PSYCHOLOGY (B.A. OR B.S.)

PSYC 101 and PSYC 218 must be completed with a grade of 'C' or better and a minimum cumulative 2.50 GPA must be attained for students seeking upper-division standing in the department. To graduate with a degree in psychology, a 2.50 GPA must be attained.

Required course work includes the university requirements (see regulation J-3 [https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/]), the general requirements for either the B.A. or B.S. degree, and:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 201</td>
<td>Survey of Contemporary Psychology</td>
<td>1</td>
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<tr>
<td>PSYC 215</td>
<td>Quantitative Methods in Psychology</td>
<td>3</td>
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<tr>
<td>or STAT 251</td>
<td>Statistical Methods</td>
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<tr>
<td>PSYC 218</td>
<td>Introduction to Research in the Behavioral Sciences</td>
<td>4</td>
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A grade of 'C' or above in at least three courses from each of the following groups:

Personal/Social Bases of Behavior:
- PSYC 305 Developmental Psychology
- PSYC 310 Psychology of Personality
- PSYC 311 Abnormal Psychology
- PSYC 320 Introduction to Social Psychology
- PSYC 430 Tests and Measurements

Biological/Experimental Bases of Behavior:
- PSYC 325 Cognitive Psychology
- PSYC 372 Physiological Psychology
- PSYC 390 Psychology of Learning
- PSYC 425 Psychology of Action
- PSYC 444 Sensation and Perception
- PSYC 456 Psychology of Emotion

Select at Least 12 Additional Upper-Division Psychology Credits 12
- Up to 6 of these credits may be earned by taking:
  - COMM 347 Persuasion
  - COMM 355 Organizational Communication
  - COMM 410 Conflict Management
  - COMM 432 Gender and Communication

Only 3 of these credits may come from:
- PSYC 400 Seminar
- PSYC 494 Psychology Research Training
- PSYC 497 Practicum in Instruction
- PSYC 498 Internship
- PSYC 499 Directed Study

Courses to total 120 credits for this degree

1. Students should understand the broad underpinnings of thought and action, including sensation, perception, and the functioning of the nervous system.
2. Students should understand the fundamentals of development, and the dynamic influences of personality and situations on cognition and behavior.
3. Students should be able to move, intellectually and ethically, between theory/research and real-world applications of psychology in domains such as organizations/business, technology, health, forensics, and interpersonal/group relations.
4. Students should understand both the common biological and social heritage they share with their fellow humans, and the individual differences (in age, culture, gender, abilities, ethnicity, etc.) that make each of us unique, interesting, and valuable.
5. Students should have the ability to be critical consumers of popular accounts related to psychological phenomena, to be skeptical of overly broad and unsupported claims about behavior and cognition, and to understand that conclusions should be supported with evidence.
6. Students should have an undergraduate mastery of statistics and research design.