recorded on the student's transcript. The first time the student fails to meet the criteria, he/she will be suspended for one semester. After one semester, the student is eligible to apply for readmission under the conditions cited in the section of this policy entitled "Readmission." Students suspended for a second time will be suspended for one year.

After one year, the student may apply for readmission under the conditions cited in the section entitled "Readmission." Students may be suspended without having been on probation Students will be evaluated for probation and suspension on a semester basis. Students who fail to achieve the GPAs requiredfor the number of hours attempted will be notified of their suspensions within one week after grade reports are mailed at the end of the spring semester. A student must notify the chairperson of the University Academic Appeals Committee of her/his intent to appeal within 30 days after grades are mailed for the spring semester. A student who wishes to appeal his/her suspension must write the chairperson of the University Academic Appeals Committee, stating the basis for the appeal and including any documentation necessary to support the appeal.

#### **Tuition Surcharge**

In 1993, the North Carolina General Assembly (Senate Bill 27-Section 89b) enacted legislation directing the Board of Governors to impose a 25% tuition surcharge (currently the surcharge is 50%) on students who take more than 140 degree credit hours to complete the first undergraduate baccalaureate degree in a fouryear program or more than 110% of the credit

hours necessary to complete the degree in eight regular term semesters or the equivalent (or ten semester hours for five-year programs). All undergraduate degree-seeking students admitted to NCCU beginning Fall 1994 are affected. The surcharge applies to transfer, freshmen, and in-state and out-of-state students. Students enrolled prior to Fall 1994 are exempt.

The following are used to compute the 140 attempted hours:

- a. All regular semester degree creditable courses taken at NCCU, including repeated courses, failed courses, and those courses dropped after the last day to add a course:
- b. Transfer credit hours (up to 98 semester hours) except those taken at another UNC institution through summer school or through degree credit extension. The following are excluded from the 140 attempted hours limit:
- a. Advanced Placement (AP) and CLEP credit (e.g. math or foreign languages), institutional Advanced Placement credit, summer term credits earned at a UNC institution, and credits earned through the degree-credit extension division at a UNC institution.
- b. All transfer credits will count toward the 140 attempted hour limit except credit earned in summer school at NCCU or at another UNC school.

The 140-attempted hour limit applies only to students who take longer than eight regular term semesters to earn a 4-year baccalaureate degree. If a student has 140 attempted hours or more, the surcharge is 50% of his or her tuition (only tuition, not fees.) Students are charged the

tuition surcharge in the first semester in whichenrollment exceeds 140 attempted hours.

#### **Excessive Credit Hours**

Any student who has attempted more than 168 hours toward a single undergraduate degree will be dismissed from the University. Students who are working toward two undergraduate degrees simultaneously may

register for hours in excess of 168 only with special permission from the appropriate dean. Attempted hours also include

courses graded "WC," "NW," "NF," and "I." Deans also may make exceptions in cases where students have transferred more than 44 hours from other institutions. In these cases, only transfer hours that apply toward the NCCU major will count toward the 168 hours attempted.

#### **Requirements for Graduation**

Students may meet the requirements for the bachelor's degree by successfully completing:

- 1. The General Education Curriculum requirements,
- 2. The approved course of study in a major area,
- 3. A minimum of 124 semester hours of course credit (some programs may require up to 128 hours) and
- 4. A minimum cumulative grade point average of 2.0.
- 5. In most degree programs grades of "C" or better are required for all courses in the major.
- 6. The Community Service requirement for graduation is 120 hours. (See the Academic Community Service Learning Program on pages 34-37 of catalog)

Since requirements vary from major to major, students should consult the sections of this catalog pertaining to their specific area of interest for the precise degree requirements of that academic area. Undergraduate students seeking North Carolina licensure and majoring in Education, including

Health Education and Physical Education, and seeking licensure must also complete a second major in an approved academic program. Students should consult the "Health Education," "Physical Education," and "School of Education" sections of this catalog for listings of approved academic second majors.

The final 30 semester hours of course credit must be completed at North Carolina Central University.

#### NCCU Psychology Organizations/ Clubs

#### **Nixon-Thorpe Psychology**

Name in honor of former faculty members Dr. Barbara Nixon and Dr. Marion Thorpe, the mission of the Nixon-Thorpe Psychology Club is to promote an appreciation of and interest in the field of psychology by providing educational, social and community service opportunities for both undergraduate and graduate students. Faculty advisor: Dr. Sherry Eaton

#### Psi Chi Honor Society in psychology

Psi Chi is devoted to the purpose of advancing the science of psychology and encouraging students to maintain good scholarship. Members must be academically in the upper third of all undergraduates enrolled in psychology, and the upper half of undergraduate students in other subjects. Graduate students must have a "B" or better overall average.

Faculty advisor: Dr. Les Brinson

#### **FAOS**

Pamela P. Martin, Ph.D., Chair (919) 530-6411 or pmarti10@nccu.edu

Sherry C. Eaton, Ph.D., Coordinator Psychology Undergraduate Program (919) 530-6357 or seaton@nccu.edu

Ms. Frances Whitfield Lead Administrative Assistant (919) 530-5165 or fwhit@nccu.edu

North Caroling Central University Department of Psychology 209 Taylor Education Building Durham, NC 27707 www.nccu.edu/psychology

#### **National Organizations**

#### **American Psychological Association**

The mission of the APA is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives. APA is the largest association of psychologists in the world. www.apa.org

#### **Association for Psychological Science**

The Association for Psychological Science (previously the American Psychological Society) is a non profit organization dedicated to the advancement of scientific psychology and its representation at the national and international level. www.psychologicalscience.org

Its mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare.

