INFORMATION FOR ADVISEES AND STUDENTS

Disclaimer: The answers, advice, views, and opinions expressed below are those of the author (Francisco Silva) and do not necessarily reflect the official policy or position of anyone else at the University of Redlands. The information is intended for the author’s advisees and students enrolled in his courses. Also, hyperlinks may not work, depending on how your browser is configured.

In what follows, students will find information about psychology courses, registration, conducting research, and doing field placements and internships. The information is organized as a set of frequently asked questions or FAQs. If you want to search for specific information, type a keyword or phrase (e.g., honors) into your PDF reader’s find function.

Keywords: Advanced Placement, AP, Introduction to Psychology, Intro Psych, PSYC 100

“I took AP Psychology in high school and scored a 4 on the AP exam. Do I need to take Introduction to Psychology (PSYC 100)?”

No. If you scored a 4 or a 5 on the AP exam, you have received credit for Introduction to Psychology (PSYC 100).

“I took AP Psychology in high school and scored a 3 on the AP exam. Do I need to take Introduction to Psychology (PSYC 100)?”

If you scored a 3 or less on the AP exam, then you need to take PSYC 100 if you plan to take any other psychology courses at Redlands.

Keywords: Waiting List, Closed Course, Department Coordinator, Dropping a Course, Adding a Course

What should a student do if a course s/he wants is closed?

Use the University’s electronic waiting list system. The Psychology Department Coordinator, Wendy Everhart (wendy-everhart@redlands.edu) monitors these lists. If you can be added to a class, you will be contacted by email with further instructions. If there are some special circumstances that you want a course instructor to know about, email him or her.

How do students get on waiting lists for courses that are closed?

Use the University’s electronic waiting list system. If you don’t know how to use, contact the Registrar’s Office.
Can students be added to a waiting list before a course closes?

No, because a waiting list is created only after a course closes. (When you think about it, why would there be a waiting list for a course that is not closed?)

“I’m expecting that a course will be closed before I can register for it. Can I be added to the waiting list?”

No, because a waiting list is created only after a course closes.

Does a student’s position on a waiting list affect his or her chances of being added to a course?

It depends on the instructor, but the general answer is “no.” Yes, of the automated system maintained by the Registrar’s office is used.

“How do I drop a PSYC course? Do I need to see the instructor?”

Go to the Student Planning system. You do not need to see the instructor to drop a course before the University’s drop/add deadline.

Can the Department Coordinator add students to a psychology course?

No.

Keywords: Statistical Methods, PSYC 250, Research Methods, PSYC 300, Prerequisites, Intermediate Courses

Can students take Statistical Methods (PSYC 250) and Research Methods (PSYC 300) concurrently?

No. PSYC 250 is a prerequisite, not a co-requisite, for PSYC 300.

Is it best that students take Statistical Methods (PSYC 250) and Research Methods (PSYC 300) in the same academic year?

Ideally, students should take PSYC 250 in the fall semester and PSYC 300 in the spring semester. However, for a variety of reasons, this isn’t always possible. The next best thing is to take PSYC 250 in the spring semester and PSYC 300 in the fall semester. The overarching suggestion is that these two courses, which are really two halves of a single subject, are best taken consecutively.
Do Statistical Methods (PSYC 250) and Research Methods (PSYC 300) count toward the “intermediate courses” requirement of the psychology major?

No. Students are required to complete at least three, 200- or 300-level PSYC courses in addition to Introduction to Psychology (PSYC 100), PSYC 250, and PSYC 300.

Do students need to complete Statistical Methods (PSYC 250) to take upper division PSYC courses?

Yes. In fact, students must earn a grade of 2.0 or better in both PSYC 250 and PSYC 300 (Research Methods) to take upper division (i.e., 400-level) PSYC courses.

Keywords: Grade, Credit, 2.7, 2.0, Passing, Prerequisites, Retaking, Failing, Introduction to Psychology, PSYC 100, Statistical Methods, PSYC 250, Research Methods, PSYC 300

Can a student take a course that s/he does not have the prerequisite for?

Individual instructors can waive prerequisites for their courses. Speak with the instructor if you do not have the prerequisites for a course – and do so before you attempt to register for the course or before you try to put yourself on the waiting list.

What is the minimum grade for earning course credits?

0.7. This grade applies to all PSYC courses, even Statistical Methods (PSYC 250) and Research Methods (PSYC 300).

“I thought that a grade of at least 2.0 was required to pass a PSYC course. Is this correct?”

