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Welcome to Psychology! Your decision to major or minor in psychology at Bowling Green State University (BGSU) is an important one. We hope you will find that the study of psychology is interesting and rewarding. The discipline is currently so broad, and covers such a wide spectrum of activities, that you will have many opportunities to find a "niche" that will be especially suited to your own interests and educational needs. This handbook is designed to provide you with some information about the facilities and faculty of the department, the psychology major at BGSU, the discipline of psychology and about options that are open to you.

**Physical facilities and faculty**

*The building:* The Psychology Department is housed in the five story Psychology Building, which was designed especially for psychology instruction and research. The building is located on the far north end of the BGSU campus just across a parking lot from the Offenhauer Towers.

The first floor of the building contains classrooms, office space for faculty and graduate students, a computer lab for instruction (Room 103), an open computer lab (Room 120), the Undergraduate Advising Office (Room 138), and the undergraduate student lounge (Room 131). Feel free to use the lounge to study or hang out.

The second floor contains faculty and graduate student offices and the department’s Main Office (Room 206). Vending machines and several bulletin boards of general interest are also located on the second floor.

The third floor also contains faculty and graduate student offices, as well as the Psychological Services Center, the Institute for Psychological Research and Application (IPRA), and the J. P. Scott Center for Neuroscience conference room.

The fourth floor houses laboratories for conducting research in a variety of areas of psychology, including addiction, behavioral medicine, cognitive science, developmental psychology, and family interaction.

The fifth floor is dedicated to research in behavioral neuroscience, which involves studying animals. Access to the fifth floor and its histological, radiological, biochemical, electrophysiological, and surgical suites is restricted.

*The faculty:* Twenty-three full-time faculty, representing seven major specialties in psychology (clinical, cognitive, developmental, industrial-organizational, neuroscience, quantitative and social) maintain diverse ongoing research programs leading to publication in scholarly journals. Many faculty are (or have been) recipients of extramural research grants, journal editors or members of editorial boards, elected or appointed to officer positions in national scholarly organizations, and expert reviewers to granting agencies.

The scholarly achievements of many of the psychology faculty were instrumental in the founding of a Sigma Xi chapter at
BGSU. All full-time faculty possess the Ph.D. degree and are involved in the undergraduate program as course instructors, career advisors, and research sponsors. Most of our lower-division courses are regularly taught by senior level faculty, and several departmental faculty have authored text books appropriate for undergraduate instruction. A listing of the current faculty, their contact information, research interests and the undergraduate courses typically taught may be found on pages 31-36 in this handbook.

**Some additional data:** The Department of Psychology currently enrolls 121 graduate students, 518 undergraduate majors and 151 undergraduate minors. As such we are one of the largest departments on campus. Further, the department has been recognized for its excellence in education several times, having received two Academic Challenge awards, a Program Excellence award, and an Eminent Scholar award. The competition for these awards was across all disciplines and all state supported institutions in Ohio.

Additionally, faculty in the department have been recognized by national organizations for their accomplishments as well as those who have attained international prominence in their respective specialty areas within psychology.

**Degrees Offered at Bowling Green State University**

Bowling Green State University offers you a choice between attaining either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree while majoring in psychology. The requirements for the two degrees differ, so you should **talk with your advisor about which degree program is best for you.** A summary of the requirements for the BA and BS degrees for the typical student is presented next. For all the specifics, refer to the Undergraduate Catalog at [http://www.bgsu.edu/catalog.html](http://www.bgsu.edu/catalog.html).

Students should try to complete the BG Perspective (BGP) requirements, listed on pages 35 & 36, and college requirements, listed on pages, listed on pages 37-44, by the end of their fifth semester, leaving the remaining three semesters to focus on requirements for the major and minor. We recommend that General Psychology (PSYC 1010) be taken during the first year, as well as any MATH courses that may be necessary for you to take before you take Quantitative Methods I (PSYC 2700). **Talk to your advisor to see what math classes you may be required to take.**

**BA IN PSYCHOLOGY**

**College Requirements**

**English Composition**
Completion of GSW 1120 by the end of the first-year (or AP credit for GSW 1120 if applicable).

**Foreign Languages**
Proficiency in a language, which is typically accomplished by:
1. Completing four years of the same language in high school; or
2. Completing one of the course sequences listed on page 37 of this handbook.

Note: Credit toward a degree is not granted for foreign language courses that duplicate more than two years of high school study.
Science and Math
Completion of one natural science lab course listed on page 38.
Psychology majors must either take MATH 1150, or MATH 1220, or score at least 32 on the placement test before taking PSYC 2700.

Multidisciplinary Component (MDC)
Completion of four courses selected from approved offerings on pages 37-44, in consultation with an advisor and a faculty mentor. Each course must have a different subject prefix with at least two courses at 3000/4000 level. MDC component courses may not fulfill major, minor, or BGP requirements.

BS IN PSYCHOLOGY
College Requirements

English Composition
Same as BA requirement.

Foreign languages
Same as BA requirement.

Lab Science
Completion of laboratory sequence BIOL 2040 and BIOL 2050 as described below.

Quantitative Literacy
MATH 1310 (or MATH 1340 & 1350)

Multidisciplinary Component
Same as BA requirement.

The Psychology Major
For both the BA and BS degrees, students must complete PSYC 1010 (General Psychology), PSYC 2700 (Quantitative Methods I), PSYC 2900 (Introduction to Laboratory Methods in Psychology) and 2 3000-level psychology laboratories (choose from among 3130, 3200, 3210, 3220, 3280, 3290, 3320, 3330, 3580, 3810 [see pages 24-28 for descriptions of these courses]). In addition, you must take at least one course in three of the six specialty areas within psychology; see the BA and BS check sheets, pages 45-48 for details. Finally, you must also complete additional upper-level coursework in psychology to bring the total hours of PSYC courses up to at least 36 hours.

The BS degree has PSYC 3700 (Quantitative Methods II), and the laboratory sequence of BIOL 2040 (Concepts in Biology I) and BIOL 2050 (Concepts in Biology II) as additional requirements.

All Psychology majors must also complete a minor. There are three ways to satisfy this requirement. One option is to complete the requirements for a departmental minor or science minor that are listed in the undergraduate catalog. Another is to obtain a cognate minor by completing the requirements listed in the check sheets (see pages 46 & 48). A third option is to develop an Individualized Planned Minor (IPM). Guideline for preparing an IPM is available from the Undergraduate Advising Office, 138 Psychology.

Students may not take courses in their major or minor S/U. PSYC 3900 and PSYC 4900 are exempt from this policy.

Specialty Areas Within Psychology
This section of the handbook describes the major areas of psychology that are represented by faculty in the department. If you are interested in a particular area, or even think you might be interested, you should talk to faculty in that area.
You may find out who is in what area by consulting the list of faculty interests on pages 29-34. Try to do this as early in your career as possible so you can discuss which courses to take, job possibilities, etc.

Note that the Department of Psychology does not require that you specialize in a particular area within psychology. We list them here only to inform you of the depth and the breadth in the discipline that it is possible to pursue at BGSU.

**Clinical Psychology**

Clinical psychology is the most popular area of psychology. Most clinical psychologists work with people who are in emotional or psychological distress, helping them cope with their problems by providing psychotherapy. Depending upon their graduate training, clinical psychologists may provide therapy to individuals or groups, and they may work primarily with specific populations of clients (e.g., children, people undergoing drug rehabilitation, people with heart disease). As an alternative to providing therapy, some clinical psychologists work towards providing supportive environments for people in emotional or psychological distress. Clinical psychologists are also trained to administer a wide variety of tests for assessment purposes, such as tests for diagnosing depression or ADHD, tests of intelligence, personality inventories, and neuropsychological tests of brain function. As noted earlier, clinical psychologists receive their training in graduate school. Thus, you will not learn how to do therapy at the baccalaureate level. What you can do at this level is prepare yourself for graduate training in clinical psychology or a related field (more about this last point later). Both the BA and BS are suitable for pursuing graduate work; most of our majors in this area of specialization opt for the BA degree.

If you are planning to do graduate work in clinical psychology, we strongly recommend that you take PSYC 3080 (Introduction to Clinical Psychology), PSYC 4050 (Abnormal Psychology), PSYC 4060 (Behavior Pathology in Children) and PSYC 4600 (Introduction to Psychological Testing). Depending upon the area of clinical psychology you find most interesting, you may want to take PSYC 3030 (Psychology of Child Development), PSYC 3040 (Psychology of Adolescence), PSYC 3110 (Social Psychology), PSYC 4030 (Personality Theory), or PSYC 4150 (Psychology of Religion and Spirituality). Talk to your advisor or a clinical faculty member about the courses that would best meet your needs.

If you are interested in becoming a therapist but aren’t sure that you want to get a Ph.D. in clinical psychology, you should consider getting a graduate degree in counseling psychology, school psychology, marriage and family therapy, or social work. See the section of the handbook titled “You want to be a therapist. Options in Graduate training.” This section (on pages 17-23) was prepared by Kristen Abraham, a graduate student in clinical psychology.

Based on your interests in clinical psychology or in a related discipline, you should take courses in other departments that would prove beneficial. If, for example, you see yourself going into health psychology, a course in exercise physiology (EXSC 3600) or the psychological aspects of fitness and exercise (SM 3660) may be worth taking. Or, if you plan to do family therapy, there are courses in sociology.
(SOC 3610, 4610) and in human development and family studies (e.g., HDFS 2020, 3250) that you should look at. Check with a faculty member whose interests mirror yours to find out what non-psychology courses would be good to take -- and make sure that you’ve had the necessary prerequisites before you sign up for them.

A graduate degree, either at the masters or doctoral level, is necessary to become a therapist. There are two types of doctoral level degrees: Ph.D. and Psy.D.. Ph.D. programs emphasize research more than Psy.D. and masters programs. Thus, taking PSYC 3700 (Quantitative Methods II) is useful (but not necessary) for getting into Ph.D. programs but less so for Psy.D. or masters programs. If you are interested in becoming a faculty member at a college or university, you’ll need a Ph.D. With only a bachelor’s degree, job availability in the field is limited to being a Case Manager at a social service agency or a research assistant at a university or medical center. The former are easier to come by than the latter.

**Cognitive Science**

The interdisciplinary field of cognitive science offers numerous opportunities for the student majoring in psychology. "Cognitive Science" represents an attempt to understand mental processes using insights derived from cognitive psychology, computer science, linguistics, neuroscience, philosophy and other fields. Numerous practical applications are being found as a result of this inquiry, for example in the design of human/computer interfaces, in the application of what we know about learning and memory to K12 and undergraduate education, in the refinement of computerized speech recognition devices, and in the development of computerized "expert systems" and "artificial intelligence."

If you’re interested in studying how the mind processes information, you should take PSYC 3020 (Introduction to Cognitive Science), which also provides a good background for three of the 3000-level lab courses: PSYC 3210 (Cognitive Psychology I: Learning and Memory), PSYC 3220 (Cognitive Psychology II: Thinking and Problem Solving), and PSYC 3810 (Sensation and Perception). Other psychology classes that are relevant for someone interested in cognitive science are PSYC 3330 (Cognitive Neuroscience) lab class and PSYC 3600 (Psychology of Language). Although it is not a content course in cognitive science, PSYC 3700 (Quantitative Methods II) is also recommended.

Given the interdisciplinary nature of the field, there are many courses offered in other departments that would nicely complement your psychology courses. Depending upon what your particular interests are, you may want to take courses in philosophy, such as those in logic, reasoning and philosophy of mind; courses in computer science, where you learn programming, interface design, and elements of artificial intelligence; or courses in communication disorders (CDIS), such as language acquisition, acoustics, and the anatomy and physiology of speech mechanisms. Math classes beyond calculus, such as linear algebra and probability and statistics may also prove to be extremely useful. Talk to a faculty member in the area for advice about which courses to take.

Cognitive scientists typically work in colleges or universities, teaching and
doing research. Jobs are also available in the private sector (e.g., Microsoft, Boeing) and the government (e.g., the military, FAA) for cognitive scientists with applied research interests. For the jobs just described, a graduate degree is necessary, and a Ph.D. is needed for the highest-level jobs. There are some job possibilities for the student with a baccalaureate degree in this area, most likely as an assistant in a research laboratory. Research laboratories in some universities sometimes employ research assistants, but, more often, such positions are found in industry or with some government agency.

*Developmental Psychology*

Developmental psychologists are interested in how people change throughout the lifespan. All aspects of development are studied, including biological, cognitive, emotional, social, and cultural factors that contribute to developmental outcomes. Until recently, this field focused primarily on childhood and adolescence. But as life expectancy has increased worldwide, developmental psychologists have become increasingly interested in adulthood and aging. Developmental psychologists are interested both in understanding people at different stages of life and in improving outcomes for children and adults. Courses and research opportunities that span all of these aspects of developmental psychology are available in our department.

PSYC 3100 is the broadest course in this area, presenting an overview of development across the entire lifespan. PSYC 3030 (Child Development), PSYC 3040 (Adolescent Development), and PSYC 3090 (Adult Development and Aging) all take a closer look at a particular age range. Each of these courses presents both descriptive content (what a person of a particular age is like) as well as major theories that attempt to explain why individuals act as they do.

For those students who would like to gain more experience in this area, PSYC 3290 (Laboratory in Developmental Psychology) offers research experience in this field and PSYC 4060 (Developmental Psychopathology) offers a more clinical approach to developmental psychology.

Several departments outside of Psychology offer courses which are tremendously relevant to this area. Notably, courses in Sociology (such as SOC 3410, SOC 3610 and SOC 4040) and HDFS will be of interest to students focusing on this topic.

Students pursue coursework in Developmental Psychology with a variety of goals in mind. Some are interested in continuing on to graduate study in this field. A Ph.D. in Developmental Psychology prepares you for university level teaching and research in this field. Other students find that an undergraduate background in Developmental Psychology prepares them for graduate study in counseling (with an emphasis on children or families), in education, or in social services. Still others find that coursework in this area, while not germane to their career goals, helps them to better understand individual differences among people, a useful skill in many jobs, and prepares them for having their own children in the future!

Jobs are available for those with a BA or BS in developmental psychology in childcare settings, preschools, senior
citizen centers, after school programs, as well as in some community mental health and social services settings.

**Industrial-Organizational Psychology**

Industrial-organizational (I-O) psychologists apply psychological principles and research methods to the workplace and other organizations with the applied goal of improving productivity and the quality of work life. I-O psychologists may be interested in the best way for a company to screen job applicants to make the right hiring decision, or in ways for a business to keep employees happy and productive at work.