### **APPENDIX**

#### Department of Psychology Student Advising Checklist

- 1. Find your catalog, the one that was in effect when you enrolled. You can access the current catalog on NCCU's homepage. Earlier ones may be obtained through the Registrar's Office. Make sure you are familiar with the following:
  - GEC Required Courses
  - Psychology Required Courses
  - Second Major/Minor Required Courses
- 2. Print a copy of your transcript and complete the Self Auditing Sheet. Be sure to include:
  - Completed courses
  - Courses currently taking
  - Number of Attempted Hours
  - Number of Earned Hours
  - Transfer course credit
- 3. Using the course schedule on Banner, complete the Course Schedule Worksheet. As you do consider the following:
  - GEC courses needed to graduate
  - Psychology courses (required and electives) needed to graduate
  - Second major/minor courses needed to graduate
  - Total number of hours needed to graduate
  - Other items to consider when completing schedule:
    - Plans for summer school
    - Expected date of graduation
    - Work schedule and other obligations
- 4. Schedule an appointment with your advisor. Make sure you bring the following documents:
  - Copy of Transcript
  - Completed Self Auditing Sheet
  - Completed Course Schedule Worksheet

# North Carolina Central University Department of Psychology Course Schedule Worksheet

Last Name		First N	First Name				
Banner ID#			Classification				
Schedu	le Term and Year						
reviewe	te the worksheet prior to d and finalized your scho visor will give you your a	edule, you w	ill both s	ign and d	ate the forn	n. Once th	nis is completed
CRN #	Subject & Course #	Section	Days	Start Time	End Time	Credit Hours	Bldg. & Room #
Alterna	te Course Selections		1				
advisor. consultinapprova	ature below as the stude I agree not to register foing with my advisor. I ack I, I may be jeopardizing of the light of the	or any other on control of the control of the contr	classes on at if I do	or change o register ating with	the agreed of for courses nin the time	upon sche without m specified	dule without first ny advisor's
Student				Adviso	r		
Date				Date _			

Department of Psychology: Students' Self Auditing Sheet 2010-11

Name

Banner #

Credit Grades
Courses Hours Earned

#### I Communications & MFL (9-15 hours)

#### ENG (6 credit hours)

Two of these courses are required

Eng 1110

Eng 1210

#### Foreign Language (3 credit hours)

One level III course is required

Fren 1142

Germ 1162

Japn 1172

Span 1152

MFL 1182

#### Il Math and Science (12 - 16 hours)

#### Math (6-8 credit hours)

Two of these courses or higher level are required

Math 1100

Math 1110

Math 1200

Math 1210

Math 1410

#### Science (6-8 credit hours)

Two of these courses or higher level are required

Biol 1000, 1100, 1300 or 2105

Chem 1000, 1200, 1500, 2105

Geog 2010, 2100, 2120, 2350

Phys 1000, 1210, 2050

Sci 1220

#### III Social Science (6 credit hours)

#### Hist 1320 is required

One of these courses in required

Econ 2200, 2300.

Geog 1000, 1100

Hist 1530, 1540

Pols 2100

Psy 2100

Soci 2000, 2100, 2300

#### IV Arts and Humanities (5-6 credit hours)

One of these courses in required

Hum 2410 or Hum 2420

One of these courses in required

Art 1000, 1200, 1500

Dram 1000, 2110, 2120

One of these courses in required

Art 1000, 1200, 1500

Dram 1000, 2110, 2120

Eng 1300, 1400, 1500, 1600, 2340

Fren 2300

Germ 2104, 2105

Hum 2410,2420

Musl 1000, 1300

Phil 1000, 2210

Span 2300, 3300

#### V Health and Wellness (4 credit hours)

**HEDU 1531 is required** 

PEDU 1541 is required

#### VI Social and Career Enhancement (2 credit hours)

**HUSC 1521 is required** 

#### VII Technology Computer Proficiency

see catalog for description of this area

#### VIII Ethics

see catalog for description of this area

#### IX Intensive Courses

ENG 1250 is required

#### Psychology Requirements (30 credit hours)

These courses are required

Psy 2120; Advance General

Psy 2400; Introduction to Statistics

Psy 3100; Abnormal Psychology

Psy 3300; Experimental Psychology

Psy 3400; Psychological Measurement

Psy 4100; Psychology of Learning

Psy 4410; Intermediate Statistics

Psy 4920; Senior Seminar

Two of these courses are required

Psy 2100; General Psychology

Psy 3200; Psychological Adjustment

Psy 3310; Human Development

Psy 3410; Health Psychology

Psy 3500; Black Psychology

Psy 3600; Social Psychology

Psy 4112; Human Motivation

Psy 4120; Personality

Psy 4121: Adolescent Psychology

Psy 4200; Cognition

Psy 4210 Undergraduate Internship

Psy 4310; Applied I/O

Psy 4500; Physiological Psychology

Psy 4900; Undergraduate Thesis

Psy 4910; Undergraduate Honors Seminar

A minimun of 124 hrs are required to graduate

this includes GEC, Major and Gen Electives)