No. “Passing” a course means earning course credit; 0.7 is the minimum grade needed to pass a course. However, a grade of at least 2.7 in Introduction to Psychology (PSYC 100) and 2.0 in Statistical Methods (PSYC 250) and Research Methods (PSYC 300) are required before any of these courses can be used as a prerequisite for another course.

What should a student do if s/he doesn’t get a grade of at least 2.7 in Introduction to Psychology (PSYC 100) or 2.0 in Statistical Methods (PSYC 250) and Research Methods (PSYC 300)?
If a student doesn’t get at least a 2.7 in *Introduction to Psychology* (PSYC 100), s/he must retake PSYC 100 before taking another PSYC course. If a student doesn’t get at least a 2.0 in *Statistical Methods* (PSYC 250) and *Research Methods* (PSYC 300), s/he should reevaluate whether they want to major or minor in psychology.

*What should a student do if s/he is unsatisfied with a course grade? Should the student retake the course?*

There is no simple answer to this question. It depends on whether the student is dissatisfied with a passing grade (i.e., a grade of 0.7 or better) or a failing grade (i.e., a grade of 0.0). It also depends on whether the source of the student’s dissatisfaction is a required course (e.g., PSYC 100, 250, 300) or an elective course. What is important to keep in mind is that a course contributes approximately 3% toward a student’s cumulative GPA (assuming the student graduates with 128 credits). Even if a student’s grade increases from 0.7 to 4.0, the effect on the student’s final, cumulative GPA will be minimal.

**Keywords:** Retaking, Failing, Statistical Methods, PSYC 250, Math, Economics, ECON, Communicative Disorders, CDIS, Political Science, POLI, Biology, BIOL, Statistics, Statistics Requirement

*Should students who do not get a minimum grade of 2.7 in Introduction to Psychology (PSYC 100) or 2.0 in Statistical Methods (PSYC 250) or Research Methods (PSYC 300) retake these courses?*

In general, no – but there are exceptions. In the past, students who retake these courses do not usually improve their grades. Why? Because whatever contributed to the student’s initial unsatisfactory performance is likely to still be a factor when the student retakes the course. Also, regardless of how many times a student takes a course, s/he can only earn 4 credits for successfully completing the course.

*Does completing MATH, CDIS, ECON, POLI, BIOL or any other department’s statistics course fulfill the PSYC statistics requirement?*

No.

**Keywords:** Biology, Neuroscience

*Are there courses offered in departments or programs outside of psychology that count as PSYC courses?*

Yes. *Introduction to Neuroscience* (BIOL 104) counts as an elective PSYC course. *Neuroscience* (BIOL 326) and *Human Resource Management* (BUS 430) count as
intermediate-level PSYC course. *Interpersonal Relations* (a JNST course) counts as an elective PSYC course.

**Keywords:** Senior, Capstone, Field Placement, PSYC 487, Seminar, PSYC 473, Independent Study, Directed Study, Honors, PSYC 499, Thesis, Research, Advisor, Graduate School, Letter of Reference

**What options are available for completing the Senior Capstone requirement?**

[1] Complete one semester of Senior Field Placement (PSYC 487)
[2] Compete one semester of Senior Seminar (PSYC 473)
[3] Complete one-semester of Research Capstone (PSYC 475)

**What does each of the Senior Capstone options consist of?**

Summary descriptions of the Senior Field Placement (PSYC 487), Senior Seminar (PSYC 474), and Research Capstone (PSYC 475) are available in University of Redlands Catalog:

https://www.redlands.edu/study/registrars-office/university-catalogs/

The Senior Field Placement requires doing community service of a psychological nature. Students need to spend about 70 hours on-site (i.e., performing the service), keep a journal of their fieldwork that is informed by his or her knowledge of psychology, and present a poster that summarizes his or her fieldwork at the end of the semester. The Field Placement is a good alternative for students who seek practical experience to go along with what they learned in their psychology courses. Outstanding performance in a field placement can sometimes lead to job opportunities. Although the Senior Field Placement does not meet weekly, there are occasional organizational meetings and check-in classes. Students should not take another course at the time when the Field Placement class is scheduled. Check Student Planning to see when the Field Placement is scheduled.

The Research Capstone requires students to complete a research project.