The psychology department at BGSU has one of the top I-O programs in the country. To find out about the field of I-O psychology, you should take PSYC 3500 (Survey of Industrial-Organizational Psychology). We also offer other courses in this area including: PSYC 3520 (Quality of Work Life), PSYC 3580 (Psychology of the Workplace) this laboratory class is strongly recommended for students interested in I-O, PSYC 4520 (Personnel Selection), and PSYC 4550 (Stress Factors of Work). If you are interested in pursuing graduate work in this field, it also is recommended that you take PSYC 3700 (Quantitative Methods II) and PSYC 4600 (Introduction to Psychological Testing).

Outside of the psychology department, there are many other courses that can complement your studies in I-O. As I-O psychologists tend to use a lot of sophisticated statistics in their work, you should consider taking advanced statistics and math courses. Moreover, there are several management courses (e.g., MGMT 3050, 3600, 4540) that are quite relevant, and coursework in Economics or Interpersonal Communication might be helpful. Some I-O students who are planning to work in business or in industry find a business minor to be especially good preparation.

The Institute for Psychological Research and Application (IPRA) provides applied research opportunities for undergraduates interested in I-O psychology. Contact an I-O faculty member to see if you can be included on the team of researchers – which usually consists of graduate students and a faculty member -- on an IPRA project.

A Ph.D. in psychology is necessary for getting a job in academia, whether in a psychology department or a department of management. Outside of academia, many I-O psychologists work in large corporations as human resources specialists, helping organizations with hiring, employee development and training. Others work for consulting firms that organizations contract with to serve as management consultants in such areas as strategic planning, quality management, and coping with organizational change. These jobs require a masters or Ph.D. degree in psychology; those with the most responsibility require the higher degree.

**Neuroscience**

Some of the most exciting discoveries in the study of behavior over the past decade have been in the field of neuroscience, the study of the neural processes and systems that underlie behavior. Neuroscience researchers work with animals and use a variety of techniques to understand how the brain
works. Among these are “knocking out” parts of the brain to see how the system behaves, recording electrical activity from single nerve cells as the animal performs a task, administering pharmaceuticals that can enhance or inhibit certain types of neural communication, and studying animals that have been genetically altered so that their brains cannot use specific chemical messengers. Neuroscientists in our department study the brain mechanisms that are involved in attention, emotions, learning and memory, and social behavior.

The best way to get an overview of the field is to take PSYC 3300 (Introduction to Neuroscience), which also provides an excellent background for the two neuroscience-focused 3000-level lab courses, PSYC 3320 (Neuroscience of Emotions) and PSYC 3330 (Cognitive Neuroscience). Other PSYC courses of interest include one that focuses on drugs, the brain, and behavior (PSYC 3310), one whose focus is the interplay of genetics and environment on the structure and function of the brain (PSYC 3340), another that concentrates on hormones and behavior (PSYC 3350) and another focuses on brain function and the legal system (PSYC 3360).

As you might imagine, a neuroscientist ought to be familiar with neuroanatomy, neurophysiology, and pharmacology so we recommend taking relevant courses in biology, chemistry, and biochemistry. Because of the number and level of science courses you would take, we recommend that students interested in neuroscience pursue the BS degree.

This area of psychology will be of particular interest if you are considering a career in basic research as a neuroscientist, or in clinical research as part of an interdisciplinary team (with biochemists, neurologists, physiologists, pharmacologists, etc.). Graduate training in psychology, or a related discipline, is a prerequisite for such a career.

There are some job possibilities for the student with a BS in this concentration, most likely as an assistant in a research laboratory. Research laboratories in some universities sometimes employ research assistants, but, more often, such positions are found in private industry (e.g., a pharmaceutical company) or in some governmental agency.

BGSU also offers a major in Neuroscience, an interdisciplinary program drawing from common interests in the psychology and biology departments. Please consult with the Neuroscience Advisor to see if that degree program, rather than psychology, best meets your needs and goals.

Social Psychology

Social psychologists study how people’s thoughts and behaviors are influenced by interactions with other people. They are interested in social relationships with others, with groups, and with society as a whole. For example, their research helps us understand how people form attitudes about other people, and when these attitudes are harmful—as in the case of prejudice—suggests ways to change them.

Our department offers a small number of courses that focus on social psychology, namely PSYC 3110 (Social Psychology) and PSYC 3130 (Research in Social Psychology). If you are interested in exploring this area more, you should consider appropriate courses offered in
other departments. For example, courses in Sociology (especially SOC 1010 and 3010) and Communication (e.g., COMM 2030, 3030) may be relevant depending on your interests.

Most careers related to social psychology require a Ph.D. degree, although a smaller number of related jobs may be available for students with a bachelor's or masters degree. Social psychologists can find jobs in academic institutions, where they teach and conduct research in departments of business, education, health sciences, justice studies, law, medicine, political science, and psychology. Furthermore, their skills are often attractive to employers in the fields of advertising, business, community mental health, government, human resources, law, non-profit organizations, political strategy, technological design and so on.

Making the Most of Your Major

Plan your course of study. Every semester you will choose what courses to take the following semester. You can make those choices in one of two ways. First, you could "play it loose," choosing the courses that best fit with your time of day preferences (e.g., no morning or Friday classes) or based on what your friends are taking. The risk with this way is that you may have a last-minute scramble in your senior year to make up required courses you've overlooked.

Alternatively, you can make long-range plans that will guide your course selection. It helps to have some idea of where you are going with your major so your education becomes a meaningful whole. You can use this handbook, your academic advisor, the Undergraduate Advising Office and your Degree Audit.

Get involved in research. Practically all members of the faculty are engaged in research. Getting involved in research can enhance your education in numerous ways. Not only will you be working to generate new knowledge – things that undergraduates may read about in their textbooks in years to come – you will be seeing how knowledge is generated, applying the skills you acquired in statistics and research methods to a content domain of interest. Because of the valuable learning experiences that being involved in research can provide, experiences that cannot be duplicated in the classroom, it is no surprise that Ph.D. programs in all areas of psychology look more favorably at students with research experience than those without. To put it succinctly: *having research experience will help you get into graduate school in psychology.*

How does one get involved in research? It's generally up to you to take the initiative. Find out what research interests faculty members have by consulting the list of faculty research interests on pages 29-34. Read something that they have written to get a sense of what type of research they do. Then, knock on doors (or send an email). Nothing turns a faculty member's ear more than someone who says "I read your paper on X and find your work interesting," and nothing would impress him or her more than following up with "... and I was wondering if you had considered that Y may have accounted for the poor performance in Condition A of Experiment 1." You may receive course credit (PSYC 3900 or 4900) for being involved in research. See page 13.

Get involved in the community. By "community" we mean both the
community of people on campus who are interested in studying behavior as well as the off-campus community. As to the former, read the notices about lectures or “brown bag” talks that are posted around the building or in emails sent to the Psychology Community on Blackboard. Feel free to attend those talks that you find interesting. Join one of the two undergraduate organizations for students who are interested in psychology (see page 15). As far as off-campus involvement is concerned, consider being a volunteer at Behavioral Connections, Children’s Resource Center, the Link or the Wellness Center. Admissions committees for graduate schools in clinical psychology look favorably upon such experiences.

**Advising**

The department trains a select group of faculty members to be knowledgeable in advising for requirements, and you are invited to schedule an appointment with one of these advisors through the undergraduate advising office. During their first year at BGSU, all new students (freshmen and transfer students) are required to meet with an advisor before registering for classes. The department schedules several group advising sessions so that you can learn about what classes you should take, as well as meet other Freshman Psychology majors.

Remember that **YOU are responsible for choosing courses, and for making sure that all of the degree requirements are met.** The College will inform you of missing requirements after you have filed a Junior Audit during your junior year. However, this is late in the game to discover that you are missing courses. This is why **YOU have to be the responsible one.** But there is another kind of advising, besides just degree requirements. When it comes to questions about graduate school, jobs, or taking a particular course, **there is no substitute for a chat with someone on the faculty.**

The Undergraduate Advising Office is your major link to the discipline of psychology and to the University. The office maintains information on degree check sheets, on what you can do with a psychology degree and a graduate directory. If you have questions, stop by. If we don’t have the answer, we can tell you who does or how to get it.

**Jobs in Psychology**

Many students have questions about the job opportunities they will have with a degree in psychology. You should be aware at the outset that there are practically NO jobs as psychologists for people who have only a baccalaureate degree; working as a psychologist requires a graduate degree.

We believe, however, that the critical thinking skills and the general humanistic training that you acquire as a psychology major makes you well qualified for a variety of positions that are open to you with just a BA or BS in psychology. There are jobs in child-care, health-related areas, industry, research settings, senior living centers, and social service agencies. In addition, a degree in psychology is excellent preparation for a career in sales, business, human resources, and for any job that requires interpersonal contact.

The following list provides a sample of the variety of occupations held by psychology graduates of Bowling Green State University.
It is essential to have a doctoral degree in psychology if you want to teach at a college or university, be a research scientist (for a government agency, a large corporation, the military, or a research center), have a position of responsibility in a consulting firm, or be a clinical psychologist. It is difficult to get into graduate schools in psychology.

In general, the requirements for getting into graduate school in psychology are the same regardless of your area of study. Here are some hints for getting into Ph.D. programs in psychology:

1. **Do well on the Graduate Record Exams (GREs),** standardized tests of your mathematical, verbal, and writing abilities. All Ph.D. programs in psychology require the GREs. A subject matter test in psychology is also required by many schools. You owe it to yourself to prepare for these tests so that you can do well. Many students end up taking the GREs twice because they didn't prepare sufficiently when they took the test the first time and were dismayed by their scores. Don't take these tests lightly. They are the most important tests you will take while in college.

2. **Keep your grades up,** especially in your psychology courses. A cumulative GPA less than 3.5 can put you out of the running immediately, especially if your GREs are only average. At the same time, do not shy away from difficult courses: a 3.85 GPA achieved by taking 30 hours of "fluff" courses fools no one, and neither does taking only three courses a term (unless you happen to be holding down a full-time job as well).

3. **Get research experience.** Graduate degrees are research degrees. If you enter a Ph.D. program in psychology you will be expected to do at least 2-3 research
projects on your own (with some guidance from a faculty member). If you've had good research experiences as an undergraduate (beyond what you can get in your psychology lab classes), you will be a strong candidate for graduate school. That's because research potential is difficult to judge based on grades: students with good grades do not necessarily make good researchers. The best way for graduate schools to judge your research potential is to see what kind of research experience you've had in college. We also recommend that you take PSYC 3700 (Quantitative Methods II) to strengthen your research skills.

4. Get to know the faculty. You will need letters of recommendation from the faculty to get into graduate school -- and a good letter will not be forthcoming if an instructor only remembers that you were an "A" student, but doesn't know anything about your interests, goals, or abilities outside of class. Your strongest letter(s) would naturally come from the faculty with whom you are doing research, but you should try to cultivate relationships with other faculty, particularly with those in whose classes you do exceptionally well.

5. For students interested in clinical psychology, it is useful, but not necessary, to get some sort of relevant clinical experience. If you want to do graduate work in child clinical psychology, for example, get some experience working with children who have emotional, behavioral, or psychological problems. If you want to work with the chronically mentally ill, contact Behavioral Connections and offer your services. You may even wish to do an internship (PSYC 4890) at a social service agency as a way of getting course credit for this experience (see page 14). Note that internships are not a requirement for the baccalaureate degree in psychology at BGSU.

6. Realize that applying to graduate school will take time. Midway through your junior year, you should start thinking about where you want to apply. Getting into graduate school can be extremely competitive, so it is wise to apply to as many places as you can. Apply to a few high quality programs, a few mid-level schools, and a few "safety" schools: schools where you'd get a decent education and where you would likely get in. Applications are due as early as December of your senior year, so you should have taken the GREs by early fall.

7. Realize that applying to graduate school will cost money. For both the general and subject test, the GREs will cost about $350. The average application fee is $50, and for each school you'll have to pay to send official transcripts, your GRE scores, and for postage (to send your application and to give your letter writers stamped, addressed envelopes for them to send your letters). Prepare to spend about $850 to apply to graduate school. If you are invited for an interview, you might also have to pay for your own travel expenses (which would add to that total).

What if you're not aiming for a Ph.D. program in psychology? There are, after all, Ph.D. programs in other fields (e.g., counseling, school psychology), masters programs in psychology, and masters programs in other fields (e.g., social work, marriage and family therapy). The requirements for these other programs differ from what's stated above: some do not weight research experience as heavily as do Ph.D.
programs in psychology, others weight clinical experience more heavily. In some cases, competition for admission into these programs is not as fierce as in psychology. Many psychology majors have gone into such programs and done exceedingly well.

For further information on graduate schools and on tests required for admission, talk with your advisor and other faculty in the department.

Research and Internships
PSYC 3900/4900, 4400, and 4890

PSYC 3900 Supervised Research in Psychology Throughout this handbook we have emphasized the role of research in the overall educational program of the psychology major. A great way to get involved in research is to start out by helping a faculty member on an ongoing research project. You can receive course credit for doing so by signing up for PSYC 3900. Exactly what you will be doing to receive credit is something that you will work out with the faculty member who is sponsoring your PSYC 3900. Depending upon your talents and the needs of the project, you might be asked to help develop research materials, collect data, code data, or assist with data analysis.

PSYC 4900 Independent Research in Psychology PSYC 4900 is a natural extension of PSYC 3900. In PSYC 3900 you work on a research project that has already been designed and is already in progress. In a PSYC 4900, you would work on your own research project, answering a research question that you have come up with, possibly but not necessarily related to a project you worked on when taking PSYC 3900. Your PSYC 4900 project would be guided by a faculty member, but it would be up to you to design and execute the project as well as analyze any data that you collect. Students enrolled in PSYC 4900 are expected to present their research findings at the Annual BGSU Undergraduate Research Conference or a similar venue (e.g., the Psi Chi Poster Session at MPA).

To sign up for a PSYC 3900 or 4900: (1) find a faculty sponsor; (2) get your sponsor’s signature on an Add/Drop form; and (3) turn in the signed form to the Undergraduate Advising Office so that the course can be added.

A PSYC 3900 or 4900 must be added before the end of the second week of classes.

You may register for up to 3 credit hours of PSYC 3900 or PSYC 4900 per term. You would be expected to work 48 hours during the 16 week semester (3 hours per week) to earn 1 credit hour. PSYC 3900 and 4900 must be taken S/U. Only 6 credit hours of PSYC 3900 and 4900 count toward the psychology major or minor.

PSYC 4400 General Seminar We use this number for new courses that haven’t been offered enough times to warrant getting their own numbers and for courses that a faculty member may want to teach only once. You may take as many PSYC 4400s as you’d like as long as they have different titles. Some of the courses that have been offered as PSYC 4400 over the past few years are:

Addiction
Emotions and Life
Evolutionary Psychology
Infant Development
Neuroscience of Space and Time

The number and type of PSYC 4400s varies each semester; so, too, can the prerequisites. Don’t forget to look for these courses when you are choosing classes each term.

