

# Handbook for Undergraduate Psychology Majors



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This Handbook is for information purposes only. A student's contract with the university, and its associated course requirements, is found in the Undergraduate Bulletin, specific to the year the student begins study at Marquette University.

# Handbook for Undergraduate Psychology Majors

(February, 2023)

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## **1. Overview**

### ***A. Psychology Program Goals and Purpose***

Psychology is the science that studies, through controlled observation and research procedures, the mental processes and the behavior of humans and animals. Marquette's undergraduate curriculum prepares students for the graduate study required for a professional psychology career. It is also good preparation for medical, education, business, dental, law, and physical therapy careers. Students who do not pursue advanced degrees may find jobs in psychology-related areas, such as state or local rehabilitation and social service agencies, civil service, human resources departments, and institutions that provide care for people with physical and emotional disabilities.

As a content area, psychology offers many thematic courses that students use as a means of learning more about themselves and the world: Developmental Psychology, Social Psychology, Cognitive Psychology, Theories of Personality, Biopsychology, Abnormal Psychology, Psychology of Marriage and Family, Psychology of Religion, and Human Sexuality. The statistics/measurement and research methods and design courses (both required) teach the systematic analytical skills necessary to being an informed consumer of information, as well as for observing, measuring, and evaluating change in behavior. Psychology courses can be used to also fulfill the social science and math requirements of the Core curriculum.

The objectives of the psychology major include students (1) demonstrating satisfactory knowledge in psychology as a science; (2) demonstrating satisfactory skills in psychology by applying the scientific process to psychological issues; and (3) demonstrate the ethical principles underlying psychological science.

The Department of Psychology values the diversity of its faculty members, staff, and students in regard to their ethnicity, faith, gender, sexual orientation, age, language, socio-economic status, nationality, culture, and ability. Department are committed to facilitating intellectual growth and awareness of multicultural issues by engaging in academic discussions of diversity issues, providing clinical training for multicultural knowledge, abilities, attitudes, and skills, and conducting research on multicultural issues. Through our educational efforts, we seek to encourage all individuals to consider their own attitudes and beliefs as well as develop skills and competencies to work and live in a multicultural world.

Many graduates of the undergraduate psychology program at Marquette are successful in gaining admittance to graduate programs. In fact, survey results from 2019-2022 of Marquette psychology graduates found that 39% of those who chose psychology as their primary major had gone on to graduate or professional school after college within one year of graduating. Many top graduates have been accepted into high quality doctoral programs in psychology, including Marquette's graduate program. Another 38% of all majors reported being employed full time in jobs relevant to their training in psychology.

## ***B. Declaration of Major***

Students wishing to major in Psychology should obtain a Declaration of Major form from the Psychology Department office (Cramer Hall 317). One copy will be placed in the student's file in the Department, and the other will be filed with the College of Arts and Sciences. Students are encouraged to formally declare the major as early as possible in order to make the most of the Department's advisory program. Students who declare their major late in the course of study often make otherwise avoidable errors that can prolong the time to obtain the degree. Each student is assigned a Psychology Department faculty member as an academic advisor.

## ***C. History of Marquette University***

Marquette University is a Jesuit institution that maintains a Catholic, Christian setting for its educational mission. Women and men of many faiths and nationalities teach and study at Marquette, giving testimony to the proposition that the Christian faith does not inhibit but, rather, can encourage academic freedom and excellence. Marquette is recognized nationally and internationally for its strong academic programs, its distinguished faculty, and its talented students. Together they provide a friendly, scholarly, and stimulating environment.

Marquette University is an independent, coeducational institution of higher learning founded in 1881 by members of the Society of Jesus, a Catholic religious order established in 1540 by St. Ignatius Loyola. The University is named after Father Jacques Marquette (1637- 1675), a French Jesuit missionary and explorer in North America. He came to the New World to convert Indians to Christianity, and that desire led him to explore the continent. In 1673, as part of an expedition that traveled the Mississippi River, he was one of the first Europeans to visit the Milwaukee area.

The origins of Marquette University lie in the desires of the first Catholic bishop of Milwaukee, John Martin Henni, to start a Jesuit college in his diocese. While on a fundraising trip to Europe in 1848-49, he obtained a pledge of \$16,000 from Guillaume DeBoey, a Belgian businessman. Henni asked the Jesuits to open a school in Milwaukee. Moreover, mindful of Jacques Marquette's work as a missionary and explorer in the Midwest, Henni proposed that the institution be called Marquette College. However, because there was a lack of personnel to staff such an institution for decades to follow, the college did not open until 1881.

Marquette remained a small liberal arts college for men at 10th and State Streets until 1907. That year, its leaders obtained a university charter from the State of Wisconsin and moved operations to a new building, completed in 1894, on Wisconsin Avenue east of Gesu Church. Between 1907 and 1913, Marquette expanded to include divisions of medicine, dentistry, nursing, pharmacy, law, business, engineering, music, and journalism. In 1909, influenced by requests from local Catholics and the Archbishop of Milwaukee, as well as by the needs of Catholic parochial schools for certified teachers, the president of Marquette decided that the University would conduct a summer school (itself an innovation for Catholic colleges and universities) and admit female students. By 1917, 375 women attended Marquette. Currently, women total about 49 per cent of the Marquette student body.

Following World War II, enrollment at Marquette increased dramatically, as happened at other American colleges and universities. Demand for graduate and professional education grew, and the University's student body became more national in its composition. In the 1960s and 1970s, Marquette introduced doctoral programs in various fields, including religious studies, biology, history, and chemistry. In 1969, the University expanded its Board of Trustees. At the present time, 9 Jesuits and 19 lay men and women serve as Board members.

Today, Marquette University has a campus of approximately 80 acres and 50 buildings located on the western edge of downtown Milwaukee. It consists of 15 colleges, schools, and programs. Marquette continues to stress the liberal arts, and it remains committed to offering an education marked by intellectual excellence, the Judeo-Catholic tradition, and service to others.

Approximately 11,000 students are enrolled at Marquette with about 3,000 of them in graduate programs.