The Senior Seminar requires students to meet weekly to discuss a range of issues that cut across all areas of psychology. Classes normally meet for 2 hours, once a week. In all other ways, this is a standard psychology course with assigned readings, writing assignments, presentations, and exams. Students who cannot complete one of the other Senior Capstone options – for whatever reason – are encouraged to take the Senior Seminar.

The honors thesis option requires that students eventually enroll in Honors Research (PSYC 499). The paperwork for enrolling in this course is available from
the Registrar’s Office. Students complete the paperwork in consultation with the psychology professor who will serve as the primary sponsor of the student’s thesis. Comprehensive information about completing an honors thesis is available from the Psychology Department Coordinator, Wendy Everhart (wendy_everhart@redlands.edu). Her office is located in Larsen Hall, room 135. Her telephone number is (909) 748-8860.

**Who should consider doing the Research Capstone?**

Majors in psychology who are interested in a specific topic in psychology, who want to gain research experience for future employment or graduate school.

Doing a research project may involve daily commitments to the project. Students who choose this option should have sufficient time in their daily schedule (e.g., 2 hours every day) to conduct the research.

**What is the honors thesis option for fulfilling the Senior Capstone requirement?**

A two-semester research project – usually an empirical research project – conducted under the supervision of a psychology professor. Students interested in conducting an honors thesis usually begin formulating their project during the spring semester of their junior year. The thesis proposal is normally due early in the first semester of a student’s senior year. Proposals are about 10 double-spaced pages in length and focus on the background, rationale, and methods of the study. The project culminates with the student writing an APA-style thesis and defending this thesis in front of a committee of faculty during the second semester of a student’s senior year. Additional information is available in a handout that students can obtain from the Psychology Department's Department Coordinator, Wendy Everhart (wendy_everhart@redlands.edu). Her office is located in Larsen Hall, room 135.

“I’m interested in doing an honors thesis for my Senior Capstone, where do I begin?”

Most students who write an honors thesis do so while attempting to earn departmental honors. Thus, the first thing any student must do is to evaluate whether attempting to earn departmental honors is something they really want to pursue. Only a few students (if any) in a given academic year attempt to earn departmental honors. Completing an honors thesis is a major project that requires impeccable organizational skills, a significant time commitment, an ability to handle adversity, and a genuine interest in research. If this is something that interests you, speak with your academic advisor. However, before you do, be prepared to answer the following questions:
[1] Do you have the minimum requirements for earning departmental honors? These requirements are explained in the University catalog and the Psychology Department’s handout for students interested in pursuing departmental honors.

[2] What topics in psychology interest you? Specific topics (e.g., competing response training for unwanted behavior) are better than general topics (e.g., counseling psychology or marriage and family therapy).

[3] Which professors have research interests that relate to the topic you are interested in? Some of these professors may become members of the thesis committee, and the professor whose research interests overlaps most with yours may be ideally suited to be the primary sponsor or supervisor (sometimes also known as the chair of the thesis committee or the primary advisor).

Is a student’s academic advisor the same person as the student’s primary (honors thesis) advisor?

Not necessarily. It depends on the student’s and the academic advisor’s interests, and whether the academic advisor has time to supervise the student’s research and oversee the writing of the thesis.

“After I speak with my academic advisor, whom do I speak to about doing an honors thesis?”

The professor(s) who have research interests that relate to the topic you are interested in. Talk with these people about what research they are doing and whether they have opportunities for students interested in learning more about conducting research. A professor will consider the number of students s/he can supervise and in what capacity (e.g., informal advisor vs. committee member vs. primary advisor), and whether your interests and his/hers are compatible.

How do students learn about psychology professors’ research interests? In other words, how do students find out about what psychology professors are doing?

Visit the Psychology Department’s website:

http://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/psychology/

Click the “Meet Our Faculty” link to learn more about psychology professors.
“There aren’t any psychology professors who are interested in the same topics as me. Nobody wants to be on my committee or supervise my project. What can I do?”

Students have to adapt their interests to psychology professors’ expertise. Professors can only supervise research that they know something about. Indeed, it could be unethical for them to do otherwise.

The good news is that high-quality research, on many topics, is valued by many graduate schools. Although it is unlikely, there is always a chance that a student cannot find support from enough psychology professors to assemble an honors thesis committee. If this happens, you should speak with your academic advisor and/or the Psychology Department chair.