PSYC 3890 Internship Skills Training
This one-credit seminar is designed to prepare students to pursue an internship. The course is typically offered each spring semester. To register for the course, students must be majoring in psychology with a minimum GPA of 3.0 in their psychology coursework; they should also have accrued enough credit hours to be of junior or senior status and must be in good academic standing overall. This preparatory course is not required of future interns. However, students who plan to complete an internship are strongly encouraged to consider taking this seminar (at least one semester prior to going out on internship). Course objectives include the following: (1) learning what you can realistically expect through completing an internship (including what you stand to gain and what will be asked of you); (2) identifying personal values, interests, and skills which are relevant to your major (and relevant to working at an internship site); (3) identifying subfields of psychology and the types of internship sites that coincide with your values, interests and skills; (4) understanding and being capable of demonstrating the procedures necessary to secure an internship; and (5) recognizing key factors that can contribute to succeeding as an intern.

PSYC 4890 Internship
Internship opportunities allow students to gain psychology-related experience outside of the classroom setting. In many cases, these experiences may help to facilitate post-baccalaureate academic and career planning. In past years, students have secured placements in a variety of settings, such as comprehensive mental health centers, victims’ advocacy services, consulting firms, crisis hotlines, and market research companies. These supervised experiences, involving a diverse range of responsibilities, have typically received enthusiastic endorsement from student interns.

Although the Department of Psychology maintains limited information about various internship sites, this information should NOT be used by students as the sole resource for identifying prospective internships. It is the student’s obligation to seek out an appropriate internship site as well as a site supervisor (who will apprise you of your internship activities and oversee your work). Once you have a promising lead on an internship opportunity, you will need to identify an appropriate faculty sponsor – someone who is familiar with the type of work you will be doing. Your faculty sponsor will inform you of the specific academic responsibilities that must be fulfilled to complete your internship. After securing the necessary approvals from your site supervisor and faculty sponsor, you can then sign up for PSYC 4890 through the department.


PSYC 4890 is only available S/U. Students are permitted to accrue a total of 1-6 credit hours of PSYC 4890 (1-3 per semester). Credit hours earned in PSYC 4890 do not count toward the psychology major or minor. For each
credit hour, students are expected to provide 48 hours of service at their internship site.

Assistantships & Awards

The Don Ragusa Book Scholarship
Awarded to the psychology major who scores the highest (beyond a minimal criterion) on a standardized test tapping knowledge of statistics. The test is given in February. Watch for announcements.

Undergraduate Assistantships
Each year the department awards Undergraduate Assistantships to students who want to pursue their research interests under the direction of a faculty member of their choice. The award is currently $2000 for the academic year. Psychology majors who will be a junior or senior next year and have at least a 3.0 grade point average are eligible to apply. Applications are due in February. Check your email for announcements or online, http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/psychology/documents/undergraduate-assistantship.pdf. Award recipients are invited to attend the Arts & Sciences Awards Ceremony that spring and are expected to present their research findings at the Undergraduate Research Conference the following spring.

Veitch Undergraduate Research Grants
To encourage students to develop as independent researchers, the Department awards small grants to cover the costs of doing research. Deadlines for submitting proposals are the third week of each semester. Information and guidelines are available on-line, http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/psychology/documents/undergraduate-research-grants.pdf

Undergraduate Student Organizations

Undergraduate Psychology Association (UPA)
To be a member of UPA one has only to be majoring in psychology. Together with Psi Chi (see below), UPA sponsors programs and activities that are helpful, interesting and intellectually stimulating to serious students in psychology. For example, in the past, UPA has sponsored an Undergraduate Research Conference attracting students from Ohio, Michigan and Indiana schools. UPA also helped plan a trip for undergraduates to the Midwestern Psychological Association annual meeting.

In addition to these activities the club sponsors many different programs and events each year to which any interested student may come. Signs announcing meetings or programs will be posted and emails are sent.

Psi Chi
A national honor society in psychology. Like other honor societies, one of its purposes is to encourage and reward scholastic achievement. To become a member, refer to psichi.org for membership qualifications and application.

Requirements for an Honors Degree in Psychology*
The Department will award the B.A. or B.S. degree in psychology with honors if the following conditions are met:

1. A student must have at least a 3.5 overall GPA and a 3.5 GPA in all psychology courses taken at BGSU.
2. A student must enroll in PSYC 4950H and 4960H and must complete one additional Psychology Honors class.

3. A student must declare his or her intent to seek an Honors Degree at least three terms prior to graduation. For example, by Spring 2022 for those intending to graduate in May, 2023.

4. A student must have a project that is supervised by two faculty advisors, one from the Psychology department, who is primarily responsible for the project, and the other from either inside or outside the Psychology Department, who provides additional input.

5. Submission of an Honors Thesis to the Honors Committee for evaluation. The thesis should be written in APA format. Acceptability of the thesis will be decided by the Committee at a meeting attended by the student and by the student’s advisors. The affirmative vote of four out of the five faculty members present will be required for approval. Students may, at their option, request a proposal meeting of the Honors Committee to discuss plans for an Honors Thesis. Such meetings must be scheduled within two months of declaration of intent.

6. Public presentation of the student’s research following approval of the Honors Thesis. This requirement may be fulfilled by presentation at a professional meeting (e.g., APA, MPA), the BGSU Undergraduate Research Conference, or at a specially arranged departmental colloquium.

7. The Honors Thesis must be delivered to the Honors Committee no later than 6 weeks prior to the commencement at which the student expects to receive the degree.

8. Because most research is collaborative in nature, co-authored papers are acceptable provided that evidence is available that the student’s contribution to the research was both creative and substantial. In doubtful cases, the Honors Committee may seek additional information from the student and from other members of the faculty.

9. All decisions about acceptability of a student’s qualifications will rest with the Honors Committee. Students may petition the Honors Committee for a modification or waiver of any of the above qualifications. The Honors Committee shall consist of three faculty members of the Department of Psychology.

*Requirements for graduating with Honors, and with University Honors are available in the Undergraduate Advising Office, Room 138 Psychology.
You want to be a therapist.  
Graduate training that can get you there.

Kristen Abraham*
Bowling Green State University

Many undergraduate students wish to pursue a career as a psychotherapist but are unaware of graduate training options that prepare individuals to work in this field. Many undergraduates think that they must get a doctoral degree in clinical psychology in order to work as a therapist. This is simply not the case. This document was written to provide undergraduates with ideas about types of graduate programs that train individuals for a career in counseling and psychotherapy.

The graduate training options listed here are not exhaustive in terms of the types of programs that focus on training counselors and therapists, but the document does provide a number of alternatives to the clinical psychology PhD. The descriptions of each type of program are purposely general, as different schools that offer the same graduate degree may structure their programs very differently. This document provides examples of graduate programs offering each type of graduate degree listed, but the schools listed are not meant as recommendations or endorsements of specific graduate schools by the Psychology Department at BGSU. In other words, this document is meant to provide students with some information to get them started with their research about graduate training options in counseling and psychotherapy. It is essential that students research the specific details of any graduate training option and specific graduate schools in which they’re interested.

References to “licensure” and “licenses” are made frequently throughout this document. It is important to note that licensure is determined on a state-by-state basis, and different states have different types of licenses and licensing requirements. Definitions of licenses can usually be found on state government websites. When considering a graduate program, it is important to know if the program prepares students for a specific type of license and in which parts of the United States. A total of 11 graduate training options are listed in this document, along with basic information on the type of graduate degree program, examples of schools in the Midwest that have this type of training, and websites that provide further information on each type of training option.

At the end of this document is a figure that provides a snapshot of all 11 graduate training options described on the preceding pages. Each graduate program name is printed in bold, and beneath the name is the type of graduate school where the program is typically housed. Counseling Psychology programs, for example, are generally housed in Schools of Education whereas Clinical Psychology programs are usually found in Schools of Arts & Sciences or their equivalents. Because we get a lot of questions about the differences among the Psy.D., Ph.D. in Clinical, and Psychiatry degrees, some of the features of these programs are listed in italics.
Masters of Social Work (MSW)

- Most programs take approximately 2 years to complete (full-time); part-time programs take longer
- Many programs offer specializations (e.g., Infant Mental Health, Interpersonal Practice) to prepare you to be licensed as a social worker who is able to conduct therapy
- Most programs admit over 200 people each year
- All 50 states license MSWs, and some states allow MSWs to practice independently (without supervision)

Examples:
- University of Michigan: http://www.ssw.umich.edu/
- Wayne State University (Michigan): http://www.socialwork.wayne.edu/
- Ohio State University: http://csw.osu.edu/degrees-programs/msw/

Relevant websites:
- National Association of Social Workers (NASW): http://www.naswdc.org/

Masters (M.A.) in Marriage and Family Therapy (MFT)

- Most programs take approximately 2 years (full-time) to complete
- Most programs prepare students for licensure as a marriage and family therapist

Examples:
- University of Akron: http://www.uakron.edu/soc/masters/mft-masters/index.dot
- Northern Illinois University: http://chhs.niu.edu/fcs/marriage/index.shtml

Relevant websites:

Masters (M.A.) in Counseling

- Many programs to prepare students for licensure as a professional counselor
- Most programs take approximately 2 years (full-time) to complete

Examples:
- Wayne State University: http://coe.wayne.edu/tbf/counseling/ma-index.php
- Michigan State University: http://education.msu.edu/cepse/
University of Toledo (Counselor Education with the Clinical Mental Health Counseling Concentration): http://www.utoledo.edu/csjhs/coun/Programs/CMHC/CMHC.html

Relevant websites:
- Accrediting Body: Council for Accreditation of Counseling and Related Educational Programs (CACREP): http://www.cacrep.org/

Masters (M.A or M.Ed.) in School Psychology
- Most programs prepare students for certificates or licenses in school psychology
- Some, but not all, programs prepare students to obtain professional counselor licenses or limited licenses to practice therapy

Examples:
- Wayne State University (School and Community Counseling): http://coe.wayne.edu/tbf/educational-psychology/school-index.php
- John Carroll University: http://sites.jcu.edu/graduestudies/pages/graduate-programs/masters-programs/education/school-psychology/

Relevant website:
- https://www.nasponline.org/about-school-psychology/becoming-a-school-psychologist

Masters (M.A.) in Rehabilitation Psychology
- Programs prepare students to work with people with disabilities and facilitate the process of rehabilitation
- Students who graduate from CORE-accredited programs are eligible to become certified rehabilitation counselors (CRC)
- Most programs do not prepare students for licensure as a counselor unless additional coursework is completed
- Some programs prepare students to obtain a limited license in counseling

Examples:
- Kent State University: http://www.kent.edu/ehhs/jdes/rhab
- Ohio University: http://www.ohio.edu/education/academic-programs/counseling-and-higher-education/counselor-education/rehabilitation-counselor-education.cfm
- Michigan State University: http://education.msu.edu/ceps/rehab/default.asp

Relevant websites:
- Accrediting Body: Council for Accreditation of Counseling and Related Educational Programs (CACREP): http://www.cacrep.org/
Masters (M.A. or M.S.) in Clinical Psychology

- Some states allow people with a masters in clinical psychology to obtain a limited license to practice therapy
- Some states do not provide any licensure for people with a masters in clinical psychology, but allow masters of clinical psychology to be psychological assistants
- Some programs prepare students for doctoral-level studies

Examples:
- Cleveland State University: http://catalog.csuohio.edu/preview_program.php?catoid=14&poid=2771&returnto=1225
- Eastern Michigan University (MS in Clinical Behavioral Psychology or MS in Clinical Psychology): http://catalog.emich.edu/preview_program.php?catoid=19&poid=9849

Doctorate (Ph.D.) in Clinical Psychology

- APA-accredited programs have approximately a 10% acceptance rate (Norcross, Kouhout, & Wickerski, 2006)
- Many programs provide assistantships and tuition remission
- Most programs take a minimum of 5 years to complete
- Some programs are more research-oriented than others
- Students are prepared for licensure as a psychologist

Examples:
- Wayne State University (Michigan): http://clas.wayne.edu/psychology/ClinicalPsychology
- Central Michigan University: https://www.cmich.edu/colleges/chsbs/Psychology/Graduate/ClinicalPsychology/Page s/default.aspx
- Miami University (Ohio): http://www.units.muohio.edu/psychology/clinical/index.html
- Bowling Green State University: http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program.html

Relevant websites:

Doctorate (Psy.D.) in Clinical Psychology

- APA-accredited programs have approximately a 40% acceptance rate (Norcross, Kouhout, & Wickerski, 2006)
- Most programs take a minimum of 5 years to complete
Relevant websites:
- Accrediting Body: American Psychological Association:

**Doctorate (Ph.D.) in Marriage and Family Therapy (MFT)**
- Some programs prepare students to meet requirements for licensure as a marriage and family therapist and/or a professional counselor
- Some programs are more research-oriented than others

**Examples:**
- University of Akron (Ohio):
  http://www.uakron.edu/academics_majors/graduate/programs_detail.dot?programId=7800&pageTitle=Graduate programs&crumbTitle=Marriage & Family Counseling/Therapy
- Michigan State University: http://hdfs.msu.edu/graduate/couple-and-family-therapy

Relevant websites:
- Accrediting Body: American Association of Marriage and Family Therapy:
  http://www.aamft.org
- Programs are less research-oriented than PhD programs in clinical psychology
- The focus of these programs is on clinical training
- Students are prepared for licensure as a psychologist
- On average, students who graduate from PsyD programs do not score as high as students who graduate from clinical PhD programs on the national licensing exam for psychologists (EPPP)—this could be due to the less selective admissions criteria or to a larger student to faculty ratio (Norcross & Castle, 2002)

Examples:
- Adler School of Professional Psychology (Chicago): http://www.adler.edu/page/areas-of-study/chicago/doctor-of-psychology-in-clinical-psychology/overview
- Wright State University (Ohio): http://www.wright.edu/sopp/
- Xavier University (Ohio): http://www.xavier.edu/psychology-doctorate/

Relevant websites:
- National Council of Schools and Programs of Professional Psychology (NCSPPP): http://www.ncspp.info/

**Psychiatrist: Medical Doctorate (M.D.)**
- Students must complete 4 years of medical school and a 4-year residency
- Approximately 50% of applicants are accepted to medical school (aamc.org)
- Students begin seeing therapy patients in their residency years

Relevant websites:
- The American Medical College Application Service: https://www.aamc.org/students/applying/amcas/
- American Medical Association: http://www.ama-assn.org/ama
- Association of American Medical Colleges: http://www.aamc.org/
- American Psychiatric Association: http://www.psych.org/

**Doctorate (Ph.D.) in Counseling Psychology**
- Similar to programs in clinical psychology
- Programs have a median acceptance rate of 21.5% (Norcross, Kouhout, & Wicherski, 2006)
- Most programs take a minimum of 5 years to complete
- Counseling psychologists tend to work with less pathological populations than clinical psychologists (Norcross, 2000)
- Most programs prepare students for licensure as psychologists

Examples:
- Notre Dame (Indiana): http://psychology.nd.edu/graduate-programs/clinical-program/
- University of Kentucky: http://www.uky.edu/Education/EDP/cpdoctoral.html
You want to be a therapist. Options in Graduate Training

B.S. Psych → B.A./B.S. Psych →

Master's Level Programs (2 years to complete)
- Social Work
- Social Work
- Marriage & Family Therapy Education
- Counseling Psychology Education
- School Psychology Education
- Rehabilitation Psychology Education

Doctoral (Ph.D./Psy.D.) Level Programs (5 years to complete)
- Ph.D. Marriage & Family Therapy Education
- Ph.D. Counseling Psychology Education
- Ph.D. Clinical Psychology
- Ph.D. Clinical Psychology

Medical Doctor (8 years to complete)
- Pre-med courses

Please see your advisor for help with setting up a plan of study that suits your career objectives and needs.
Additional resources that might be of help:


BGSU Psi Chi chapter

Your academic advisor

Any article by John Norcross that discusses undergraduate advising.