#### ***D. Facilities***

##### **1. Libraries**

The University libraries support the teaching, research and service mission of Marquette University by providing access to recorded knowledge through their collections, services and cooperative programs. Collections of 1.5 million volumes of books, 18,000 print and online periodicals, thousands of e-books, electronic sources, audio visual media, and more than 10,000 periodical, newspaper and other serial subscriptions are housed in the John P. Raynor, S.J., Library. This 125,000-square-foot library, which was opened in August of 2003, is a unique facility, reaching beyond the traditional services of most libraries to offer leading-edge study and research technologies to students. Instead of row after row of books, the library contains more than 200 computer workstations, and laptop users have wireless access throughout the building. MARQCAT and CD-ROM indices are full-text sources on library and other campus servers which are accessible over the Marquette network from any campus location. Online research resources include PSYCINFO, MEDLINE, and ERIC. A well-developed instructional program supports faculty and students in the use of electronic information resources.

A variety of cooperative arrangements extends and supplement Marquette's library resources. The collections of Milwaukee Public Library (within four blocks of the campus), University of Wisconsin Milwaukee (several miles northeast of the campus), and the Medical College of Wisconsin (7 miles west of Campus) are open to Marquette students and faculty. Students and faculty have access to more than 120 public, academic and special libraries in the metropolitan area through Marquette's permanent membership in the Library Council of Metropolitan Milwaukee.

The libraries of the University of Wisconsin in Madison and throughout the state lend books or supply photocopies of journal articles through the Wisconsin Interlibrary Service. An additional 5,000,000 volumes of research material are available through the University's membership in the Center for Research Libraries in Chicago. The libraries provide direct access for students and faculty, through the University computer network and the Internet to library catalogs and other databases all over the world.

##### **2. Information Technology Services (ITS) Computer Center**

Information Technology Services (ITS) is a support organization responsible for providing voice and data communications and computer-based services and training to all members of the Marquette community. ITS manages a campus-wide fiber optic network built to handle the voice, video, and data needs of the Marquette community. This network allows students to access the computing resources distributed throughout campus as well as the Internet from their residence hall rooms. A full range of support (including troubleshooting, software installation, training, etc.) is available from the ITS Help Desk, IT Consulting Services staff, and various forms of online and hard copy documentation. Supported software is generally available on workstations in the IT Services computer labs in Cudahy Hall. Members of the Marquette community can receive computing information and assistance from the Help Desk during normal office hours.

##### **3. Department Laboratories, Offices, and the Center for Psychological Services**

The Psychology Department moved into state-of-the-art facilities occupying the third floor of Cramer Hall in 2007. Each faculty member has custom-designed laboratories to suit their work and their mentoring of undergraduate and graduate research assistants. The new offices also include graduate student office and meeting space complete with skylights. The Center for Psychological Services provides complete facilities for assessment, therapy, psychological

research, including closed system audio/video recording in each room and observation in meeting and media rooms.

#### 4. Department Computer Lab

The Psychology Department maintains a 20-computer laboratory to support students enrolled in Statistics and Research Methods courses. The computer lab, located on the third floor of Cramer Hall, may also be used with the permission of a faculty member in other research activities.

### ***E. The Doctoral Program in Clinical Psychology***

The Department of Psychology has offered graduate training in clinical psychology for over 35 years. Since 1994, the Department has offered a doctoral (Ph.D.) program in clinical psychology. The clinical psychology program offers courses and training leading to the degree of doctor of philosophy (PhD) in psychology. Students in the doctoral program acquire a master of science degree as they progress toward their doctoral degree. The doctoral program is accredited by the American Psychological Association (APA). Courses cover scientific areas of psychology, the historical foundations of psychology, research methods and professional practice skills. Supervised clinical experiences are planned throughout the curriculum. Practica are available at the Department of Psychology's Center for Psychological Services and with collaborating agencies in the Milwaukee urban area. In 2000, the program graduated its first doctoral students and in 2001 the American Psychological Association formally approved the Department's application for accreditation of the doctoral program.

### ***F. Masters and Doctoral Programs in Behavioral Analysis***

Behavior Analysis is an area of psychology that focuses on environmental influences on behavior. Marquette's program provides exemplary training in both research and practice with a focus on serving individuals with intellectual and developmental disabilities. In both MS and Ph.D. programs, students will complete intensive coursework, receive research mentorship, develop an area of specialization, and complete rigorous practicum training, the goals of this program are to train behavior analysts to implement state of the art behavior analytic assessments and interventions; evaluate, translate basic and applied research into effective practice; and promote the ideals of social justice and equality as professionals.



## **2. Department Faculty and Staff**

### ***A. Faculty and Research Interests***

Kimberly D'Anna-Hernandez, Ph.D. (University of Wisconsin, Madison, 2008). Biopsychology, perinatal health disparities in the Latinx population.

Ed de St. Aubin, Ph.D. (Northwestern University, 1995). Life span development, personality, personal ideology, narrative psychology, psychosocial maturity and well-being.

Jacklynn M. Fitzgerald, Ph.D. (University of Illinois at Chicago, 2017). Affective neuroscience; neuroimaging; trauma and stress; posttraumatic stress disorder.

Stephen L. Franzoi, Ph.D. (University of California at Davis, 1981). Emeritus. Social psychology, Self-awareness, self-consciousness, and body esteem.

Alyson C. Gerdes, Ph.D. (Purdue University, 2004). Family interactions of children with ADHD and other disruptive behavior disorders; treatment of ADHD.

Nakia S. Gordon, Ph.D. (Bowling Green State University, 2002). Affective neuroscience, neuroimaging of pain and emotion, emotional factors on health behaviors.

John H. Grych, Ph.D. (University of Illinois, 1991). Family influences on adaptive and maladaptive child development; the effects of marital conflict, domestic violence and divorce on child adjustment.

Stephen J. Guastello, Ph.D. (Illinois Institute of Technology, 1982). Industrial-organizational psychology and human factors engineering; nonlinear dynamics; group dynamics; occupational accidents and emergency response; expert systems; cognitive workload and fatigue.