**What is the timetable for completing an honors thesis?**

The exact timetable depends on the specific project. Deadlines and other important dates are outlined in the Psychology Department's handout about honors theses. In general, the thesis proposal is due during the fall semester of a student’s senior year, data collection is completed by the end of the fall semester or early in the spring semester, data analyses and thesis writing and rewriting occur during most of the spring semester, and the completed thesis is defended late in the spring semester.

**Who reads a student’s honors thesis?**

The primary advisor and all members of the committee. Students must evaluate and respond to all members’ comments, concerns, questions, and suggestions. The primary advisor, sometimes in consultation with other members of the student’s thesis committee, will determine at the end of the fall semester of a student’s senior year whether the student has made sufficient progress toward a thesis of honors quality. If the primary advisor concludes that the student has not made sufficient progress, the student will be advised to convert their honors thesis into an independent/directed study (i.e., the “research option” above).

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**Keywords:** Research, Independent Study, Directed Study, Research Assistant

**What are other ways for students to get involved in research other than doing a thesis?**

[1] Independent/Directed Study. Join a professor’s lab and earn credits toward graduation by completing an independent/directed study. This requires completing an independent/directed study contract available from the Registrar’s Office. You begin by speaking with professors whose research interests you and expressing your wish to conduct an independent/directed study with him or her.
[2] Research Courses. Enroll in a research course such as *Evolutionary Psychology Research* (PSYC 452) or *Research Capstone* (PSYC 475).

[3] Extracurricular/Volunteer Work. Volunteer to help with a professor's ongoing research, perhaps by collecting or analyzing data, preparing materials, conducting library research, or assisting other students who are also conducting research.

[4] Research Assistant. Professors sometimes have funding to support research assistants. These are paid positions where the student is a part-time employee.

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**Keywords:** Teaching Assistant, TA, tutor

**How does a student go about becoming the Psychology Department’s teaching assistant (TA)?**

The Psychology Department employs a paid teaching assistant (TA) to help the Department Coordinator and professors with various tasks related to office management, teaching, and research. The departmental TA may also tutor students, particularly in courses such as *Introduction to Psychology* (PSYC 100), *Statistical Methods* (PSYC 250), and *Research Methods* (PSYC 300). Students who meet the requirements to be the departmental TA (e.g., being of senior standing, having the required GPA) are invited by the Psychology Department chair to apply for the position.

**Are there other teaching assistantships other than the departmental teaching assistantship?**

Yes. Individual professors may recruit students to help with specific courses or scholarly activities. Students interested in working as a teaching assistant (TA) for a particular course should contact the instructor and let him or her know that they are interested in being a TA. Students who become a TA for a course usually do so in the context of an independent/directed study. This requires completing an independent/directed study contract available from the Registrar’s Office in consultation with the professor whom you will be assisting. Thus, although these teaching assistantships are not paid, students can earn credits toward graduation and valuable experience as a TA for a specific professor.
“What courses should I take if I am interested in going to graduate school?”

It depends on what sort of graduate school you are interested in. Are you interested in getting a Master’s degree? A PhD? A PsyD? Are you interested in a graduate degree in psychology? Social work? Public health? Are you interested in a graduate school that waives your tuition and provides students with a stipend? Are you willing to pay the tuition yourself? Are you interested only in programs accredited by the American Psychological Association (APA)? Are you willing to attend for-profit programs such as those offered by the University of Phoenix and Alliant University?

Because there are many possibilities, the best thing to do is to speak with your academic advisor about which courses you should take if you are interested in going to graduate school. Also, you might visit the following website:

http://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/psychology/graduate-school/

Besides choosing the right courses, what else should students be doing to prepare for graduate school?

It depends on what sort of graduate school you are interested in. Are you interested in getting a Master’s degree? A PhD? A PsyD? Are you interested in a graduate degree in psychology? Social work? Public health? Are you interested in a graduate school that waives your tuition and provides students with a stipend? Are you willing to pay the tuition yourself? Are you interested only in programs accredited by the American Psychological Association (APA)? Are you willing to attend for-profit programs such as those offered by the University of Phoenix and Alliant University?

Because there are many possibilities, the best thing to do is to speak with your academic advisor. But here’s the most important thing: Do research or fieldwork so that you can get detailed, meaningful letters of reference from faculty. In general, students without strong letters of reference will not get into top-tier graduate schools of any kind regardless of their GPA.

What are some of the best graduate schools for psychology?