* Kristen Abraham is a graduate student in clinical psychology at Bowling Green State University. She would like to thank Dr. Catherine Stein, Jessica Hauser, and Dr. Dale Klopfer for their helpful comments on this document. She would also like to recognize Dr. Dale Klopfer for creating the figure on the previous page.
Undergraduate Classes in Psychology

PSYC 1010. General Psychology (4). Fall, Spring, Summer. Scientific approaches to the study of behavior of organisms. Application to personal and social behavior. Applicable to the BG Perspective Social & Behavioral Sciences requirement. Approved for Distance Education.

PSYC 2700. Quantitative Methods I (4). Fall, Spring, Summer. Principles of measurement. Quantitative analyses of behavioral measures, including measures of typicality, individual differences, correlational methods and tests of significance. Three lecture hours; two laboratory hours. Prerequisites: PSYC 1010 and MATH 1150 or MATH 1220 or a math placement score of 32 or higher (or the equivalent) or consent of instructor. Applicable to the BG Perspective Quantitative Literacy requirement.

PSYC 2900. Introduction to Laboratory Methods in Psychology (4). Introduction to research methods used in laboratory and natural settings. Includes planning the research, collecting and interpreting the data and communicating the results in both informal verbal and formal written forms. Three lecture hours; two laboratory hours. Prerequisites: PSYC 1010, PSYC 2700. Approved for Distance Ed.

PSYC 3020. Introduction to Cognitive Science: Minds and Brains (3). Fall, Spring. Introduction to the study of higher mental processes. The course highlights the wide range of topics covered in the field, including memory, perception, language, learning, and thinking. It also introduces approaches to these issues, including experimental psychology, cognitive neuroscience, and computer modeling. Prerequisite: PSYC 1010 or permission of instructor.

PSYC 3030. Psychology of Child Development (3). Fall, Spring. Major concepts, theories and principles of child development. Coverage is from conception until adolescence. Prerequisite: PSYC 1010. Approved for Distance Education.

PSYC 3040. Psychology of Adolescent Development (3). On demand. Major concepts, theories and principles of adolescent development. Prerequisite: PSYC 1010.

PSYC 3050. Psychology of Personality Adjustment (2). Problems of personal adjustment. Related problems of theory and measurement of personality. Prerequisite: PSYC 1010. Approved for Distance Education.

PSYC 3060. Psychology of Gender (3). Psychological characteristics of women and men: personality, adjustment, identity formation, intellectual processes, sexuality; theories and data on gender development. Credit allowed only for one of PSYC 3060 or WS 3060.

PSYC 3070. Human Sexuality (3). Fall, Spring. Survey of the relationship of biological, psychological, cultural, and historical factors to typical and atypical sexual attitudes and behaviors. Prerequisite: PSYC 1010, SOC 1010 or BIOL 1040.

PSYC 3080. Introduction to Clinical Psychology (3). Models and roles associated with delivery of mental health services; major conceptions of
psychological assessment and treatment. Prerequisite: PSYC 1010. Approved for Distance Education

PSYC 3090. Psychology of Adult Development and Aging (3). Discussion of major theories of adult development; description of how biological, cognitive, personality and social-psychological processes interact to produce development; emphasis on seeing how these processes occur in adults' everyday lives. Prerequisite: PSYC 1010. Approved for Distance Education

PSYC 3100. Lifespan Developmental Psychology (3). Fall. Research and theories of human development across the entire lifespan. Discussion of how biological, cognitive, and social processes affect human development from conception to death. Prerequisite: PSYC 1010. Approved for Distance Education

PSYC 3110. Social Psychology (3). Fall, Spring, Summer. Social behavior covering theoretical issues and recent empirical findings: social influence and conformity processes, attitudes and attitude change, interpersonal attraction, social perception, group processes, sexual behavior, environmental influences on social behavior. Prerequisite: PSYC 1010.

PSYC 3130. Research in Social Psychology (4). Field and laboratory research techniques in social psychology, attitude change, conformity, attraction, environmental effects on social behavior, aggression, group processes. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900, PSYC 3110.

PSYC 3210. Cognitive Psychology I: Learning and Memory (4). Principles and theories of human learning and memory, applied to the acquisition of knowledge and skills. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900, PSYC 3020 strongly recommended.

PSYC 3220. Cognitive Psychology II: Thinking and Problem Solving (4). Theory and research on the nature of human thinking, problem solving, reasoning, concept formation and language. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900, PSYC 3020 strongly recommended.

PSYC 3240. Laboratory In Evolutionary Psychology (4). Genes are transmitted to subsequent generations primarily through offspring. Therefore, mating is a central area of study within the field of evolutionary psychology. This course will focus broadly on the topic of mating to introduce students to the theories and variety of research methods used by evolutionary psychologists to understand the functional organization of the mind. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisite: PSYC 2700 and PSYC 2900.

PSYC 3280. Psychophysiology (4). Fall, Spring. Laboratory course in psychophysiology; relationship between psychological states and physiological
responses in humans; conditioning of autonomic responses, orienting responses, psychosomatic relationships and biofeedback, detection of deception. Four lecture hours, laboratory by arrangement. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900, BIOL 1040 or BIOL 2050 is strongly recommended. Extra fee.

PSYC 3290. Laboratory in Developmental Psychology (4). Principal research methods in developmental psychology and their application to selected problems in the development of humans. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700 and PSYC 2900, and one of PSYC 3030, PSYC 3040, PSYC 3090, or PSYC 3100.

PSYC 3300. Introduction to Neuroscience (3). Fall. Survey of modern views of the brain and exploration of the relationship between brain, behavior and the mind. Course examines how brain works and its important role in understanding psychology. No prerequisite. Credit not allowed for both PSYC 3300 and BIOL 3300. Approved for Distance Education

PSYC 3310. Psychopharmacology and Clinical Neuroscience (3). Examines relationship between brain chemistry and drugs. Emphasis on the interaction of drugs with the brain, how drugs are used in treatment of psychological disorders and drug abuse. Prerequisites: PSYC 1010 or consent of instructor. PSYC 3300 strongly recommended.

PSYC 3320. Neuroscience of Emotions and Motivations (4). Biological causes of motivated behaviors such as sleep, hunger, thirst, fear, aggression and sexual behavior; how motivated behaviors and related emotional states are organized in brain, as elucidated by electrical and chemical stimulation and ablation of living brain. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700 and PSYC 2900, or consent of instructor. PSYC 3300 strongly recommended but not required.

PSYC 3330. Cognitive Neuroscience (4). Brief review of basic neuroscience principles followed by examination of relationship between brain mechanisms and complex cognitive functions such as learning and memory, language, spatial maps, and problem solving. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 1010, PSYC 2700 and PSYC 2900 or consent of instructor. PSYC 3300 strongly recommended but not required. Extra fee.

PSYC 3340. Behavioral and Neural Genetics (3). The importance of genes and environment in behavioral actions has been debated for many years. Course examines relationship between heredity and behavior with particular interest in the role of the brain. Prerequisite: PSYC 1010 or consent of instructor. PSYC 3300 is strongly recommended.

PSYC 3350. Psychoneuroendocrinology (3). The importance of hormones in controlling behavioral and psychological tendencies has been discussed for many
years. Course examines relationship between the major hormonal secretions of the body and consequences for psychobehavioral integration. Prerequisite: PSYC 1010 or consent of instructor. PSYC 3300 is strongly recommended.

PSYC 3360. Forensic Neuroscience (3). Forensic neuroscience explores how information about brain function can enhance how the legal system operates. The course includes an overview of neuroscience principles including functional neuroanatomy of systems thought to be involved in motivation and emotion. The focus is on how to use the science of the brain in the courtroom and to prevent and treat criminal activity. Students will learn basic concepts in behavioral neuroscience, medical imaging and scientific legal evidence, and will develop the ability to critically evaluate neuroscience data in forensic and legal settings. Prerequisite: PSYC 1010. PSYC 3300 or BIOL 3300 is recommended.

PSYC 3500. Survey of Industrial and Organizational Psychology (3). Broad-based survey of the various content areas of industrial (e.g., selection, appraisal) and organizational (e.g., motivation, leadership) psychology. Underlying psychological principles that influence human behavior in the workplace are discussed.

PSYC 3520. Quality of Work Life (3). Impact of organizational environments on individuals and individual behavior. Topics include job design, leadership, organizational climate, job satisfaction and work motivation. Prerequisite: PSYC 2700 or consent of instructor.

PSYC 3580. Psychology of the Workplace (4). Laboratory course in Industrial-Organizational psychology. Topics may include job analysis, employee selection, job attitudes, and job stress. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700 and PSYC 2900. PSYC 3500 is strongly recommended.

PSYC 3600. Psychology of Language (3). Fall, Spring. The course introduces the wide range of abilities involved in knowing and using language, and considers spoken and signed languages (like ASL) and animal communication. Topics include development, comprehension and production in both normal and disrupted cases, and breakdown. Prerequisite: Permission of the instructor or one of the following: PSYC 1010, CDIS 2240, CDIS 2250, ENG 2900 or ENG 3800.

PSYC 3700. Quantitative Methods II (4). On demand. Analysis of variance and other multivariate methods for analyzing behavioral measurements. This course cannot be applied toward satisfying the laboratory requirement of the psychology major. Prerequisite: PSYC 2700.

PSYC 3810. Sensation and Perception (4). Historical introduction to sensory and cognitive processes that underlie our experience of objects, events and their relationships. Emphasis on visual and auditory perceptual systems. Three lecture hours; two laboratory hours. This course can be applied toward satisfying the laboratory requirement of the psychology major. Prerequisites: PSYC 2700, PSYC 2900.
PSYC 3890. Internship Skills Training (1). This course is designed to help you identify, prepare for, secure, and succeed in an internship in a Psychology-related field. Prerequisite: At least 10 hours in PSYC.

PSYC 3900. Supervised Research in Psychology (1-3). Research on selected problems supervised by a faculty member. PSYC 3900 may be repeated up to 6 hours. Only 6 hours total of PSYC 3900 and PSYC 4900 may count toward the Psychology major. Prerequisite: PSYC 1010 and consent of instructor. Graded S/U.

PSYC 4030. Personality Theory (3). Scientific constructs in personality theory; contemporary theories with historical antecedents; assessment of relationship to general psychology. Prerequisite: PSYC 1010

PSYC 4050. Psychology of Abnormal Behavior (3). Fall, Spring, Summer. Data and concepts used in understanding, labeling and modifying deviant behavior. Prerequisite: PSYC 1010. Approved for Distance Education

PSYC 4060. Developmental Psychopathology (3). Major psychological disorders of childhood and adolescence: description, etiological implications, treatment issues, approaches and problems, and related research. Prerequisite: PSYC 1010 or consent of instructor.

PSYC 4150. Psychology of Religion and Spirituality (3). Religion and spirituality from a psychological perspective. Religion and motivation, development, conversion, altruism, coping, mental health, psychotherapy. Prerequisite: PSYC 1010

PSYC 4160. Psychology of Addiction (3). Psychological approaches to the definition, etiology, assessment, prevention, and treatment of alcohol and drug abuse. Prerequisite: PSYC 1010 or consent of instructor. PSYC 4050 is strongly recommended.

PSYC 4310. Developmental Psychobiology (3). This course explores how a single cell can develop into a functioning brain, the most complex machine on the planet. Through a combination of lecture and discussion of original research articles, we will examine the foundational mechanisms of neurodevelopment. The course will also include an introduction to brain maturation during adolescence, and neurodevelopmental disorders. Prerequisite: PSYC 1010 and PSYC 3300 or consent of instructor.

PSYC 4400. General Seminar (1-4). Specific content areas offered depends on demand and interest of staff. May be repeated three times. Prerequisite: consent of instructor. Approved Distance Ed.

PSYC 4520. Personnel Selection (3). Methods of selection and assessment in industrial and other organizations. Includes recruitment, hiring, promotion, etc. Compliance with fair employment and equal employment opportunity regulations. Prerequisites: PSYC 1010 and PSYC 2700 or STAT 2110 or equivalent.

PSYC 4550. Stress Factors of Work (3). Sources and effects of psychological stress at work and research on stress reduction. Topics include perceived work loads, role demands and ambiguities, job involvement and career
stresses such as those in dual-career families. Prerequisite: PSYC 1010.

PSYC 4600. Introduction to Psychological Testing (3). Theory and methods of measuring human behavior. Basic measurement principles and applications; representative standardized tests of intelligence, interest, aptitude and personality. Prerequisites: PSYC 1010 and PSYC 2700 or equivalent.

PSYC 4890. Internship (1-3). Fall, Spring, Summer. Supervised field experience in an applied psychology setting. Credit not applicable to psychology major or minor. May be repeated to six hours. Prerequisite: junior standing and departmental permission. Graded S/U.

PSYC 4900. Independent Research in Psychology (1-3). Independent research in collaboration with a faculty member. Students who take PSYC 4900 are encouraged to present the results of their research at the annual BGSU Undergraduate Research Symposium or similar venue. PSYC 3900 and PSYC 4900 may be repeated up to a total of 12 hours. Only 6 hours total of PSYC 3900 and PSYC 4900 may count toward the Psychology major. Prerequisite: 10 hours of psychology and consent of instructor. Graded S/U.

PSYC 4950H. Senior Honors Seminar (3). Fall. Seminar in general psychology for senior major. Student required to plan and carry out research project under direction of faculty member. Prerequisite: senior major, approval by department undergraduate committee.