James B. Hoelzle, Ph.D. (University of Toledo, 2008). Neuropsychological and personality assessment; psychometrics; secondary gain issues.

Lindsay E. Holly, Ph.D. (Arizona State University, 2016). Clinical child psychology; cultural, contextual, and familial influences on child mental health; dissemination of evidence-based interventions for traditionally underserved populations.

Stephanie Hood, Ph.D. (University of Nebraska Medical Center, 2015). Applied behavioral analysis. Teaching social and communication skills to neurodiverse children, adolescents, and adults; verbal behavior; and social anxiety.

Astrida Seja Kaugars, Ph.D. (Case Western University, 2001). Clinical child and health psychology; emotional regulation in children with physical illnesses.

Tiffany Kodak, Ph.D., BCBA-D (Louisiana State University, 2006). Early intervention; skill acquisition for children and adolescents with autism spectrum disorder; verbal behavior; treatment integrity; conditional discrimination training; early literacy.

Rita T. McDonald, Ph.D. (Loyola University of Chicago, 1971) Emerita. Clinical psychology.

Kristy A. Nielson, Ph.D. (Southern Illinois University at Carbondale, 1993). Cognition; memory in aging; Alzheimer's Disease; memory modulation; cognitive neuroscience; neuropsychology.

Debra Oswald, Ph.D. (Saint Louis University, 2001). Social psychology; quantitative psychology; stigma; interpersonal relationships; gender issues; program evaluation.

Stephen M. Saunders, Ph.D., (Northwestern University, 1990). Department Chair. Processes and outcomes of psychotherapy; help-seeking for emotional problems.

Anees A. Sheikh, Ph.D. (University of Western Ontario, 1966). Emeritus. Mental imagery.

Mary Anne Siderits, Ph.D. (University of Michigan). Emerita. Gender; the psychology of religion; children's issues.

Jeffrey H. Tiger, Ph.D. (University of Kansas, 2006). Applied Behavior Analysis; Intellectual and Developmental Disabilities; Assessment and Treatment of Severe Problem Behavior; Translation of Laboratory Research to Practice

Lucas Torres, Ph.D. (Purdue University, 2003). Mental health disparities, cultural factors that influence depressive symptoms among Latinos, multicultural psychology.

Amy Vaughn Van Hecke, Ph.D. (University of Miami, 2005). Autism, infant development of social behavior, brain activity, heart rate variability.

Michael Wierzbicki, Ph.D., (Indiana University, 1980). Emeritus. Depression; personality assessment; psychotherapy outcome.

Douglas W. Woods, Ph.D. (Western Michigan University, 1999). Vice Provost for Graduate and Professional Studies and Dean of the Graduate School; Professor of Psychology. Assessment and treatment of obsessive-compulsive spectrum disorders; particularly Tourette syndrome, Trichotillomania, and other repetitive behavior problems.

## ***B. Support Staff***

Catherine Porter, Administrative Assistant, Department Office.



### ***C. Undergraduate and Diversity Committees***

The Department Chairperson, acting in concert with the Departmental faculty as a whole, has final authority within the Department on all matters pertinent to the undergraduate and graduate programs. The Undergraduate Committee consists of three faculty members, elected by the Departmental faculty, and one undergraduate student member, elected by the student undergraduate majors in the Department. The student representative participates in all recommendations and deliberations, except those directly connected with other students. The Undergraduate Committee has a number of responsibilities concerning the operation of the undergraduate program, including review of all suggested changes in course content and sequence, course transfer policy, etc.

The Diversity Committee has the mission to foster an environment that values the diversity of the individuals in the department and also promotes multicultural awareness and competence of the faculty members, staff, graduate and undergraduate students. The committee consists of four faculty members elected by the Department faculty, one graduate student elected by the Psychology graduate students and one undergraduate student member elected by the undergraduate majors in the department who participate fully in discussions. Its responsibilities include facilitating the students' and faculty's intellectual growth and awareness of multicultural issues by recommending and developing diversity-related programs and initiatives within the department; facilitating an environment that is supportive of individuals from diverse backgrounds; and providing guidelines, advocacy, or support for dealing with faculty, staff, graduate and undergraduate student's grievances that are based on discrimination or prejudices related to their diverse identities.



## **3. Coursework and Requirements**

### ***A. Psychology Major Curriculum & Requirements***

A Major consists of a minimum of 38 credit hours including PSYC 1001, 2001 (or a combination of Math-Statistics 1700 and Psyc 1700), 2050, and a minimum of three elective courses, two of which must be upper division. Students also need to take 6 upper division courses representing each of the following five content areas: Developmental (1 course; 3101 or 3120), Social (1 course; 3201 or 3230), Biological Foundations of Behavior (2 courses; 3320, 3601, or 4330), Personal Processes (3401 or 3501), and Diversity and Inclusion (1 course; 3210, 3220, 3240, 3550, 3560). Additional required courses from outside the psychology department are listed on pages 8 or 9. Upon successful completion of the Psychology undergraduate Program, graduates will be able to: (a) demonstrate satisfactory knowledge in psychology as a science; (b) demonstrate satisfactory skills in psychology by applying the scientific process to psychological issues; (c) demonstrate the ethical principles underlying psychological science.

A Minor in psychology consists of a minimum of 6 different courses in psychology, including PSYC 1001, and at least three upper division courses. (Math-Statistics 1700 is not eligible as a course toward the minor.) To pursue Department of Public Instruction certification, College of Education students should follow the psychology minor by selecting the following courses: 26



hours including PSYC 1001, 2001 (or a combination of Math-Statistics 1700 and Psyc 1700), 2050, 3101, 3201, 3501, and 4801.