See: http://www.socialpsychology.org/ranking.htm

Use the “For additional program rankings, please see:” menu to see additional information about various psychology graduate programs in the USA, UK, and Canada.
Keywords: Letters of Reference

How do students go about getting letters of reference?

People who read letters of reference, such as potential employers and graduate schools, are not interested in reading a letter that restates what could be gleaned from a student’s transcript or a syllabus. Potential employers and graduate schools are interested in learning what skills students have, how responsible and attentive students are, how a student is a good fit for a particular position or program, and the like. Moreover, because most letters of reference are laudatory, potential employers and graduate school admissions committees are looking for letters that are personal, extremely flattering, and behaviorally specific – not a lukewarm endorsement from an academic advisor or an instructor whose class you got a good grade in. Students should ask for letters of reference from professors who they have collaborated with on research, fieldwork, or as a teaching assistant. Students who know such professors should email or stop by their office and ask for a letter of reference. Be sure to state what the letter is for and the deadline by which it needs to be sent.

If a student has not collaborated with a professor on research, fieldwork, or served as his or her teaching assistant, should the student ask for a letter of reference?

There isn’t a simple answer to this question. Some professors will only write letters for students they know well outside of class (i.e., students who they have worked with or supervised).

“I asked a professor for a letter of reference and s/he said ‘no’ or that s/he could not give me a strong letter of reference. What should I do? I have no one else from whom to get a letter.”

If a professor says s/he will not or cannot give you a strong letter of reference, move on. Do not plead for a letter. A professor who says “no” is doing you a favor. It means the professor does not have enough specific, positive things to say about you or s/he does not know you sufficiently well to write a strong letter. The alternative is that s/he could have written a weak letter or a negative letter, neither of which would have helped you to get a job or get into graduate school.
What are the Psychology Department’s business hours?

In general, the Psychology General Office is open from 8:00 AM until 5:00 PM, Monday through Friday. The office is closed weekends, even during final exams. The office is located in Larsen Hall, room 135. Students can always call ahead to see if the office is open. The telephone number is (909) 748-8860. The office is closed during the summer months, approximately mid-June until mid-August.

When are Psychology professors’ office hours?

These vary by professor and time of year. If you email or call the Psychology Department Coordinator, Wendy Everhart, she can assist you. She can be reached at wendy-everhart@redlands.edu or by calling (909) 748-8860.

“Where can I learn more about the Psychology Department at Redlands?”

Visit the Department’s website:

http://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/psychology/

“How do I declare a psychology major or minor?”

Drop by the Psychology General Office located in Larsen Hall room 135. Let the Department Coordinator, Wendy Everhart, know that you would like to declare psychology as your major or minor. She will guide you through the paperwork. You cannot declare a major or minor by email or telephone. Also, there are minimum requirements before students can declare psychology as their major. Students can declare the major after completion of PSYC 100 (with a minimum grade of 2.7), PSYC 250 (with a minimum grade of 2.0), and one additional psychology course with a combined 2.3 GPA across their Psychology courses.

“How do I declare a double major in psychology and in another subject?”

Drop by the Psychology General Office located in Larsen Hall room 135. Let the Department Coordinator, Wendy Everhart, know that you would like to declare psychology as one of your majors. She will guide you through the paperwork. You cannot declare a major or minor by email or telephone.
“I am a PSYC minor. Can I take upper division (400-level) PSYC courses without taking Statistical Methods (PSYC 250)?”

No. The prerequisite for all 400-level PSYC courses is a grade of 2.0 or better in both PSYC 250 and PSYC 300 (Research Methods).

“I am not interested in being a psychology major or minor, but I would like to take some psychology courses. How should I proceed?”

Take *Introduction to Psychology* (PSYC 100). This course is a prerequisite for all other PSYC courses. After you earn a grade of 2.7 or better in PSYC 100, you can take any other 200-level PSYC courses and most 300-level PSYC courses. Non-psychology majors do not normally take 400-level PSYC courses because these have prerequisites that most non-majors have not completed.

*Are psychology minors assigned an advisor?*

No. The requirements for the psychology minor are straightforward: Complete any 6 PSYC courses. If students have questions about the psychology minor, they should contact the Psychology Department Coordinator, Wendy Everhart. Her email address is wendy-everhart@redlands.edu. Her telephone number is (909) 748-8860. If you want to speak with her in-person, Wendy is in Larsen Hall, room 135. If you want to speak to a psychology professor, she can direct you to a professor.