PSYC 4960H. Senior Honors Seminar (3). Spring. Seminar in general psychology for senior major. Student required to plan and carry out research project under direction of faculty member. Prerequisite: senior major, approval by department undergraduate committee.
# Current Psychology Faculty Research Interests

**Richard B. Anderson, Ph.D.**  
Neural and Cognitive Sciences  
Office: 251 Psychology  
Undergrad Teaching:  
Phone: 419-372-9908  
email: randers@bgsu.edu  
PSYC 1010 (General Psychology), PSYC 2700 (Quantitative Methods I), PSYC 3220 (Cognitive Psychology)  
Research Interests: Decision making, Human rationality, Judgment, Memory, Inference, Statistical methodology, Psychology and Computers

**William Balzer, Ph.D.**  
Industrial-Organizational Psychology  
*On administrative assignment: Vice President for Faculty Affairs & Strategic Initiatives*  
Office: 250 Psychology  
Undergrad Teaching:  
Phone: 419-372-2280  
email: wbalzer@bgsu.edu  
PSYC 2700 (Quantitative Methods I), PSYC 3520 (Quality of Work Life), PSYC 3700 (Quantitative Methods II), PSYC 4540 (Interviewing)  
Research Interests: Performance appraisal, Decision making, employment interview, Job satisfaction, Personnel selection, Lean Higher education

**Clare Barratt, Ph.D.**  
Industrial-Organizational Psychology  
Office: 240 Psychology  
Undergrad Teaching:  
Phone: 419-372-4250  
email: cbarrat@bgsu.edu  
PSYC 2700 (Quantitative Methods)  
Research Interests: Counterproductive work behaviors, Formal and informal relationships in the workplace, High-risk occupations

**Verner P. Bingman, Ph.D.**  
Neural and Cognitive Sciences  
*Faculty Improvement Leave Spring 2021*  
Office: 255 Psychology  
Undergrad Teaching:  
Phone: 419-372-6984  
email: vbingma@bgsu.edu  
BIOL 4770 (Ornithology), PSYC 3300 (Introduction to Neuroscience), PSYC 3330 (Cognitive Neuroscience), PSYC 3340 (Behavioral and Neural Genetics), PSYC 4400 (General Seminar, Psychology of Space and Time), PSYC 4400 (General Seminar, Animal Intelligence)  
Research Interests: Behavioral and neural mechanisms of animal navigation, Neural mechanisms of learning and memory, Comparative neurobiology of the hippocampus
**Abby Braden, Ph.D.**  
Office: 248 Psychology  
Undergrad Teaching: PSYC 3080 (Introduction to Clinical Psychology), PSYC4400 (General Seminar, Health Psychology Lab)  
Research Interests: Behavioral treatments for obesity, Overlap between obesity and emotional factors (e.g., emotional eating, depression), Eating disorders

**Renee Brott, Psy.D.**  
Office: 115 Psychology  
Undergrad Teaching: PSYC 1010 (General Psychology), PSYC 3050 (Psychology of Personality Adjustment), PSYC 4030 (Personality Theory), PSYC 4050 (Psychology of Abnormal Behavior)

**Yiwei Chen, Ph.D.**  
Office: 244 Psychology  
Undergrad Teaching: PSYC 3090 (Psychology of Adult Development & Aging), PSYC 3100 (Lifespan Developmental Psychology)  
Research Interests: Cognitive aging, Decision making, Stress and coping, K-12 teachers’ emotional labor, Psychological well-being, Acculturation and minority health disparity

**Howard Casey Cromwell, Ph.D.**  
Office: 348 Psychology  
Undergrad Teaching: PSYC 1010 (General Psychology), PSYC 3320 (Neuroscience of Emotions & Motivations), PSYC 3350 (Psychoneuroendocrinology), PSYC 3360 (Forensic Neuroscience) PSYC 4400 (General Seminar, Emotions and Life)  
Research Interests: Neural mechanisms of motivation and emotion, Social neuroscience, Anatomy and function of the basal ganglia system

**Meagan Docherty, Ph.D.**  
Office: 259 Psychology  
Undergrad Teaching: PSYC 3040 (Psychology of Adolescent Development) PSYC 3100 (Lifespan Developmental Psychology)  
Research Interests: Development of aggressive behavior and callousness, Early family environments and parenting, Engagement in and exposure to gun violence, Exposure to violence and trauma
Eric F. Dubow, Ph.D.  
Office: 239 Psychology  
Undergrad Teaching:  
Research Interests: Effects of exposure to violence across social contexts on children and adolescents; Development of aggression; Design, implementation and evaluation of school-based interventions to prevent problems and promote social competence

Dryw Dworsky, Ph.D.  
Office: 314 Psychology  
Research Interests: Sports psychology; College student psychosocial development

Sherona Garrett-Ruffin, Ph.D.  
Office: 261 Psychology  
Undergrad Teaching:  
Research Interests: Affective neuroscience, Health psychology

Anne K. Gordon, Ph.D.  
Office: 215 Psychology  
Undergrad Teaching:  
Research Interests: Consumer decision making, Human mating, Personal relationships, Social judgments

Joshua Grubbs, Ph.D.  
Office 246 Psychology  
Undergrad Teaching:  
Research Interests: Psychology of religion and spirituality; Narcissism and narcissistic traits such as entitlement; Human sexuality; Pornography use; Addictive behavior patterns; Process addictions.

Scott Highhouse, Ph.D.  
Office: 234 Psychology  
Undergrad Teaching:  
Research Interests: Assessment and selection for hiring, Judgment and decision-making at work
Melissa Keith, Ph.D.  
Industrialth-Organizational Psychology  
Office: 247 Psychology  
Undergrad Teaching: PSYC 3580 (Psychology of the Workplace)  
Research Interests: Creativity and the creative process, Motivation, Gig economy, Human flourishing

Dale S. Klopfer, Ph.D.  
Neural and Cognitive Sciences  
On administrative assignment: Associate Dean, College of Arts & Sciences  
Office: 704 Admin Bldg.  
Undergrad Teaching: PSYC 1010 (General Psychology), PSYC 3810 (Sensation and Perception)  
Research Interests: Mental imagery, Spatial ability, Attention, Cognition and instruction

Annette Mahoney, Ph.D.  
Clinical Psychology  
Office: 351 Psychology  
Undergrad Teaching: PSYC 4060 (Developmental Psychopathology)  
Research Interests: Psychology of religion and spirituality and close relationships, including friendships, dating, romantic and marital relationships; relationship break-ups and divorce; parenting, Psychospiritual interventions, Child & family psychology. See website on the Psychology of Spiritual and Family Relationships for more information: http://www.bgsu.edu/arts-and-sciences/psychology/graduate-program/clinical/the-psychology-of-spirituality-and-family.html

Samuel McAbee, Ph.D.  
Industrial-Organizational Psychology  
Office: 236 Psychology  
Undergrad Teaching: PSYC 3700 (Quantitative Methods II)  
Research Interests: Personnel selection, Psychological measurement, Individual differences, Research methodology and design

Dara Musher-Eizenman, Ph.D.  
Developmental Psychology  
Vice-Chair, Undergraduate Instruction  
Office: 260 Psychology  
Undergrad Teaching: PSYC 1010 (General Psychology), PSYC 3030 (Psychology of Child Development), PSYC 3290 (Lab in Developmental Psychology), PSYC 4400 (General Seminar, Infant Development)  
Research Interests: Social and personality development, Development of children's eating habits and body image, Developmental methods, Design thinking
William H. O'Brien, Ph.D., A.B.P.P.  
Office: 338 Psychology  
Phone: 419-372-2974  
email: wobrien@bgsu.edu  
Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 3280 (Psychophysiology)  
Research Interests:  
Acceptance and commitment therapy, Behavioral medicine, Clinical psychophysiology, Behavioral assessment, Behavior therapy, Mindfulness

Catherine H. Stein, Ph.D.  
Office: 243 Psychology  
Phone: 419-372-2278  
email: cstein@bgsu.edu  
Undergrad Teaching:  
PSYC 3080 (Introduction to Clinical Psychology)  
Research Interests:  
Community psychology, Social networks and mental health, Family therapy, Life-span development

Carolyn Tompsett, Ph.D.  
Office: 329 Psychology  
Phone: 419-372-8256  
email: cjtomps@bgsu.edu  
Undergrad Teaching:  
PSYC 4050 (Psychology of Abnormal Behavior)  
Research Interests:  
Examining ecological models of juvenile delinquency and substance abuse among adolescents, Intersection of neighborhoods and poverty, peer and family influences

Jari Willing, Ph.D.  
Office: 249 Psychology  
Phone: 419-372-8335  
email: jwillin@bgsu.edu  
Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 3350 (Psychoneuroendocrinology) PSYC 4310 (Developmental Neuroscience)  
Research Interests:  
Developmental neuroendocrinology, Neurotoxicology, Hormonal influences on learning and memory, Development of the prefrontal cortex across the lifespan

Michael J. Zickar, Ph.D.  
Office: 233 Psychology  
Phone: 419-372-9984  
email: mzickar@bgsu.edu  
Undergrad Teaching:  
PSYC 1010 (General Psychology), PSYC 4600 (Introduction to Psychological Testing)  
Research Interests:  
Psychometric methods, Personality measurement, Personnel testing, Social media
Notes
The BG Perspective Curriculum

All candidates for a baccalaureate degree at Bowling Green State University must take at least 36 credit hours from the BG Perspective curriculum, distributed as follows:

At least one course in each of the following:

- English Composition and Oral Communication
- Quantitative Literacy

At least two courses in each domain:

- Humanities and the Arts
- Social and Behavioral Sciences
- Natural Sciences (at least one Lab Science required)

Each student enrolled in a baccalaureate program must satisfactorily complete WRIT 1120, one course approved for Cultural Diversity in the United States, and one course approved for International Perspective.

Additional courses from any of the five bulleted categories listed above to reach a minimum of 36 credit hours.

BGSU Core Learning Objectives

Courses in the BG Perspective Program are aligned with BGSU’s learning outcomes and are taught with particular emphasis upon BGSU's core learning objectives:

- Critical Thinking
- Oral and Written Communication
- Inquiry
- Engagement
- Information Literacy

BG Perspective Learning Outcomes for Each Domain

ENGLISH COMPOSITION AND ORAL COMMUNICATION

Upon the successful completion of English composition and oral communication courses, students will:

- Formulate effective, ethical written and/or oral arguments which are based upon appropriate, credible research
• Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences

• Analyze how the principles of rhetoric work together to promote effective communication

• Communicate effectively when participating in small groups and/or making formal presentations

• Utilize strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels of formality

• Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view

QUANTITATIVE LITERACY

Upon the successful completion of quantitative literacy courses, students will:

• Interpret mathematical and/or statistical models such as formulas, graphs, tables, and schematics, and draw inferences from them

• Represent mathematical and statistical information symbolically, visually, numerically, and/or verbally

• Use arithmetical, algebraic, geometric and/or statistical methods to solve problems

• Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results

• Recognize that mathematical and/or statistical methods are based on assumptions and have limits

HUMANITIES AND THE ARTS

Upon the successful completion of humanities and the arts courses, students will:

• Apply humanistic modes of inquiry and interpretation in the illustration of the discipline's connection to human values

• Demonstrate a fundamental critical understanding of the role of art, language, and/or media in culture and society

• Examine how the social and cultural contexts of creative endeavours arise over a variety of historical periods

• Illustrate the development of verbal and/or non-verbal communication in the humanities and/or the arts

SOCIAL AND BEHAVIORAL SCIENCES

Upon the successful completion of social and behavioral sciences courses, students will:

• Describe significant social and/or behavioral issues or questions using appropriate theories and evidence

• Articulate how the values of the social and/or behavioral sciences impact decision-making in contemporary society

• Deconstruct social and/or behavioral arguments critically, refuting logical and reasoning flaws inherent in them

• Compose written or oral arguments related to issues or questions in the social and/or behavioral sciences

• Evaluate evidence supporting arguments and conclusions on each side of major social and/or behavioral issues
NATURAL SCIENCES

Upon the successful completion of natural sciences courses, students will:

- Describe how natural sciences can be used to explain and/or predict natural phenomena
- Identify misconceptions associated with the specific scientific discipline
- Explain simple quantitative data and its limits relative to the study of science
- Demonstrate the application of simple quantitative and/or qualitative data in the scientific process
- Solve problems using one or more of the logical approaches of science
- Reflect on the relevance of science to one's everyday life

CULTURAL DIVERSITY IN THE UNITED STATES

Upon the successful completion of cultural diversity in the United States courses, students will:

- Recognize the ways in which diverse cultures have shaped and continue to shape American life
- Explain ways in which diverse cultures have shaped and continue to shape American life
- Examine issues and challenges in cultural diversity in light of the perspectives of diverse cultures
- Compare values of their own cultures(s) with those of others

INTERNATIONAL PERSPECTIVE

Upon the successful completion of international perspective courses, students will:

- Explain how national cultures affect world views or ways of thinking
- Explain how world issues and international connections impact people's lives and/or ways of life
- Analyze problems and possibilities inherent in global economic, geographic, ecological, political, social, and/or technological systems
- Demonstrate competency in speaking, reading, and/or writing a foreign language

WRITING PROFICIENCY REQUIREMENT

Recognizing that the ability to communicate in writing is a valuable skill and a hallmark of an educated person, each student enrolled in a baccalaureate or associate degree program must satisfactorily complete WRIT 1120 or give evidence of proficiency in written expression equivalent to that attained by the student who completes this course. No student can be excused from meeting this requirement, nor can the requirement be postponed.
The courses and services designed to aid students in meeting the writing requirement are coordinated through the University Writing Program. The Writing Placement Test, administered through this program, assesses the writing skills of entering students. On the basis of this test, students are placed in WRIT 1110 (Seminar in Academic Writing), possibly with a co-requisite of WRIT 1010 (Academic Writing Workshop), or in WRIT 1120 (Seminar in Research Writing). Students who receive transfer credit for English composition and communication courses taken elsewhere may be tested for writing proficiency if it is not clear that they have completed a course equivalent to WRIT 1120. Students who wish to be exempted altogether from English composition are also tested for writing proficiency.

Special courses and services designed to aid fully-admitted international students in improving their English proficiency are coordinated through the program in English for Speakers of Other Languages. Upon reporting to the University and before registering for classes, all entering international students, except those whose native language is English, are required to take on-campus proficiency tests; international students transferring from other colleges and universities in the United States as well as students from Puerto Rico are also required to take these tests. On the basis of these tests, the University reserves the right to place students in ESOL 1000 (Academic Composition I), ESOL 1010 (Academic Composition II), or courses designed to develop the students' speaking and listening skills in English. A student may be required to take one or all of these courses, but no more than four semester hours of credit may be applied toward graduation. The English proficiency of students is evaluated at the end of each course until the students have reached the level of English language proficiency expected for admission into WRIT 1110 with a co-requisite of WRIT 1010. The University also reserves the right to require enrollment in a special section of WRIT 1110 with a co-requisite of WRIT 1010 which is offered for non-native speakers of English.

