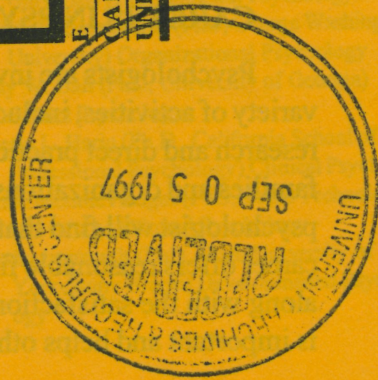




East Carolina University
Department of Psychology
Undergraduate Program



WHAT IS PSYCHOLOGY?

Psychology as a science is the study of how people perceive, think, feel and act. As a profession, psychology aims to predict how people will act, and helps individuals, organizations, and communities change. Psychologists study the entire range of human behavior, including biological bases of behavior, learning and memory, developmental processes, organizational behavior, and abnormal behavior.

WHY MAJOR IN PSYCHOLOGY?

Many students major in psychology to provide the foundation for the further graduate study necessary to become a professional psychologist. Others use the psychology major as preparation for graduate study in related areas, such as social work, child and family therapy, counseling, medicine, or law. Still others find that the study of psychology provides a liberal arts education that they might use in positions such as sales or management training.

CAREERS IN PSYCHOLOGY?

Psychologists are involved in a wide variety of activities, including teaching, research and direct practice with individuals, families and organizations. The professional psychologist will find that psychology as a career offers reasonable financial rewards along with the satisfaction of doing work that is important and helps others.

Psychology is one of the top growth fields in projected employment opportunities. There are limited employment opportunities with the B.A. degree in the human services field, and graduate study is necessary in order to become a fully qualified professional psychologist.

WHY STUDY PSYCHOLOGY AT ECU?

The Department of Psychology at East Carolina University is large enough to provide a wide range of opportunities and experiences, while being small enough to allow for personal interaction with faculty and other students. The program provides a broad base of knowledge in the core areas of psychology as preparation for future graduate study. Electives and minor areas of study provide for tailoring a program to meet your particular interests. The Department has computer labs for use with some courses, such as Statistics and Experimental Psychology. The opportunity to participate in faculty research, and to do independent study and research can add to the academic experience for the motivated student.

The Department supports an active chapter of Psi Chi, the National Psychology Honor Society.

A number of scholarships are available to undergraduates upon the recommendation of the faculty. These include the UBE Scholarship, the Moore Scholarship, and the Psi Chi Scholarship.

Psychology Bachelor of Arts Degree

126 semester hours (s.h.) total credit

1. General education requirements: 42 s.h.
2. Foreign language (through Level 1004): 12 s.h.
3. Required psychology courses: PSYC 1000 or 1060; 2101 and 2210;
One course in Learning and Cognition; PSYC 3225 or 3326;
One course in Biological Bases of Behavior: PSYC 3310 or 3311;
General Psychology (6 s.h.): PSYC 3206; 3221; 3300; 4375; 5311; or 5325;
Senior capstone course: PSYC 4000; 4100; 4280; or 4400.
Total: 35 s.h.
4. Psychology electives (including 3 s.h. above 5000): 9 s.h.
5. Minor area of concentration: 24 s.h.
6. General electives to complete graduation requirement.

Psychology Minor

Requirements for a minor (24 s.h.) in psychology:
PSYC 1000 or 1060;
One course in Learning and Cognition:
PSYC 3225 or 3226;
One course in Biological Bases of Behavior:
PSYC 3310 or 3311; or 5325;
Plus 9 s.h. of Psychology electives, including 3 s.h. above 5000.

For additional information
about the program contact:

Chair

Department of Psychology
115 Rawl Building
East Carolina University
Greenville, NC 27858-4353
(919) 328-6800
FAX (919) 328-6283

Faculty

Department of Psychology

Chair, Rand B. Evans (PhD, University of Texas, Austin) History of Psychology
Linda J. Allred (PhD, Johns Hopkins) Psychometrics/Social Psychology, Women's Studies
Larry M. Bolen (EdD, University of Georgia) School Psychology
Michael B. Brown (PhD, Virginia Polytechnic Institute and State University) School Psychology
Dennis E. Chestnut (PhD, New York University) Community Psychology
Rosina C. Chia (PhD, University of Michigan) Social Psychology
John S. Childers (EdD, North Carolina State University) Assessment/Developmental Psychology
John G. Cope (PhD, Virginia Polytechnic Institute and State University) Organizational and Applied Behavior Analysis
Thomas W. Durham (PhD, Florida State University) Clinical Psychology
Marion A. Eppler (PhD, Emory University) Developmental Psychology
Lane Geddie (PhD, University of Southern Mississippi) Child Psychology
Sheryl R. Ginn (PhD, University of South Carolina) Neuropsychology, Experimental Behavior Analysis
Robert B. Graham (PhD, Texas Technological University) Physiological Psychology
William F. Grossnickle (PhD, George Washington University) Organizational Psychology
Cathy W. Hall (PhD, University of Georgia) School Psychology
Beverly L. Harju (Ph.D. California School of Professional Psychology) Clinical Psychology
Ramon Monnie Hedges (PhD, Texas Technological University) Clinical Psychology
Marsha Ironsmith (PhD, State University of New York-Stony Brook) Developmental Psychology

Thomas E. Long (PhD, University of Tennessee) Clinical Psychology
M. John Lutz (PhD, University of Tennessee) Learning, Cognition
Charles T. Martoccia (PhD, University of Florida) General Psychology
Susan M. McCammon (PhD, University of South Carolina) Clinical Psychology, Women's Studies
Larry W. Means (PhD, Claremont Graduate School) Physiological Psychology
Margaret F. O'Neal (PhD, Virginia Commonwealth University) Experimental
G. Michael Poteat (PhD, University of Tennessee) Developmental Psychology/Statistics
Ronald L. Poulson (PhD, Northwestern University) Social Psychology
Robert S. Tacker (PhD, University of Tennessee) Learning
Ramond E. Webster (PhD, University of Connecticut) School Psychology
Tony Whetstone (PhD, Claremont Graduate School) Cognitive Neuropsychology, Experimental
Karl L. Wuensch (PhD, Miami University of Ohio) Comparative, Statistics

East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of minority students. An equal opportunity/affirmative action university.