*How are psychology advisors assigned to students?*

The Psychology Department chair assigns an academic advisor to all new majors. When possible, the chair tries to accommodate a student’s wishes for a particular advisor. However, due to the advising loads of faculty, students’ preferences cannot always be accommodated.

*How do students go about changing psychology advisors?*

Drop by the Psychology General Office located in Larsen Hall room 135. Let the Department Coordinator, Wendy Everhart, know that you would like a new psychology advisor. She will guide you through the paperwork. You cannot change advisors by email or telephone.
Do psychology majors and minors have to complete an “exit exam?”

Yes. To take the exam, students must be registered in PSYC 490 (*Exit Exam*). A student’s performance on this exam does not affect his or her eligibility for graduation. The results are used by the Department and the University for assessment purposes and curriculum planning.

When do students complete the exit exam?

Senior psychology majors complete the exam during the last few weeks of the semester in which they will graduate. Information about the date, time, and place is provided to students registered in PSYC 490 (*Exit Exam*).

Statistical Methods (PSYC 250) and Research Methods (PSYC 300) are “gatekeeper” courses. What does this mean?

A gatekeeper course is one that requires students to learn content, acquire skills, and confront challenges that are necessary to succeed in more advanced courses. Gatekeeper courses are not “cutting courses” designed to remove students from the major. But gatekeeper courses are meant to provide students with a realistic portrait of the challenges of more advanced courses. In that regard, students who do not do well in these courses should reevaluate whether they should major in psychology. The courses that require PSYC 250 and 300 as prerequisites will not be easier than these two courses.

“I have no idea what courses to register for. What should I do?”

The general idea is to (1) make progress toward graduation by registering for at least 16 credits during each of the fall and spring semesters and, perhaps, 3 credits during May Term, (2) make progress toward completing the LAF/LAI requirements, (3) make progress toward completing the requirements of the psychology major, and (4) to enjoy oneself by taking a course that simply seems like it would be fun or interesting.
“I am interested in a course that is described in the University’s Catalog, but I don’t see it in the Schedule of Classes on Student Planning. What’s going on?”

Not all courses described in the University’s Catalog are offered every semester (or even every year). Conversely, new courses – especially special topics courses – are sometimes in the Schedule of Classes but are not described in the Catalog. This is because the Catalog is revised every three years; new courses that become available before a new Catalog is available are not described in the Catalog (but are likely to be described in the new Catalog). If you want to know more about a course that is in Student Planning but which is not described in the Catalog, contact the course instructor for additional information.

**What psychology courses should students take if they are interested in developmental psychology or working with children?**

- Abnormal Child Psychology (PSYC 220)
- Developmental Psychology (PSYC 335)
- Educational Psychology (PSYC 343)
- Cognitive Development (PSYC 445)
- Psychological Testing (PSYC 448)
- Child Psychopathology (PSYC 460)

**What psychology courses should students take if they are interested in counseling or clinical psychology?**

- Abnormal Psychology (PSYC 344)
- Counseling (PSYC 440)
- Psychological Testing (PSYC 448)
- Health Psychology (PSYC 450)
- Child Psychopathology (PSYC 460)

**What courses should students take if they are interested in basic processes and theories of behavior?**

- Introduction to Neuroscience (BIOL 104)
- Neuroscience (BIOL 326)
- Evolutionary Psychology (PSYC 350)
- Human Sexuality (PSYC 352)
- Learning (PSYC 441)
- Cognitive Psychology (PSYC 447)
What psychology courses should students take if they are interested in cognitive psychology?

Cognitive Development (PSYC 445)
Cognitive Psychology (PSYC 447)
Psychological Testing (PSYC 448)

What courses should students take if they are interested in the philosophy of science?

Reasoning and Logic (PHIL 130)
Epistemology (PHIL 300)
Philosophy of Science (PHIL 332)
Philosophy of Mind (PHIL 340)
History and Systems of Psychology (PSYC 439)
Senior Seminar (PSYC 473)

What courses should students take if they are interested in animal behavior?

Neuroscience (PSYC 326)
Animal Behavior (BIOL 352)
Biological Evolution (BIOL 353)
Zoology (BIOL 339)
Ornithology (EVST 255)
Evolutionary Psychology (PSYC 350)
Learning (PSYC 441)

What psychology courses should students take if they are interested in personality and social psychology?