To encourage all students to pass WRIT 1120 prior to the beginning of junior year, three credit hours are added to the graduation requirements of students who pass WRIT 1120 after accumulating 60 credit hours; four hours to the graduation requirements of those with 90 or more credit hours.

The following students are exempt from this penalty:

1. Students transferring to BGSU with 31 or more credit hours, provided that WRIT 1120 is passed within the first 30 credit hours earned at BGSU after the transfer.

2. International students who transfer to BGSU with 21 or more credit hours and for whom English is a second language. Exemption from the penalty must be recommended by the Director of International Programs and Partnerships (or the designee), and WRIT 1120 must be passed within the first 40 credit hours earned at BGSU.

INTERNATIONAL PERSPECTIVE REQUIREMENT

The BG Perspective general education program requires students to complete an international perspective theme that facilitates student exploration of the significance of diverse international cultures within their own lives and promotes exploring the role of international issues and connections in our increasingly interconnected global society. Students are required to satisfactorily complete at least one approved course, from either the social and behavioral sciences or the humanities and the arts domains, that addresses an international perspective. Courses approved to satisfy this international perspective requirement are marked with an asterisk (*) in the general education course lists and online catalog.

https://www.bgsu.edu/catalog/academic-policies/bg-perspective.html
An international experience, defined as an academic study abroad experience bearing three or more credits or a documented international military deployment of at least 30 consecutive or 60 non-consecutive days, also will fulfill that International Perspective requirement.

Fulfilling the International Perspective requirement through a credit bearing study abroad experience is accomplished by contacting the Director of BG Perspective, who will request verification of the experience from the Education Abroad Office and then request that the Office of Registration and Records update the student's record, indicating that the International Perspective requirement has been fulfilled. If the study abroad experience was completed through another university, the student is responsible for providing the BGP Director with documentation regarding the experience.

Fulfilling the International Perspective requirement through international military deployment is accomplished by providing the Director of BG Perspective with documentation of the experience, typically a DD214 Form. The director subsequently will request that the Office of Registration and Records update the student's record, indicating that the International Perspective requirement has been fulfilled.

FALL 2020 SEMESTER
BG PERSPECTIVE COURSE LISTING

Please note that the following course list applies to students who entered BGSU in Fall 2015 or thereafter.

Key:

* Courses which fulfill the International Perspective requirement
** Courses which fulfill the Cultural Diversity in the United States requirement

Note: All courses are worth 3 credit hours except as indicated ()

**English Composition and Oral Communication**

COMM 1020 Introduction to Public Speaking
WRIT 1110 Seminar in Academic Writing
WRIT 1120 Seminar in Research Writing

**Quantitative Literacy**

BA 1600 Business Analytics I: Quantitative Analysis for Business Applications I
BA 1700 Business Analytics II: Quantitative Analysis for Business Applications II
BA 2110  Business Analytics III: Descriptive Analytics
BA 2120  Predictive Analytics
MATH 1150  Introduction to Statistics
MATH 1190  Real World Math Skills
MATH 1220  College Algebra (4)
MATH 1230  Mathematics for Architecture and Construction (5)
MATH 1260  Basic Calculus (5)
MATH 1280  Precalculus Mathematics (5)
MATH 1310  Calculus and Analytic Geometry (5)
MATH 1340  Calculus and Analytic Geometry IA
MATH 1350  Calculus and Analytic Geometry IB
POLs 2900  Statistics and Research Methods
PSYC 2700  Quantitative Methods I (4)
SOC 2690  Introductory Statistics
STAT 2000  Using Statistics

**Humanities and the Arts**

ACS 2000  Introduction to American Culture Studies
ACS 2500  Cultural Pluralism in the United States**
ARCH 2330  History of Architecture I*
ARCH 2340  History of Architecture II*
ART 1010  Introduction to Art
ARTH 1450  Western Art I*
ARTH 1460  Western Art II*
ARTH 2700  Survey of World Art*
AS 1100  Arts BG
CLCV 2410  Great Greek Minds*
CLCV 2420  Great Roman Minds*
CLCV 3800  Classical Mythology
ENG 1500  Response to Literature
ENG 2010  Introduction to Literature
ENG 2110  African American Literature**
ENG 2120  Native American Literature**
ENG 2610  World Literature from Ancient Times to 1700*
ENG 2620  World Literature from 1700 to Present*
ENG 2640  British Literature to 1660
ENG 2650  British Literature 1660-1945
ENG 2740  American Literature Survey to 1865
ENG 2750  American Literature 1865-1945
ETHN 2200  Introduction to African Literature* (also listed as ROCS 2200)
FREN 2010  Intermediate French I*
FREN 2020  Intermediate French II*
FREN 2220  French Culture*
GERM 2150  German Culture and Civilization*
GERM 2160  Contemporary Germany*
HNRS 2020  Critical Thinking about Great Ideas
ITAL 2620  Italian-American Experience: Mafia, Migration and the Movies**
MUCT 1010  Exploring Music
MUCT 1250  Exploring Music of World Cultures*
MUCT 2220  Turning Points: Arts and Humanities in Context
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<td>Introduction to Philosophy</td>
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<td>Introduction to Ethics</td>
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<td>Introduction to Logic</td>
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<td>PHIL 1250</td>
<td>Contemporary Moral Issues</td>
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<td>PHIL 2190</td>
<td>Philosophy of Death and Dying*</td>
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<td>Environmental Ethics**</td>
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<td>Popular Culture and Media</td>
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<td>Black Popular Culture**</td>
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<td>Introduction to Folklore &amp; Folklife</td>
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<td>RUSN 2150</td>
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<td>Post-Communist Russia*</td>
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<td>Hispanic Culture*</td>
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<td>The Theatre Experience</td>
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<td>THFM 2020</td>
<td>Performance in Life &amp; on Stage</td>
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<td>Exploring Cultural Diversity Through Performance**</td>
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<td>Introduction to Women's Studies: Perspectives on Gender, Class, and Ethnicity**</td>
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<td>AFRS 2000</td>
<td>Introduction to Africana Studies*</td>
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<td>ASIA 1800</td>
<td>Asian Civilizations* (also listed as HIST 1800)</td>
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<td>ASIA 2000</td>
<td>Introduction to Asian Religions*</td>
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<td>CAST 2010</td>
<td>Introduction to Canadian Studies*</td>
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<td>Introduction to Communication Disorders</td>
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<td>Introduction to Economics</td>
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<td>EIEC 2210</td>
<td>Cultural and Linguistic Diversity in Early Childhood**</td>
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<td>Introduction to Native American Studies**</td>
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<td>ETHN 2600</td>
<td>Contemporary Issues in Native America**</td>
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<td>World Geography: Eurasia &amp; Africa*</td>
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<td>World Geography: Americas and the Pacific*</td>
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<td>GEOG 2630</td>
<td>The Rising Dragon: China’s Global Reach*</td>
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<td>GER 0100</td>
<td>Aging, the Individual and Society</td>
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<td>Lifespan Human Development</td>
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HDFS 2020  Contemporary Marriages and Families
HIST 1250  Early America**
HIST 1260  Modern America
HIST 1510  World Civilizations*
HIST 1520  Modern World*
HIST 1800  Asian Civilizations* (also listed as ASIA 1800)
HNRS 2010  Introduction to Critical Thinking
INST 2000  Introduction to International Studies*
MDIA 1030  Media and the Information Society
MDIA 3520  Online Social Media
POLS 1100  American Government: Processes and Structure
POLS 1710  Introduction to Comparative Government*
POLS 1720  Introduction to International Relations*
PSYC 1010  General Psychology (4)
SOC 1010  Principles of Sociology
SOC 2020  Social Problems
SOC 2120  Population and Society
SOC 2160  Minority Groups**
SOC 2310  Cultural Anthropology*
TECH 3020  Technology Systems in Societies*

Natural Sciences - an "L" denotes the course fulfills the Lab Science requirement

ASTR 1010  Experimental Astronomy (L)
ASTR 2010  Modern Astronomy
ASTR 2120  The Solar System

https://www.bgsu.edu/catalog/academic-policies/bg-perspective.html
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<td>BIOL 1040</td>
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<td>BIOL 1080</td>
<td>Life in the Sea</td>
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<td>BIOL 2040</td>
<td>Concepts in Biology I (4) (L)</td>
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<td>BIOL 2050</td>
<td>Concepts in Biology II (4) (L)</td>
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<tr>
<td>CHEM 1000</td>
<td>Introduction to Chemistry</td>
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<td>CHEM 1090</td>
<td>Elementary Chemistry (3)</td>
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<td>Elementary Chemistry Lab (1) (L)</td>
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<td>General Chemistry I (4)</td>
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<td>General Chemistry I Lab (1) (L)</td>
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<td>General Chemistry (5) (L)</td>
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<td>FN 2080</td>
<td>Introduction to Human Nutrition Lab (L)</td>
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<td>Weather and Climate</td>
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<td>Earth Environments (4) (L)</td>
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<td>GEOL 1050</td>
<td>Life Through Time (4) (L)</td>
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<td>GEOL 2150</td>
<td>Geologic History of Dinosaurs (L)</td>
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<td>Basic Physics (L)</td>
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<td>University Physics II (5) (L)</td>
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<td>Water Resources and Issues</td>
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https://www.bgsu.edu/catalog/academic-policies/bg-perspective.html

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Cultural Diversity in the United States

Cultural Diversity in the United States courses approved to also fulfill a Humanities and the Arts requirement

ACS 2500  Cultural Pluralism in the United States
ENG 2110  African American Literature
ENG 2120  Native American Literature
ITAL 2620  Italian-American Experience: Mafia, Migration and the Movies
PHIL 2320  Environmental Ethics
POPC 1700  Black Popular Culture
THFM 2150  Exploring Cultural Diversity Through Performance
WS 2000  Introduction to Women's Studies: Perspectives on Gender, Class, and Ethnicity

Cultural Diversity in the United States courses approved to also fulfill a Social and Behavioral Sciences requirement

EDFI 2980  School, Society, and Cultural Diversity
EIEC 2210  Cultural and Linguistic Diversity in Early Childhood
ETHN 1010  Introduction to Ethnic Studies
ETHN 1100  Introduction to Latina/o Studies
ETHN 1200  Introduction to African American Studies
ETHN 1300  Introduction to Asian American Studies
ETHN 1600  Introduction to Native American Studies
ETHN 2010  Ethnicity and Social Movements
ETHN 2600  Contemporary Issues in Native America
HIST 1250  Early America
SOC 2160  Minority Groups
International Perspective

GERM 2010 Intermediate German I
GERM 2020 Intermediate German II

International Perspective courses approved to also fulfill Humanities and the Arts requirement

ARCH 2330 History of Architecture I
ARCH 2340 History of Architecture II
ARTH 1450 Western Art I
ARTH 1460 Western Art II
ARTH 2700 Survey of World Art
CLCV 2410 Great Greek Minds
CLCV 2420 Great Roman Minds
ENG 2610 World Literature from Ancient Times to 1700
ENG 2620 World Literature from 1700 to Present
ETHN 2200 Introduction to African Literature (also listed as ROCS 2200)
FREN 2010 Intermediate French I
FREN 2020 Intermediate French II
FREN 2220 French Culture
GERM 2150 German Culture and Civilization
GERM 2160 Contemporary Germany
MUCT 1250 Exploring Music of World Cultures
PHIL 2190 Philosophy of Death and Dying
ROCS 2200 Introduction to African Literature (also listed as ETHN 2200)
RUSN 2150 Russian Culture
RUSN 2160  Post-Communist Russia
SPAN 2010  Intermediate Spanish I
SPAN 2020  Intermediate Spanish II
SPAN 2030  Intermediate Spanish for the Professions
SPAN 2700  Hispanic Culture

International Perspective courses approved to also fulfill a Social and Behavioral Sciences requirement

AFRS 2000  Introduction to Africana Studies
ASIA 1800  Asian Civilizations (also listed as HIST 1800)
ASIA 2000  Introduction to Asian Religions
CAST 2010  Introduction to Canadian Studies
GEOG 1210  World Geography: Eurasia & Africa
GEOG 1220  World Geography: Americas and the Pacific
GEOG 2630  The Rising Dragon: China's Global Reach
HIST 1510  World Civilizations
HIST 1520  Modern World
HIST 1800  Asian Civilizations (also listed as ASIA 1800)
INST 2000  Introduction to International Studies
POLs 1710  Introduction to Comparative Government
POLs 1720  Introduction to International Relations
SOC 2310  Cultural Anthropology
TECH 3020  Technology Systems in Societies
Foreign Language Approved Courses
Group II or Foreign Language Requirement

Bowling Green State University / College of Arts and Sciences / Student Resources / A&S Undergraduate Student Handbook / Foreign Language Approved Courses
Group II or Foreign Language Requirement

Most Arts and Sciences degrees require as a minimum:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Demonstrate proficiency in the language on the 2020 course level;
- Having completed four years of one language in high school [student must have completed the fourth full year, for example, Spanish IV, and received credit for those courses];
- Up to 16 hours in one language, or fewer by advanced placement

BGSU offers language sequences in American Sign Language, Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Russian and Spanish.

Generally, for student having completed less than the fourth level of a foreign language in high school your placement in language courses is determined by your language placement score. In some instances, you may be able to combine or substitute culture courses with traditional 1010, 1020, 2010 language courses, which may be taught in English noted below with a # sign.

**American Sign Language [ASL]** 1010, 1020, 2010, 2020 [EDHD students have priority for ASL courses]

**Arabic** 1010, 1020, 2010, 2020 [subject to availability]

**Chinese** 1010, 1020, 2010, 2020

**French** 1010, 1020, 2010, and either 2020 or 2120#

**German** 1010, 1020 and 6 hours from: GERM 1170, 1180, 2010, 2020, 2150#, 2160#, 2170, 2180, 2310, 2600#, 3310, 3600#, 4150#

**Greek** 1010, 1020 and 6 hours from: GRK 2010, 2020, CLCV 2410#, 2420#, 2450#

**Italian** 1010, 1020, 2010, 2020

**Japanese** 1010, 1020 plus a minimum of 6 additional hours from 2010, 2020, 2150#, 2160#, 3120# and 4150#

**Latin** 1010, 1020 and 2 courses from: LAT 2010, 2020, CLCV 2410#, 2420#, 2450#

**Russian** 1010, 1020 and 6 credit hours from: RUSN 2010, 2020, 2150#, 2160#, 3120#, 3130#, 3160#, 4150#

**Spanish** 1010, 1020, 2010 and either 2020, 2030 or 2120#

NOTES:
1. It is best to take language courses early in your college career.