Elementary/Middle Education majors must take the following courses to complete a second major in Psychology: PSYC 1001, 2001 (or a combination of Math-Statistics 1700 and Psyc 1700), 2050, a minimum of three elective courses, two of which must be upper division; and at least one upper division course from each of the following five content areas: Developmental (3101, which may be taken instead of EDUC 1220), Social (3201 or 3230), Cognitive (3301, 3320, or 4330), Clinical (3401 or 3501), and Biological (3601). EDUC 4217 may be taken as an elective in the major as an equivalent to PSYC 3130.

Middle/Secondary Education majors must take the following courses to complete a second major in Psychology: PSYC 1001, 2001 (or a combination of Math-Statistics 1700 and Psyc 1700), 2050 and eight upper division courses, including one from each of the following five categories: Developmental (3101 or 3120), Social (3201), Cognitive (3301 or 3320), Clinical (3501), and Biological (3601). EDUC 4217 may be taken as an elective in the major as an equivalent to PSYC 3130.

Nursing majors must take the following courses to complete a second major in Psychology: PSYC 1001, 2001 (or a combination of Math-Statistics 1700 and Psyc 1700), 2050 a minimum of three elective courses, two of which must be upper division; and at least one upper division course from each of the following five content areas: Developmental (2101), Social (3201 or 3230), Cognitive (3301, 3320, or 4330), Clinical (NURS 3500, which will count as equivalent to PSYC 3401), and Biological (3601). NURS 3501 may be taken as an elective in the major as an equivalent to PSYC 4964.

**B. CURRICULUM REQUIREMENTS FOR THE B.A. DEGREE IN PSYCHOLOGY**

These checklists are intended for students who entered MU in August 2018-2021 or August 2022 or later. The list compiles psychology courses and non-psychology courses required for the psychology major, but does not list courses required by the University Core of Common Studies. The psychology courses required for the major are listed below. Note, however, that some courses required for the psychology major may also fulfill some requirements for the University Core.

**PSYCHOLOGY COURSES**

**REQUIRED** (3 courses)

- PSYC 1001 \_\_\_\_\_
- PSYC 2001 (4cr) \_\_\_ or, Math 1700 (3cr) \_\_\_ and Psyc 1700 (1cr)statistics lab \_\_\_\_\_.
- PSYC 2050 \_\_\_\_\_

**CONTENT AREAS** (Students who declared their Psychology major **before July 1, 2022** need a minimum of 5 upper division courses, representing 5 different areas):

- 1. Developmental PSYC 3101 \_\_\_\_\_ or PSYC 3120 \_\_\_\_\_
- 2. Social PSYC 3201 \_\_\_\_\_ or PSYC 3230 \_\_\_\_\_
- 3. Cognitive PSYC 3301 \_\_\_\_\_ PSYC 3320 \_\_\_\_\_ PSYC 4320 \_\_\_ or PSYC 4330 \_\_\_\_\_
- 4. Personal Processes PSYC 3401 \_\_\_\_\_ or PSYC 3501 \_\_\_\_\_
- 5. Biological PSYC 3601 \_\_\_\_\_ or PSYC 3650 \_\_\_\_\_

**CONTENT AREAS** (Students who declared their Psychology major **after July 1, 2022** need a minimum of 6 upper division courses, representing 5 different areas):

- 1. Developmental PSYC 3101 \_\_\_\_\_ or PSYC 3120 \_\_\_\_\_
- 2. Social PSYC 3201 \_\_\_\_\_ or PSYC 3230 \_\_\_\_\_
- 3. Biological Foundations (2 courses) PSYC 3320 \_\_\_\_\_ PSYC 3601 \_\_\_\_\_ or PSYC 4330 \_\_\_\_\_
- 4. Personal Processes PSYC 3401 \_\_\_\_\_ or PSYC 3501 \_\_\_\_\_
- 5. Diversity and Inclusion PSYC 3210 \_\_\_\_\_ PSYC 3220 \_\_\_\_\_ PSYC 3240 \_\_\_\_\_  
PSYC 3430 \_\_\_\_\_ PSYC 3440 \_\_\_\_\_ or PSYC 3550 \_\_\_\_\_

Electives (3 upper division courses minimum, no maximum)

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

Note: Up to 6 credits of PSYC 4956/4995/4999 can be included as electives within the major.

**COGNATE COURSES REQUIRED FOR PSYCHOLOGY MAJORS**

(all students, continued next page).

**FOREIGN LANGUAGE (number of courses required may vary through placement).** Students who wish to continue a language previously taken in high school must complete the Web CAPE Placement Examination. *Don't delay starting on the foreign language requirement!*

These languages	Required levels	OR	These languages	Required Levels
FRENCH	1001	OR	GREEK	1001
GERMAN	1002 OR 1003		ITALIAN	1002
SPANISH	2001 OR 2003		CHINESE	
			LATIN	
			ARABIC	

**MATHEMATICS or COMPUTER SCIENCE** (1 course, 3 credits) Must be taken from:

- MSCS 1300 \_\_\_\_\_ MSCS 1390 \_\_\_\_\_ MSCS 1400 \_\_\_\_\_ MSCS 1410 \_\_\_\_\_
- MSCS 1450 \_\_\_\_\_ MSCS 1451 \_\_\_\_\_

**SCIENCE AND NATURE** (2 courses, 6 credits. Does not include ARSC courses).

BIOL \_\_\_                      CHEM \_\_\_                      PHYS \_\_\_                      ANTH 1201 or 2201 \_\_\_  
BIOL \_\_\_                      CHEM \_\_\_                      PHYS \_\_\_

**SOCIAL-BEHAVIORAL SCIENCE** (2 courses, 6 credits outside of psychology. Does not include ANTH 1201 or 2201).

ECON \_\_\_              POSC \_\_\_              SOCI \_\_\_              CRLS \_\_\_              SOWJ \_\_\_  
ECON \_\_\_              POSC \_\_\_              SOCI \_\_\_              CRLS \_\_\_              SOWJ \_\_\_

**Notes:**

At least 15 hours in the major and 9 hours in the minor must be completed at Marquette.

L.D. indicates LOWER DIVISION courses, numbering 1001 to 2199; U.D. indicates UPPER DIVISION courses, numbering 3101 to 4999.