Personality Theories (PSYC 210)
Culture and Human Behavior (PSYC 252)
Psychology of Gender (PSYC 320)
Social Psychology (PSYC 349)
Psychology of Prejudice and Discrimination (PSYC 355)
Cross-Cultural Psychology (PSYC 435)
Health Psychology (PSYC 450)
Psychology of the Sex Industry (PSYC 460)

What psychology courses should students take if they are interested in doing research?

Evolutionary Psychology Research (PSYC 452)
Special Topics Courses (PSYC 260 or 460) entitled “_______ Research”
**Keywords: Introduction to Psychology, Subject Pool, Participant, PSYC 100**

*Do students in Introduction to Psychology (PSYC 100) have to participate in research?*

Yes, but students participate as subjects not researchers. Serving as a subject in research is an excellent way to meet other psychology professors and to learn something about their research. However, for students who object to participating in research, there are alternatives such as writing a series of short papers. Information about participating in research and alternatives to this participation should be described in students’ PSYC 100 syllabus or a supplemental handout.

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**Keywords: Studying Abroad**

*Will going abroad interfere with completing the requirements for the psychology major?*

Maybe. It depends where a student goes. For example, few (if any) psychology courses are offered in the University’s Salzburg program. However, students in various Study Abroad programs routinely apply psychology courses taken abroad to their University of Redlands requirements. The most important thing is to get these courses preapproved by the Psychology Department chair – i.e., approved before going abroad.

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**Keywords: Transferring Courses, Summer Classes**

*Can Redlands students take psychology courses offered at other universities/colleges and have these courses count toward their psychology major or minor?*

Generally, yes, but all transfers must be preapproved (i.e., approved before students take the course) by the Psychology Department chair.

*How do students go about getting psychology courses preapproved for transfer to Redlands?*

Go to the Registrar’s Office. Tell them what you want to do. They will give you a form to complete. Bring that form to the Psychology Department’s Department Coordinator, Wendy Everhart. Her office is located in room 135, Larsen Hall. She will assist you with the paperwork and coordinate with the Psychology Department chair.
Keywords: Careers, Jobs, Internship, Graduate Program, Master’s

What can students do with a major in psychology?

Graduates of the University of Redlands who majored in psychology work in a wide range of fields and undertake graduate work at colleges and universities across the USA. Information about some of these graduates is available at:

http://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/psychology/careers-in-psychology/

Students interested in learning more about what jobs and graduate opportunities are available should speak with their academic advisor. These professors are an excellent resource for guidance and advice related to career counseling.

Are there internships for psychology students?

Yes, but these aren’t advertised or listed in the Catalog as internships. Nevertheless, there are several ways to set up internships of a psychological nature. Students who would like to complete an internship in some area of psychology should enroll in an independent/directed study. The forms necessary for enrolling in an independent/directed study are available from the Registrar’s Office. Alternatively, doing community service of a psychological nature (CSAC 380) is another way to complete an internship in psychology. Finally, students can complete an internship by taking the Senior Field Placement (PSYC 487) to fulfill their Capstone requirement. Students interested in an internship related to psychology should discuss this interest with their academic advisor. In addition, the Psychology Department’s Department Coordinator, Wendy Everhart, has information about agencies within San Bernardino County that use volunteers.

Does the University of Redlands Psychology Department offer a Master’s or other graduate degree?

No. However, graduate programs that may be of interest to Redlands psychology majors are offered through the School of Education.

Keywords: Psi Chi, Psychology Club

What are Psi Chi and the Psychology Club?

Psi Chi is a national psychology honor society. The criteria for joining Psi Chi can be found by visiting:

http://www.redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/undergraduate-studies/psychology/psi-chi/
Students interested in joining Psi Chi should drop by the Psychology General Office located in Larsen Hall room 135. Let the Department Coordinator, Wendy Everhart, know that you would like to join Psi Chi, and she will guide you through the process.

The Psychology Club is for students who cannot or do not want to join Psi Chi. Students in the Psychology Club can participate in most of the activities that Psi Chi members participate in. Students interested in joining the Psychology Club should drop by the Psychology General Office and speak with Wendy Everhart.

**Keywords:** General Education Requirements, LAFs, LAIs, Student Planning, Evaluate Program, Requirements

*How can students see which general education requirements (LAF/LAI) they have fulfilled and which remain to be fulfilled?*

Login to Student Planning. If you do not know how to use this system, contact the Registrar’s Office for additional information and training.