2. You may be asked to submit a high school transcript for verification.

3. You may complete two 3-hour culture courses (#) to complete the sequence in German, Greek, Japanese, Latin or Russian. [Total of 6 hours]

4. You may complete one 3-hour culture course to complete the sequence in French, Spanish, German, Russian, or Latin. [Total of 3 hours]
Arts and Humanities Approved Courses
Group V or Multidisciplinary Component

Bowling Green State University  College of Arts and Sciences  Student Resources  A&S Undergraduate Student Handbook  Arts and Humanities Approved Courses
Group V or Multidisciplinary Component

LITERATURE

ENG - ENGLISH

1500 (3) Response to Literature
2000 (2-3) Writing about Literature
2010 (3) Intro to Literature
2030 (3) Writing in Context
2040 (3) Imaginative Writing
2050 (3) Craft of Poetry
2060 (3) Craft of Fiction
2110 (3) African-American Literature
2120 (3) Native American Literature
2610 (3) World Lit. from Ancient Times to 1700
2620 (3) World Lit. from 1700 to the present
2640 (3) British Literature Survey to 1660
2650 (3) British Literature Survey 1660-1945
2690 (3) Canadian Fiction
2740 (3) Survey of American Literature to 1865
2750 (3) Survey of American Literature 1865-1945
2900 (3) Language Study
3000 (3) Interdisciplinary Studies in Literature
3010 (3) Shakespeare
3060 (3) The Bible
3100 (3) Multiethnic American Literature
3110 (3) Gay & Lesbian Lit. and Criticism
3140 (3) Postcolonial Literature
3150 (3) Graphic Novel Workshop
3200 (3) Modern Poetry
3230 (3) Modern Fiction
3250 (3) Modern Drama
3300 (3) Contemporary Poetry  
3330 (3) Contemporary Fiction  
3350 (3) Contemporary Drama  
3850 (3) Studies in Literature-Film  
4000 (3) Chaucer  
4010 (3) Special Topics in Shakespeare & Criticism  
4020 (3) English Medieval Literature  
4030 (3) 16th & 17th Century Non-Dramatic Literature  
4060 (3) English Renaissance Drama  
4080 (3) Milton  
4100 (3) Topics in English Restoration Lit & Culture  
4150 (3) Topics in 18th Century British Lit & Culture  
4160 (3) The Victorian Novel  
4170 (3) Topics in British Romanticism  
4180 (3) Victorian Poetry and Prose  
4190 (3) Topics in Modern British Literature  
4200 (3) Topics in Contemporary British Literature  
4230 (3) Women’s Studies in Literature  
4240 (3) Topics in Multiethnic Amer Literature  
4300 (3) Topics in Early American Literature  
4310 (3) Topics in the American Renaissance  
4320 (3) Topics in Late 19th & Early 20th Century American Literature  
4330 (3) Topics in Modern American Literature  
4340 (3) Topics in Contemporary American Literature  
4420 (3) Studies in Children’s Literature  
4800 (3) Topics in English Studies  

**CHIN - CHINESE**  
3120 (3) Intro to Chinese Literature  
4800 (2-3) Selected Topics in Chinese (literature)  

**CLCV - CLASSICAL CIVILIZATION**  
2410 (3) Great Greek Minds  
2420 (3) Great Roman Minds  
3800 (3) Classical Mythology
3820 (3) Ancient Drama
4850 (3) Greek Civilization
4860 (3) Roman Civilization

ETHN - ETHNIC STUDIES

2200 (3) Introduction to African Literature
3200 (3) Literature of Black Nationalism

FREN - FRENCH

GERM - GERMAN

2600 (3) Modern Germ Lit in Translation
3110 (3) Introduction to German Literature
3130 (3) German Literature in Context
3600 (3) Literature in Translation
4800 (2-4) Selected Topics in German (literature)

GREAS - GERMAN, RUSSIAN & E. ASIAN LANGUAGES

1920Q (3) Inquiry in Asian & European Cultures

ITAL - ITALIAN

3610 (3) Introduction to Italian Literature
4880 (3) Italian Literature: Advanced Studies

JAPN - JAPANESE

3120 (3) Introduction to Japanese Literature
4800 (2-3) Selected Topics in Japanese (literature)

LAT - LATIN

3610 (3) Latin Literature I
3620 (3) Latin Literature II
4700 (2-3) Readings in Latin Literature

POPC - POPULAR CULTURE
2700 (3) Introduction to Contemp. Pop Literature
3700 (3) History of Popular Literature
4700 (3) Studies in Popular Literature

**ROCS - ROMANCE AND CLASSICAL STUDIES**

2200 (3) Introduction to African Literature

**RUSN - RUSSIAN**

3120 (3) Introduction to Russian Literature
4010 (3) Russian Poetry
4020 (3) Russian Novel
4030 (3) Russian Drama

**SPAN - SPANISH**

3670 (3) Introduction to Spanish Peninsular Literature
3680 (3) Introduction to Spanish American Literature
4310 (3) Spanish American Fiction
4410 (3) Medieval and Golden Age Literature
4420 (3) Spanish Literature of the 19th Century
4440 (3) Contemporary Spanish Literature
4810 (3) Span-Amer Lit I: Discovery to Modernism
4820 (3) Span-Amer Lit II: Modernism to Present
4880 (3) Contemporary Mexican Literature
4890 (3) Hispanic Studies (when topic is literature related)
FINE ARTS

Note: BFA-Art students may use only two ARTH courses for Group V; the other humanities requirements must be from other areas besides ART or ARTH.

AS - ARTS and SCIENCES

1100 (3) Arts BG
1920Q (3) Arts BG: Experiencing the Arts in Context

ART - ART

1010 (3) Introduction to Art
1920Q (3) Art: Culture & Community

ARTD - GRAPHIC DESIGN

2010 (3) Graphic Design Thinking

ARTH - HISTORY

1450 (3) Western Art I
1460 (3) Western Art II
Plus all other courses in ARTH except:
2900, 4700, 4800, 4900 and 4950

CHIN - CHINESE

4150 (3) Chinese Film

ETHN - ETHNIC STUDIES

2300 (3) The Native American in Film
3400 (3) Afro-American Cinematic Experience
4600 (3) Third World Cinema

FREN - FRENCH

4440 (4) French Film
GERM - GERMAN

4040 (3) German Literature and Music
4150 (3) The German Film

HRNS - HONORS

2600 (4) Interdisciplinary Seminar (when fine arts topic)

ITAL - ITALIAN

2610 (3) The Italian Cinema
2620 (3) Mafia in Film

JAPN - JAPANESE

4150 (3) Japanese Film

MDIA - MEDIA PRODUCTION & STUDIES

4660 (3) Television and Film Criticism

MUCT - MUSICOLOGY/COMPOSITION/ THEORY

1010 (3) Exploring Music
1250 (3) Music of World Cultures
1920Q (3) Inquiry in Humanities and the Creative Arts
2210 (3) Masterpieces of Music
2370 (3) Jazz
2610 (3) Music History I
4310 (3) Aesthetics of Black Music

MUSP - MUSIC PERFORMANCE STUDIES

4010 (3) History and Literature of Jazz

POPC - POPULAR CULTURE

3500 (3) Advanced Studies in Popular Film

ROCS - ROMANCE AND CLASSICAL STUDIES
2000 (3) European and Latin American Cinema

**RUSN - RUSSIAN**

4150 (3) Russian Film

**THFM - THEATRE and FILM**

1410 (3) The Theatre Experience
1610 (3) Introduction to Film
2020 (3) Performance Studies I
2150 (3) Explor. Cultural Diversity Through Performance
2620 (3) History of Film
3470 (3) Theatre History and Lit: Origins-1700
3480 (3) Theatre History and Lit: 1700-Present
3500 (3) Milestones in Black Theatre
3520 (3) Musical Theatre
4590 (3) International Puppetry
4600 (3) Period, Style, and Form

**WS - WOMEN'S GENDER & SEXUALITY STUDIES**

3010 (3) Women, Art and Culture
4670 (3) Gender, Media & Culture

**GENERAL HUMANITIES**

**AFRS - AFRICANA STUDIES**

2000 (3) Introduction to Africana Studies

**ACS - AMERICAN CULTURE STUDIES**

2000 (3) Intro to American Culture Studies
2300 (3) Issues in American Civilization
2500 (3) Cult. Pluralism in the U.S.
3000 (3) Interpretations of American Culture

**ASIA - ASIAN STUDIES**
3100 (2) Hiroshima & Beyond

**CHIN - CHINESE**

2160 (3) Contemporary Chinese Culture

**CLCV - CLASSICAL CIVILIZATION**

3810 (3) Roman Life
3880 (2-3) Topics in Classical Civilization

**COMM - COMMUNICATIONS**

3080 (3) Argument & Debate
3100 (3) Rhetorical Criticism
4120 (3) Gender & Communication

**ETHN - ETHNIC STUDIES**

1920Q (3) Inquiry in Humanities & the Creative Arts
3100 (3) Mexican Cultures
3130 (3) Global Perspectives on Women
4200 (3) Latino/a Cultural Studies

**FREN - FRENCH**

1920Q (3) Inquiry in Humanities & the Creative Arts
2220 (3) French Culture
3580 (3) French for the Professions
3630 (3) Foundations in French Studies
3660 (3) Foundations in Francophone Studies

**GERM - GERMAN**
2150 (3) German Culture and Civilization
2160 (3) Contemporary Germany
3800 (2-3) Topics in Germ Lang, Thought, Culture
4030 (3) Women and the Third Reich

HNRS - HONORS

2020 (3) Critical Thinking about Great Ideas
2600 (4) Interdisciplinary Humanities Seminar

HUM - HUMANITIES

1010 (3) Intro to the Humanities (Firelands campus)

ITAL - ITALIAN

3710 (3) Italian Civilization I
3720 (3) Italian Civilization II

JAPN - JAPANESE

2150 (3) Japanese Culture
2160 (3) Contemporary Japanese Society

MDIA - MEDIA PRODUCTION & STUDIES

2700 (3) Topics in Minorities Film/Video
4670 (3) Gender, Media, & Culture

MUCT - MUSICOLOGY/COMPOSITION/THEORY

1020 (3) Exploring Global Popular Music
2220 (3) Turning Points: Arts & Human. in Context
4440 (3) Music Technology I

PHIL - PHILOSOPHY
<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>1010</td>
<td>(3) Introduction to Philosophy</td>
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<td>1020</td>
<td>(3) Introduction to Ethics</td>
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<td>1030</td>
<td>(3) Introduction to Logic</td>
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<td>(3) Contemporary Moral Issues</td>
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<td>(3) Aesthetics</td>
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<td>(3) History of Ancient Philosophy</td>
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<td>2120</td>
<td>(3) History of Modern Philosophy</td>
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<td>2170</td>
<td>(3) World Religions</td>
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<td>2180</td>
<td>(3) Philosophy of Law</td>
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<td>2190</td>
<td>(3) Philosophy of Death and Dying</td>
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<td>2200</td>
<td>(3) Business Ethics</td>
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<td>2240</td>
<td>(3) Socialism, Cptsm and Democ.</td>
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<td>2270</td>
<td>(3) Philosophy of Punishment</td>
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<td>2300</td>
<td>(3) Scientific Reasoning</td>
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<td>2320</td>
<td>(3) Environmental Ethics</td>
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<td>2360</td>
<td>(3) Philosophy of Film</td>
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<td>(3) Philosophy of Feminism</td>
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<td>3000</td>
<td>(3) Life, Death, Law &amp; Morality</td>
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<td>3020</td>
<td>(3) Ethical Theory</td>
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<td>3110</td>
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<td>(3) Social and Political Philosophy</td>
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<td>(3) Philosophy of Religion</td>
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<td>(3) Theory of Knowledge</td>
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<td>(3) Existentialism</td>
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<td>(3) Problems in Philosophy</td>
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<td>(3) Computers and Philosophy</td>
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<td>(3) Philosophy of Language</td>
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<td>4140</td>
<td>(3) Metaphysics</td>
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<td>(3) Topics in the Philosophy of Law</td>
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<td>4310</td>
<td>(3) Topics in Philosophy of Science</td>
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<td>(3) Philosophy of Social Science</td>
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</table>
POPC - POPULAR CULTURE

1600 (3) Introduction to Popular Culture
1650 (3) Popular Culture and Media
1700 (3) Black Popular Culture
1920Q (3) Inquiry in Humanities and the Creative Arts
2200 (3) Intro to Folklore and Folklife
2310 (2-3) Studies in Popular Culture
2500 (3) Introduction to Popular Film
2800 (3) Introduction to Popular Music
2900 (3) Television as Popular Culture
3000 (3) Topics in International/Global Popular Culture
3100 (3) Global Popular Culture
3200 (3) Folktale and Legend
3210 (3) Folklife and Material Culture
3250 (3) The Folk Group/Folk Region
3650 (3) Youth and Popular Culture
3800 (3) Contexts of Popular Music
4240 (3) Folklore Genres
4260 (3) Popular Entertainments
4600 (3) Popular Culture Advanced Studies
4800 (3) Senior Seminar in Popular Culture
RESC (Chapman Learning Community)
2100 (3) Journeys of the Imagination

RUSN - RUSSIAN

2150 (3) Russian Culture
3200 (2) Readings in Russian Culture

SPAN - SPANISH

3760 (3) Foundations in Hispanic Civilization
3820 (3) Topics in Hispanic Literature
3830 (3) Topics in Hispanic Film
3840 (3) Topics in Hispanic Culture
3850 (3) Topics in Language and Culture

**THFM - THEATRE & FILM**

4490 (3) Contemporary Issues in Theatre
4680 (3) Animated Films: An International History

**WS - WOMEN'S GENDER & SEXUALITY STUDIES**

1920Q (3) Inquiry in Humanities and the Creative Arts
2000 (3) Intro to Women's Studies: Persp. on Gender, Class and Ethnicity
3130 (3) Global Perspectives on Women
4670 (3) Gender, Media & Culture

Faculty members of the A&S Curriculum, Teaching, and Learning Committee have approved the courses on these pages for inclusion in the Group and MDC requirements. NO one hour courses, independent studies, directed readings, workshops, internships, or field studies can be used for Group or MDC requirements.
Natural Sciences Approved Courses
Group III or Multidisciplinary Component

BACHELOR OF SCIENCE DEGREES

Lab Science Sequences: Students pursuing a Bachelor of Science degree must complete ONE of these sequences:
BIOLOGY 2040 and 2050 [4 hours each]
CHEMISTRY 1250 or 1230 and 1240 and CHEM 1270 and 1280 [10]
GEOLOGY 2 from 1040, 1050, 1060 [8]
GEOLOGY 2500 and 2510 [10]
CHEMISTRY 1350 and 1370 and 1380 [10]
PHYSICS 2010 and 2020 [10]
PHYSICS 2110 and 2120 [10]

BA, BAC, BFA, BSJ Degrees

GENERAL LAB SCIENCES

Note: Completion of a B.S. lab sequence above will satisfy the entire Natural Science requirement for the Bachelor of Arts degree [no “nonlab” science would be required].