College curriculum requirements also may be used to fulfill major/minor requirements and vice versa, but a course can fulfill only one College curriculum requirement.

**C- grades or lower do not count toward 35-hour major minimum.** A C- or D grade does fulfill the specific requirement (e.g, PSYC 2001), but the credits cannot be counted in the major. The Department recommends taking an additional course if a C- or D grade is obtained; however, the college also allows substitute repeats, which can be used if GPA is of concern.

Candidates for a degree must earn a minimum of 120 semester hours at a 2.0 average.

For graduation, a certain number of UPPER DIVISION HOURS are required. 42 U.D. hours for Majors in Biology, Chemistry, Mathematics, Computer Science, and Physics, and Psychology; 48 U.D. hours for Majors in all other disciplines. 32 of these U.D. hours must be completed at Marquette.

***C. Honors in Psychology***

The department has an Honors in Psychology (HiP) program for majors. It provides outstanding, accomplished students with an opportunity to plan, carry out, and report the results of an independent, advanced, collaborative research project under the supervision of a faculty research mentor. The program will be completed over the last two years of a student's academic career.

Requirements: If a student has a psychology GPA of 3.5 or better, a cumulative GPA of 3.3 or better, and has taken PSYC 2050H, he or she is strongly encouraged to apply to the program. Students should apply in the Spring semester of their junior year. Students who intend to apply for the program are encouraged to take Math-Statistics 1700H and PSYC 1700H Honors Psychological Measurements and Statistics (in place of PSYC 2001, Math-Statistics 1700 and PSYC 1700). Since PSYC 2050H is a pre-requisite for entry into the program, students who intend to apply for the program should enroll in 2050H rather than 2050. In the application the student should indicate which psychology faculty member the student would like to work with and describe his/her research experience. If needed, the student can be assisted in facilitating the development of a research supervisory relationship with a faculty member.

Admission: Admission to the honors program is not guaranteed by meeting these requirements.

Admissions will also be determined by the number of faculty members available to supervise research projects. If there is greater demand than can be met, students who have previous research experience with a faculty member and who have completed more of their psychology coursework requirements will be given priority in admissions.

Research Experience: Once enrolled in the honors program, students will take 6 credits of research experience, as shown here. These courses will entail working with a faculty member directly: PSYC 4954H: Honors Psychology Research Seminar (2 credits; 2 semesters = 4 credits), and PSYC 4956H: Honors Advanced Undergraduate Research (1 credit; 2 semesters = 2 credits).

## **D. Undergraduate Psychology Course Offerings**

### **▲ PSYC 1001. General Psychology** 3 sem. hrs.

Introduction to scientific psychology: biological bases of behavior; perception; principles of learning; intelligence and personality testing; current theories of personality; conflict, adjustment and mental health; interpersonal relations; social processes; applications of psychological principles to human affairs.

### **▲ PSYC 1700. Psychological Statistics Lab.** 1 sem. hr.

This is the lab that that is required for students who use Math 1700 as a substitute for Psyc 2001.

### **▲ PSYC 2001. Psychological Measurements and Statistics** 4 sem. hrs.

Logic and rationale of psychological measurement. Scales of measurement and statistical techniques. Descriptive statistics, the normal distribution and sampling theory, introduction to statistical inference. *t*-test, simple analysis of variance, chi square, measures of correlation. *Prereq: PSYC 1001 or equivalent; three years of high school mathematics or MATH 1100 or its equivalent.*

### **▲ PSYC 2101. Introduction to Life-Span Developmental Psychology for Nursing Students** 3 sem. hrs.

Principles, theories, and research in development. The entire life-span from conception to death will be studied with emphasis on theoretical approaches and empirically obtained data. The effects of genetic, social, and environmental factors on typical development patterns. Offered every term. Counts towards the major in Psychology only for students with double majors in Nursing and Psychology. *Prereq: PSYC 1001 or equivalent.*

### **▲ PSYC 2050. Research Methods and Designs in Psychology** 4 sem. hrs.

Scientific methods and their application in psychology with emphasis on the experimental method. May include experimental, quasi experimental, correlational and survey designs, as well as selection and implementation of descriptive and statistical analyses, individual laboratory projects, and preparation of scientific reports. *Prereq: PSYC 1001 or equivalent and PSYC 2001.*

### **▲ PSYC 3101. Developmental Psychology: Conception Through Adolescence** 3 sem. hrs.

Examines the developing human being from conception through adolescence. The concepts, methods, and theories relevant to the study of the developing child and adolescent will be considered. Investigates the major physical, cognitive, social and emotional changes during the phase of the life course, as well as the genetic and contextual influences on development. Course fulfills the developmental content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

### **▲ PSYC 3120. Developmental Psychology 3: Adulthood and Aging** 3 sem. hrs.

Survey of theory and research in adulthood. Emphasis on adulthood, middle age, and old age. Typical developmental patterns will be analyzed, as will genetic, social, and environmental determinants. Course fulfills the developmental content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

### **▲ PSYC 3201. Introductory Social Psychology** 3 sem. hrs.

The nature and concept of social psychology with a focus on theory and research methodology. Socialization processes. Small group behavior including conformity, leadership, problem-solving. Attitudes and attitude change. Prejudice, racism and sexism. Interpersonal relationships. Course fulfills the social content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

### **▲ PSYC 3210. The Psychology of Prejudice** 3 sem. hrs.

An overview of theory and research on the psychological underpinnings of intergroup intolerance, with emphasis given to racism, sexism, and heterosexism. Theories that explain how stereotypes and prejudices form will be covered. The experience and impact of being a target of discrimination will be considered. Fulfills the diversity content requirement for the Psychology major. Prejudice reduction techniques are reviewed. *Prereq: PSYC 2050.*

### **▲ PSYC 3220. Human Sexuality** 3 sem. hrs.

The scientific study of human sexuality from both a biological and behavioral perspective. Topics include: male and female sexual anatomy and sexual functioning, conception, pregnancy, childbirth, sexual variations, and sexually transmitted diseases. Offered annually. *Prereq: PSYC 1001 or equivalent, or WGS major/minor.*

**▲ PSYC 3230. Business and Organizational Psychology** 3 sem. hrs.

Psychology applies to practical problems in employment contexts: mental abilities, personality, and interviewing in personnel selection; motivation and job attitudes; performance appraisal, occupational safety and health; leadership; group or team dynamics; organizational change and development; pertinent legal issues. Course fulfills the social content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 3240. Psychology of Racism.** 3 sem. hrs.