**Keywords:** Student Services, Tutoring

*What resources are available for students who are struggling with a psychology course?*

Tutors are available through Academic Success Services for some psychology courses. For more information, visit:


Also, the Psychology Department’s teaching assistant (TA) can sometimes tutor students. But the most important resource is the course instructor. Students who are having difficulties with a course should speak to the course instructor as soon as possible. The longer a struggling student waits to speak with the instructor, the less likely that anything can be done to help the student. Few things are more unpleasant for a student and an instructor than when a student asks his or her instructor during the last week of classes, “What can I do to improve my grade?” and the instructor answers, “Nothing at this point.”

**Keywords:** Writing-Across-The-Curriculum, WB, 400-level

*Why are most of 400-level PSYC courses writing-intensive courses?*
Whether or not a 400-level PSYC course fulfills an LAF/LAI writing requirement, students should expect to do a considerable amount of writing in all 400-level PSYC courses. In fact, some 400-level PSYC courses that fulfill a writing requirement may actually require less writing than PSYC courses that do not. Having a wide selection of PSYC courses that fulfill a writing requirement simply gives students more choices when it comes to completing this requirement.

**Do students have to take a PSYC course to satisfy an LAF or LAI writing requirement?**

No. However, it is customary for students to fulfill this requirement by taking a course within their major.

**Keywords:** Grade, Final Grades, Registration Complaint, Dispute, Student, Parent, Customer Service

“**When will my final grade be available? Can you send me my final grade in your course?**”

The Registrar’s Office releases students' final grades; thus, students will not be able to see their final grades until the Registrar’s Office releases them. To see your final grade, login to Student Planning and check your course grades.

**How do students get their final grades?**

Students access their final grades online by logging into Student Planning through [https://my.redlands.edu](https://my.redlands.edu). The Registrar’s Office releases students’ grades. Students who do not know how to use Student Planning should contact the Registrar’s Office for assistance.

**A student or a parent has a complaint about classes being closed or some other aspect of registration. Who should the student or his/her parent contact?**

It is usually best for adult students to resolve their own problems. However, whether a student or his/her parent wants to discuss a problem related to classes being closed or registration, the person to contact is the Psychology Department chair. For information about contacting the chair, email or telephone the Psychology Department Coordinator, Wendy Everhart (Email: wendy_everhart@redlands.edu; Tel: 909-748-8860).

**A student has a complaint about an instructor, academic advisor, or another member of the Psychology Department. Who should the student contact?**
It is best to resolve problems at their source. For example, students with a complaint or grievance related to an instructor or a course should speak with the course instructor to discuss the complaint. If a student prefers to discuss the complaint with a “higher up,” then s/he should contact the Psychology Department chair. For information about contacting the chair, email or telephone the Psychology Department Coordinator, Wendy Everhart (Email: wendy_everhart@redlands.edu; Tel: 909-748-8860).

If the source of a student’s complaint is the Psychology Department chair, then the student may want to contact the Dean of the College of Arts and Sciences. If further action is required, the Dean will refer the student to the appropriate person (e.g., Provost, Registrar) or committee (e.g., Academic Review Board). Information about contacting the Dean can be found on the Dean’s Office website:

http://redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/office-of-the-dean/

A student’s parent/guardian has a complaint about an instructor, academic advisor, or another member of the Psychology Department. Who should the parent contact?

It is best to resolve problems at their source, and it is usually best for adult students to resolve their own problems. However, parents with a complaint or grievance related to an instructor or a course should speak with the course instructor to discuss the complaint. If a parent prefers to discuss the complaint with a “higher up,” then s/he should contact the Psychology Department chair. For information about contacting the chair, email or telephone the Psychology Department Coordinator, Wendy Everhart (Email: wendy_everhart@redlands.edu; Tel: 909-748-8860).

If the source of a parent’s complaint is the Psychology Department chair, then the parent may want to contact the Dean of the College of Arts and Sciences. If further action is required, the Dean will refer the parent to the appropriate person (e.g., Provost, Registrar). Information about contacting the Dean can be found on the Dean’s Office website:

http://redlands.edu/study/schools-and-centers/college-of-arts-and-sciences/office-of-the-dean/

**Keywords:** Can’t Find Answer, Don’t Like Answer

“I read this whole document but didn’t find an answer to my question or I don’t like the answer I read. What should I do?”

Improvise. Although the answers above may be imperfect, they should provide students with a place to start. A little generalization and creativity go a long way.