ASTR - ASTRONOMY
1010 [3] Experimental Astronomy

BIOL - BIOLOGY
1010 [3] Environment of Life
1040 [4] Introduction to Biology
1940Q [3] Inquiry in Science and Technology
3320 [4] Human Anatomy and Physiology II

**CHEM - CHEMISTRY**
1090 and 1100 [4] Elementary Chemistry
1250 or 1230 and 1240 [5] General Chemistry I
1270 and 1280 [5] General Chemistry II
1350 [5] General Chemistry I
1370 and 1380 [5] General Chemistry II

**ENVS - ENVIRONMENTAL STUDIES**
3100 [4] Environmental Field & Laboratory Methods

**GEOG - GEOGRAPHY**

**GEOL - GEOLOGY**
1040 [4] Earth Environments
1050 [4] Life Through Time
1060 [4] Climate Change & the Frozen Earth
2510 [5] Field-based Historical Geology [1050 substitute]
3040 [3] Geology of the National Parks

**MATS - MATERIAL SCIENCE**

**PHYS - PHYSICS**
1010 [3] Basic Physics
2110 [5] University Physics I
2120 [5] University Physics II
NON-LAB SCIENCES

ASTR - ASTRONOMY
Plus All other ASTR courses except 2700, 4700

BIOL - BIOLOGY
1080 [3] Life in the Sea
1090 [3] Life in Extreme Environments

CHEM - CHEMISTRY
1000 [3] Introduction to Chemistry
1770 [3] Introduction to Forensic Science
1940Q [3] Inquiry in Science and Technology

ENVS - ENVIRONMENTAL STUDIES

GEOG - GEOGRAPHY
1250 [3] Weather and Climate
1940Q [3] Inquiry in Science and Technology
4040 [3] Climatology

GEOL - GEOLOGY
1000 [3] Introduction to Geology
1940Q [3] Geology and Society
3220 [3] Environmental Geology

HNRS - HONORS
2500 [3-5] Honors Seminar: Natural Sciences

PHYS - PHYSICS
1000 [3] Physics of the Natural World
1940Q [3] Inquiry in Physics

SEES - SCHOOL OF EARTH, ENVIRONMENT, & SOCIETY
groups: CHEM 1250 and 1350, CHEM 1270 and 1370 and GEOL 1000, 1010 or 1040.
Social and Behavioral Sciences Approved Courses
Group IV or Multidisciplinary Component

Group IV or Multidisciplinary Component

**ASIA - ASIAN STUDIES**

3000 [3] Peace and Cultural Legacies in the Nuclear Age

**ACS - AMERICAN CULTURE STUDIES**

1930Q [3] Inquiry in Individuals & Society
2520 [3] Indigenous Cultures of North America

**CAST - CANADIAN STUDIES**

2010 [3] Introduction to Canadian Studies

**COMM - COMMUNICATIONS**

2030 [3] Small Group Communication
2070 [3] Interpersonal Communication
3060 [3] Interpersonal Communication for Non-Majors
3070 [3] Organizational Communication

**ECON - ECONOMICS**

2000 [3] Introduction to Economics
Plus All ECON Other Courses except 4910 and 4950H

**EDFI - EDUCATIONAL FOUNDATIONS & INQUIRY**

3010 [3] Educational Psychology - Early Childhood
3020 [3] Educational Psychology
3030 [3] Educational Psychology - Applied

**ENVS - ENVIRONMENTAL STUDIES**

1010 [3] Introduction to Environmental Studies
1930Q [3] Next Fifty Yrs; A Sustainable Future
4010 [3] Environmental Strategies
4260 [3] Environmental Justice

**ETHN - ETHNIC STUDIES**
1010 [3] Introduction to Ethnic Studies
1100 [3] Introduction to Latina/o Studies
1200 [3] Introduction to African American Studies
1300 [3] Intro to Asian American Studies
1600 [3] Intro to Native American Studies
1930Q [3] Inquiry in Individuals and Society
2010 [3] Ethnicity and Social Movements
2110 [3] History of Mexican Americans
2600 [3] Contemp Issues in Native America
3010 [3] Ethnicity in the United States
3030 [3] Race, Representation and Culture
3120 [3] Chicanos in the U.S.
3510 [3] International Perspectives on Women
3610 [3] Native American Women
4027 [3] Colonial Africa
4037 [3] Contemporary Africa
4044 [3] Africa and World Politics
4300 [3] Nat'l &Global Persp.-Race &Ethnicity
4350 [3] Race and Urban Housing
4550 [3] Latina/o Gender & Sexuality

**GEOG - GEOGRAPHY**

Plus Any Other Courses in GEOG except: GEOG 1250, 1260, 1270, 2130, 4040, 4890 and 4900
1010 [3] Aging, the Individual & Society
4020 [3] Health and Aging

HIST - HISTORY
1510 [3] World Civilizations
Plus All Other Courses in HIST except 4890, 4950 and 4960

HNRS - HONORS
2010 [3] Introduction to Critical Thinking
2400 [3] Honors Seminar: Social Sciences

INST - INTERNATIONAL STUDIES
1930Q [3] Inquiry in Individuals and Society
2000 [3] Intro to International Studies

JOUR - JOURNALISM
4650 [3] American Journalism History

MDIA - MEDIA PRODUCTION & STUDIES
3520 [3] Online Social Media
3650 [3] Social History of Media
3660 [3] Media Influences on Individuals and Society

PACS - PEACE & CONFLICT STUDIES
3000 [3] Peace & Cultural Legacies in the Nuclear Age

POLs - POLITICAL SCIENCE
Plus all other courses in POLS except 3320, 3520, 4500, 4700, 4900, 4910, 4920, 4930, 4950 and 4960
Plus Any Course in PSYC except: PSYC 3300, 3310, 3320, 3330, 3340, and 3350, 3890, 3900, 3950, 4890, 4900, 4950H and 4960H

SEES - SCHOOL OF EARTH, ENVIRONMENT & SOCIETY

SOC - SOCIOLOGY
1010 [3] Principles of Sociology
Plus Any Course in SOC except SOC 4700, 4710 and 4890

WS - WOMEN'S GENDER & SEXUALITY STUDIES
1930Q [3] Individuals and Society
2610 [3] Intro to LGBT Studies
3060 [3] Psychology of Gender
3270 [3] Women in Modern Europe
3610 [3] Histories of Queer Activism
4550 [3] Latina/o Gender & Sexuality
4600 [3] Sociology of Gender

Faculty members of the A&S Curriculum, Teaching, and Learning Committee have approved the courses on these pages for inclusion in the Group and MDC requirements. NO one hour courses, independent studies, directed readings, workshops, internships, or field studies can be used for Group or MDC requirements.
Fall 2020
Bachelor of Arts in Psychology

**BG Perspective (BGP) Requirements**
Must complete at least 1 course in each of the following:

- English Composition and Oral Communication
- Quantitative Literacy

**Must Complete at least 2 courses in each of the following:**
- Humanities and the Arts
- Natural Sciences - at least one Lab Science required
- Social and Behavioral Sciences

Complete total required BGP credit hours by selecting courses from any of the above categories:

**University Requirements**
Designated courses in Humanities and the Arts and the Social and Behavioral Sciences domains may be used to fulfill both the BGP requirement and one of the following university requirements:

- Cultural Diversity in the US
- International Perspective
- Composition Requirement: WRIT 1120 Research Writing

Total BGP Credits: Must be at least 36

**Arts & Sciences Requirements**

- Foreign Language (_____ yrs of HS_____)
  - 1010
  - 1020
  - 2010
  - 2020/2120

- Lab Science

**Multidisciplinary Component**
Select from approved offerings, in consultation with an advisor and a faculty mentor. Four courses total, each with a different subject prefix. At least two courses at 3000/4000 level. Courses applied to the Arts & Sciences MDC may not be used to fulfill other Arts and Sciences degree requirements, nor may they be used to fulfill major, minor, BGP or other program requirements.

**Major Requirements (36 Hrs.)**
(A minimum GPA of 2.0 in all PSYC classes is required)

12 hours from the following:

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>PSYC 1010 General Psychology</td>
</tr>
<tr>
<td>4</td>
<td>PSYC 2700 Quantitative Methods I</td>
</tr>
<tr>
<td>4</td>
<td>PSYC 2900 Intro to Lab Meth. in Psych.</td>
</tr>
</tbody>
</table>

At least one course from 3 of the following 6 categories:

A. **Clinical Psychology**
   - 3
   - PSYC 3080 Introduction to Clinical Psychology or PSYC 4050 Psychology of Abnormal Behavior

B. **Industrial-Organizational Psychology**
   - 3
   - PSYC 3500 Survey of Industrial and Organizational Psychology

C. **Cognitive Psychology**
   - 3
   - PSYC 3020 Introduction to Cognitive Science: Minds & Brains

D. **Developmental Psychology**
   - 3
   - PSYC 3030 Psych of Child Development, PSYC 3040 Psych of Adolescent Development, PSYC 3290 Psych of Adult Development & Aging or PSYC 3110 Lifespan Developmental Psych

E. **Social Psychology**
   - 3
   - PSYC 3110 Social Psychology

F. **Neuroscience**
   - 3
   - PSYC 3300 Introduction to Neuroscience

2 - 3000 level labs (select from: 3130, 3210, 3220, 3240, 3260, 3290, 3320, 3330, 3590 or 3910)

- 4

Psychology electives (at least 7 hours) - 3000/4000 level (no more than 5 total hours of PSYC 3900 or PSYC 4890 can apply)

Electives and Non-Credit Courses

Minor Requirements: see second page.
Minor Requirements (1 of the following):
(a) ______ Minor in a second dept./college (see catalog or see College Advisor).
(b) ______ Cognate minor: 24 hours from at least 3 of the following fields: BIOL, CHEM, CS, ECON, MATH (NOT Math 2150, 2160), PHIL, PHYS, or SOC
(c) ______ Individualized Planned Minor, developed in consultation with a Faculty Advisor.

Name (Print First & Last Name) _________________________________

Phone (Cell or Local Number) _________________________________

BGSU ID# _________________________________

For Graduation You Will Need:

1. 122 credit hours minimum.
   In Progress/Completed ________ Needed ________

2. Minimum GPA 2.00.
   Current GPA ________

3. At least 30 credit hours of BGSU course work.
   In Progress/Completed ________ Needed ________

4. 40 credit hours at the 3000/4000 level.
   In Progress/Completed ________ Needed ________

5. Completion of all degree requirements, including the BG Perspective Core.
   In Progress/Completed ________ Needed ________

6. A major, and if required, a minor, specialization or emphasis.
   Declared with the College Office □ Yes □ No

Any substitution or waiver of courses required for your major or minor program must originate in the department/school offering the major or minor and must be approved by the College Office.

To ensure a timely graduation, see a College Advisor during the semester prior to your intended graduation.

Remember to complete an Application for Graduation by the end of the second week of classes during the fall semester or spring regular session, or by the end of the first week of the summer semester. For the specific dates, check your DARS. You may log onto MyBGSU to complete the online application. After the deadlines, you will need to complete an application in person in the College Office.
**BG Perspective (BGP) Requirements**

**Must complete at least 1 course in each of the following:**

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**Must Complete at least 2 courses in each of the following:**

| Humanities and the Arts                     |         |
| Natural Sciences - at least one Lab Science |         |
| Social and Behavioral Sciences              |         |

Complete total required BGP credit hours by selecting courses from any of the above categories:

|         |         |

**University Requirements** Designated courses in Humanities and the Arts and the Social and Behavioral Sciences domains may be used to fulfill both the BGP requirement and one of the following university requirements:

| Cultural Diversity in the US |         |
| International Perspective    |         |

**Composition Requirement:**

WRIT 1120 Research Writing

**Total BGP Credits: Must be at least 36**

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**Arts & Sciences Requirements**

**Foreign Language** (____ yrs of HS______)

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<th>2010</th>
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**Lab Science**

|         |         |

**Quantitative Literacy**

**EITHER** MATH 1310 OR MATH 1340 & MATH 1350

**Multidisciplinary Component** Select from approved offerings, in consultation with an advisor and a faculty mentor. Four courses total, each with a different subject prefix. At least two courses at 3000/4000 level. Courses approved by the Arts & Sciences MDC may not be used to fulfill other Arts and Sciences degree requirements, nor may they be used to fulfill major, minor, or other program requirements.

|         |         |

**Major Requirements** (36 Hrs.)

(A minimum GPA of 2.0 in all PSYC classes is required)

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At least one course from 3 of the following 6 categories:

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| 3   | PSYC 3080 Introduction to Clinical Psychology or PSYC 4050 Psychology of Abnormal Behavior |

**B. Industrial-Organizational Psychology**

| 3   | PSYC 3500 Survey of Industrial and Organizational Psychology |

**C. Cognitive Psychology**

| 3   | PSYC 3020 Introduction to Cognitive Science: Minds & Brains |

**D. Developmental Psychology**

| 3   | PSYC 3030 Psych of Child Development, PSYC 3040 Psych of Adolescent Development, PSYC 3050 Psych of Adult Development & Aging or PSYC 3100 Lifespan Developmental Psych |

**E. Social Psychology**

| 3   | PSYC 3110 Social Psychology |

**F. Neuroscience**

| 3   | PSYC 3300 Introduction to Neuroscience |

*2 - 3000 level labs (select from: 3130, 3210, 3220, 3240, 3280, 3290, 3320, 3330, 3580 or 3810)*

| 4   |         |

**Psychology electives (at least 3 hours) - 3000/4000 level**

|         |         |

**Additional Requirements**

| 4   | BIOL 2040 Concepts in Biology I |
| 4   | BIOL 2050 Concepts in Biology II |

**Electives and Non-Credit Courses**

|         |         |

**Minor Requirements: See second page.**
Minor Requirements [1 of the following]:

(a) _______Minor in a second dept./college (see catalog or see College Advisor)
(b) _______Cognate minor: 24 hours from at least 3 of the following fields: BIDL, CHEM, CS, ECON, MATH (NOT Math 2130, 2150, 2160), PHIL, PHYS, or SDC
(c) _______Individualized Planned Minor, developed in consultation with a Faculty Advisor.
(d) _______General Science Minor (see Undergraduate Catalog)

Name (Print First & Last Name) ____________________________________________

BGSU ID# ______________________________________________________________

Phone (Cell or Local Number) ____________________________________________

For Graduation You Will Need:

1. 122 credit hours minimum.
   - In Progress/Completed _______ Needed _______

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6. A major, and if required, a minor, specialization or emphasis.
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