An overview of the far-reaching psychological effects of racism on the individual, primarily in the context of the United States and with a specific focus on anti-Blackness. Interrogates society's lay theories about race and racism. Explores how race and racism influences the psychological processes of groups who hold power and status, as well as how racism can shape and influence the beliefs, attitudes and behavior of marginalized low status groups (i.e., Black individuals and other non-Whites). *Prereq: PSYC3201 or PSYC 1001 with junior standing.*

**▲ PSYC 3301. Learning and Behavior** 3 sem. hrs.

A comprehensive survey of methods and findings of classical and operant conditioning. Some introduction to theories of learning. Course fulfills the cognitive content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent*

**▲ PSYC 3320. Cognition** 3 sem. hrs.

Examines historical and current theories, methods, and research into cognitive ("thinking") behaviors, including perception, attention, memory, language, problem solving, etc., integrating perspectives from cognitive psychology, cognitive neuroscience, and neuropsychology. Course fulfills the biological foundations content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 3401. Abnormal Psychology** 3 sem. hrs.

Psychological disorders are examined, including schizophrenia, mood disorders, anxiety disorders, substance use, eating disorders, and personality disorders. Causes and treatments of these conditions are addressed, including psychological, biological, and cultural factors. Course fulfills the personal processes content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 3410. Childhood Psychopathology** 3 sem. hrs.

The common psychological disorders of childhood including discussion of etiology, risk and protective factors, diagnostic criteria, assessment, and evidence-based treatment. Consideration of contextual influences on the development, maintenance, and treatment of childhood disorders. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 3420. Health Psychology** 3 sem. hrs.

This course examines the psychological aspects of health and illness. Topics include health promotion, stress and coping, prevention, lifestyle and health, psychological adaptation to chronic illness and pain, rehabilitation, and health service delivery. *Prereq: PSYC 2050 or PSYC 3601.*

**▲ PSYC 3430. Psychology of Gender and Health.** 3 sem. hrs.

Examines how gender informs an understanding of biological, psychological, and social factors that influence health. Topics include health consequences of gender roles and stereotypes, health consequences of gender-based stigma and discrimination, and intervention implications. Fulfills the diversity content requirement for the Psychology major. *Prereq: PSYC 2050 or PSYC 3601, or equivalent.*

**▲ PSYC 3440. Health Disparities: A Biopsychosocial Perspective.** 3 sem. hrs.

The course provides students with a broad overview of the growing field of the biological underpinnings of health disparities. The topics in this course include historical foundations and the conceptualization of race/ethnicity to stress biology, the social determinants of health and practices and policies that contribute to inequity. The overall framework used for examining these topics will be the interdisciplinary biopsychosocial model that incorporates biology, psychology, sociocultural and environmental factors. Fulfills the diversity content requirement for the Psychology major. *Prereq: PSYC 2050.*

**▲ PSYC 3501. Theories of Personality** 3 sem. hrs.

The formulation of personality theory, its purpose and problems. Psychoanalytic, behavioral, humanistic, and other theories of personality and their various applications to human behavior. Review of relevant research findings. Course fulfills the personal processes content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 3550. Psychology of Gender Roles** 3 sem. hrs.

Biological, cultural, and socialization bases of gender roles; the psychology of women and men. The meaning of gender roles and the consequences for relationships, sexuality, and personal and professional aspirations. The pressure of gender stereotypes and implications for mental and physical health. Fulfills the diversity content requirement for the Psychology major. *Prereq: PSYC 2001 or equivalent, or WGS major/minor.*

**▲ PSYC 3560. Psychology of Religion** 3 sem. hrs.

Empirical research and findings pertinent to religion and religious experiences; psychological theories regarding religion; religious practices and experiences, religious orientation and awareness. Fulfills the diversity content requirement for the Psychology major. *Prereq: PSYC 1001.*

**▲ PSYC 3601. Biopsychology** 3 sem. hrs.

Addresses functional neuroanatomy and the way in which the brain mediates behavior, emotion, and cognition. Topics include sensory and perceptual systems, neural development, emotion, learning, memory, sleep, consciousness, reproduction, and neurological and psychological disorders. Course fulfills the biological foundations content requirement for the Psychology Major. *Prereq: PSYC 2050 or consent of instructor.*

**▲ PSYC 3610. Animal Behavior** 3 sem. hrs.

Animal behavior, both in natural and experimental situations, emphasizing early experience, motivation, physiological mechanisms, adaptiveness and the evolution of behavior. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 3650. Affective Neuroscience** 3 sem. hrs.

Explores the biological foundations of emotion and other affective states. Emphasizes the role of the nervous system (including brain, hormones, neurons, physiology) in the elaboration of affective states (e.g. sexual behavior, fear, social isolation, feeding, joy, pain) in both animals and humans. Includes study of current technologies for visualizing brain processes. Course fulfills the biopsychology content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent and PSYC 3601.*

**▲ PSYC 3701. Principles of Psychological Testing** 3 sem. hrs.

The nature of psychological measurement. Principles of evaluation, construction, and analysis of tests. Uses and classification of tests. Standards of ethical conduct in using tests. Individual and group tests of aptitude, achievement, interests, attitudes, values and personality adjustment. *Prereq: PSYC 1001 or equivalent and PSYC 2001.*

**▲ PSYC 3830. The Psychology of Fantasy and Imagination** 3 sem. hrs.

Review of theoretical, experimental, and clinical literature on fantasy and imagination; development of imaginal processes; types of imagery; cerebral asymmetries and the imaging process; physiology of imagination; imagery and learning; imagery and verbal communication; role of fantasy and imagination in creativity; imagination and make believe play; function of fantasy in sexual behavior; diagnostic and therapeutic uses of fantasy and imagination; role of imagination in hypnosis. *Prereq: PSYC 1001 or equivalent*

**▲ PSYC 3840. Psychology of Happiness** 3 sem. hrs.

Focuses on the emerging research and theory in positive psychology on the nature of happiness. The determinants and correlates of happiness will be examined, including the role played by love, humor, forgiveness, religion, compassion, and spirituality in creating happiness. *Prereq: PSYC 2050 or equivalent.*

**▲ PSYC 4320. Learning and Memory** 3 sem. hrs.

Examines theories and in-depth critique of research into how people learn, remember and forget. It will include both conscious and unconscious aspects of learning and remembering, the neural mechanisms that serve these processes, and factors that influence whether we remember or forget. *Prereq: PSYC 3320 or 3601.*

**▲ PSYC 4330. Human Factors Engineering** 3 sem. hrs.

Practical application of theories of human cognition, memory, sensation, perception, and motor performance to person-machine interaction, equipment design, and control of human error. Includes design of controls and displays, automation, artificial intelligence, occupational stress, accident analysis and prevention, workspace and environmental factors that influence optimal performance. Course fulfills the biological foundations content requirement for the Psychology Major. *Prereq: PSYC 1001 or equivalent; or engineering major.*



**▲ PSYC 4350. The Psychology of Death and Dying** 3 sem. hrs.

Review of the psychological literature on death. Social and individual attitudes toward death. Reactions to the anticipation of the death of self and of significant others. Ways of responding to loss and death including grief, mourning, and bereavement. A survey of the various theories of death and suicide. *Prereq: PSYC 1001 or equivalent.*

**▲ PSYC 4701. Introduction to Clinical Psychology** 3 sem. hrs.

Clinical psychology as a science and profession is discussed. Topics include the history, ethics, theories, roles and methods of clinical psychology. Also addressed are current issues concerning the practice of clinical psychology. *Prereq: PSYC 3501 and PSYC 3401.*

**▲ PSYC 4720. Psychology of Marriage and Family** 3 sem. hrs.

Psychological theory and research pertinent to understanding couple and family functioning. Topics vary, but typically include fundamental issues such as how intimate relationships develop and change over time, communication, conflict and support in close relationships, and the role of gender in shaping experiences in close relationships. *Prereq: PSYC 2050, or WGS major/minor.*

**▲ PSYC 4800 Applied Behavioral Analysis.** 3 sem. hrs.

Introduction to topics in applications and research methods in behavior analysis. Behavior analysis is a science involving the study of human behavior and environmental variables that affect behavior. Topics include a review of basic learning principles, ABA research methods and applications of ABA. *Prereq: PSYC 1001; PSYC 2001 or PSYC 2001H; PSYC 2050 or PSYC 2050H.*

**▲ PSYC 4801. History and Systems of Psychology** 3 sem. hrs.

The development of psychological thinking from the 17th century to the present. The contributions of Descartes and Newton to Locke and the other British empiricists and, through them, to German mechanism and physio-logical psychology. The influence of Darwin, Freud, behaviorism, Gestalt psychology, and the phenomenological and humanistic movement after World War II. *Prereq: PSYC 2050 or senior standing.*

**▲ PSYC 4820 - Concepts and Principles of Behavior** 3 sem. hrs.

Provides an introduction to learning and the philosophy and science of behavior analysis, including topics which focus on basic principles of respondent (classical) and operant conditioning, as well as single subject research methods. Exposes students to experimental psychology research pertaining to the subject matter of human and animal learning. *Prereq: PSYC 1001; PSYC 2001 or PSYC 2001H; PSYC 2050 or PSYC 2050H.*

**▲ PSYC 4931. Selected Topics in Psychology** 3 sem. hrs.

Contemporary theoretical and research trends in selected contemporary areas of psychology. Topics to be announced. Offered occasionally. *Prereq: Consent of instructor.*

**▲ PSYC 4954H - Honors Psychology Research Seminar** 2 sem. hrs

Students identify a research topic, prepare a research proposal and then develop a substantive research paper, describing an original empirical project; an original, applied evaluation project; or a critical systematic literature review over the course of the academic year. As an Honors Program course, includes a more intensive research or project component. *Prereq: Admission to Psychology Disciplinary Honors Program.*

**▲ PSYC 4956. Advanced Undergraduate Research** 1-3 sem. hrs.

Readings, discussion and application of psychological research under the direction of a Psychology faculty adviser. Students are expected to review the literature on an assigned or negotiated topic and design and participate in a specific research project that augments their experience with psychological theory and methods. Larger projects could require students to work as a team. 1-3 semester credits. Course may be repeated for credit. Up to six credits of PSYC 4956, 4995, and 4999 combined may be counted as electives toward the minimum requirements for the major. *Prereq: Consent of instructor.*

**▲ PSYC 4956H - Honors Advanced Undergraduate Research** 1-3 sem. hrs.

Readings, discussion and application of psychological research under the direction of a Psychology faculty adviser. Students are expected to review the literature on an assigned or negotiated topic and design and propose a specific research project that parallels or expands upon their semester experience. As an Honors Program course, includes a more intensive research or project component. 1-3 semester credits. Course may be repeated for credit. A maximum of six credits of PSYC 4956, 4995, and 4999 combined may be counted as electives toward the minimum requirements for the major. *Prereq: Consent of instructor; admission to Psychology Disciplinary Honors Program.*

**▲ PSYC 4960. Advanced Undergraduate Seminar** 3 sem. hrs.

Readings and discussion course designed to provide a high-level overview of psychology with an emphasis on selected current topics. Each student will be expected to design and propose, but not necessarily conduct, a specific scholarly project. *Prereq: Consent of instructor.*

**▲ PSYC 4963 - Peer Tutoring in Psychology** 3 sem. hrs

Work with instructors to assist students in psychology courses; must attend lectures, hold office hours, tutor individual students and conduct exam preview sessions. Assist instructor as otherwise needed. Meet with the director of the program and other tutors to review material and concepts. *Prereq: Jr. or Sr. stdng.; 3.35 Psychology GPA. (Available as of 6/1/20).*

**▲ PSYC 4964. Field Experience in Psychology** 3 sem. hrs.

Placement in an applied setting in which the student has the opportunity to observe psychological knowledge, skills, and values demonstrated in one or more professional roles. Requires supervision in the setting. Placement must be directed by a psychology faculty member. Accompanied by seminar, readings, and demonstrated knowledge of appropriate ethical principles. *S/U grade assessment. Prereq: Senior standing and consent of department chair.*

**▲ PSYC 4995. Independent Study** 1-3 sem. hrs.

Independent study and research under the direction of a faculty member. *Prereq: Consent of department chair.*

**▲ PSYC 4999. Senior Thesis** 3 sem. hrs.

Develop an original research project under the direction of a psychology faculty adviser. Independently review the literature, develop a question, conduct the research, analyze the results, and present the conclusions. Open to psychology majors. *Prereq: 3.000 GPA, PSYC 90, and consent of department chair; or senior standing, 3.000 GPA, and Consent of department chair; grade point average of at least 3.500 in Psychology. Maximum of six credits available for PSYC 4999 alone or PSYC 4956, 4995 and PSYC 4999 combined.*



## **4. Departmental and College of Arts and Sciences Regulations**

### ***A. Semester Course Loads***

The minimum course load to be considered a full-time student is 12 semester hours. Psychology majors are normally expected to take 15-18 hours per semester. A load of 15 hours per semester is needed in order to graduate in four years. Faculty advisors may approve a course load of up to 20 semester hours, but this is not generally recommended. Dean approval is required for a load exceeding 20 hours. In addition, the College of Arts and Sciences imposes additional tuition for a load greater than 18 hours.

### ***B. Transfer of Credits***

Students transferring to Marquette University from other institutions are frequently given credit for Core requirements and for typical “freshman” courses. This determination is made by the College of Arts and Sciences at the time of student acceptance.

Students should never assume that upper division courses will automatically transfer for full or partial credit toward the requirements of the major in Psychology. This will be determined on a case-by-case basis. The Director of Undergraduate Studies of the Department of Psychology evaluates the scope and content of the course(s) to be transferred based on a course catalog description or course syllabus provided by the student to the Department and makes recommendations to the College of Arts and Sciences for final determination. Note: credit given as “PSYC 9290 (lower division) or PSYC 9390 (upper division)” counts toward credits for the major but does not fulfill a specific content area or requirement. For example, 3 credits of “PSYC 9290” for a transferred developmental psychology course provides 3 credits toward the major (e.g., as an elective) but does not cover the developmental content area because the course does not count as an equivalent of PSYC 3101.

Students planning to take courses for transfer, including summer courses and study abroad, must seek approval from the Department Chair before registering for the course(s). Special forms for this purpose can be obtained from the department office. The student must submit the form and the course description or syllabus from the institution to the Chair for review and approval.

### ***C. Grades of “C-” and “D”***

Psychology courses (including required courses 1001, 2001, and 2050) completed with a grade of “C - ” or “D” do satisfy the course requirements and the content area requirements, but do not count toward the 35 credits requirement for the major. Courses with a “C - ” or “D” grade may be used toward the 120 credit hour requirement for the B.A. degree. Credit is never given for the same course twice, so repeating courses is not recommended, except when there is need to raise the GPA—in that case, the College allows substitute repeats to replace the grade. Instead, a different course may be taken to satisfy a particular area requirement, or a different area may be used. Courses with a grade of “F” do not count toward the required content area in a major or towards Arts and Sciences requirements.

### ***D. Procedures for Changing Final Grades***

A student may appeal a final grade in any psychology course if the student believes that his or her performance was evaluated differently from the performance of other students in the course during the semester in question. A copy of the appeals procedures can be obtained from the Department Office, and in the Marquette University Undergraduate Bulletin.



## **5. Psychology Major Advising Program**

The Department of Psychology provides individual faculty advising for all of its majors. A student is assigned to a member of the faculty who will serve as their advisor throughout the remainder of his or her academic career at Marquette. Although initial assignment to an advisor is based on faculty availability, any student may request a particular faculty member as his or her advisor.

Official faculty advising periods occur twice a year, usually in November and March. Students should check the advising assignment lists posted in the Department. Once they have determined their advisor's name, students sign up for an appointment on a sheet posted outside that professor's office. The purpose of the advising period is to provide students with a time to consult with their advisors, who work with the students to plan their curricula to fulfill Arts and Sciences requirements as well as the requirements for the Psychology major. Proper scheduling will ensure that the student will graduate in four years and have the necessary courses for admission to professional schools or for preparation for the type of position desired. The faculty advising period precedes students' registration appointments for the following semester and students **MUST** see their advisor prior to registration. The Department also encourages all majors to take advantage of early registration—classes frequently fill during this period and admission is not guaranteed once a course has filled.

While most advising takes place during the two faculty advising periods and involves course selection for the following semester, we encourage you to seek the advice and counsel of your advisor on any problems that concern you at any time. Let your advisor get to know you as an individual. You will benefit from this association especially toward planning career or graduate education choices, and when you are seeking letters of evaluation for jobs or professional schools. Because official advising periods are geared around actual course choices, students and faculty can be overly focused on curriculum planning. Other meetings with your advisor can help you to make the big decisions about your career options and other life goals, what you need to do to get there, and how to get the experience you might need, and so forth.



## **6. Research and Field Experience Opportunities**

Research experience and field experience is a valuable part of undergraduate training in psychology. They are now strongly recommended for admission to graduate study in psychology and many other disciplines. Independent study and research participation assist the student in developing a mentoring relationship with a faculty member whose scholarship area is attractive to the student. Students join faculty projects and learn the methods of conducting a systematic research program in a particular area of study. Through close interaction with the student, the faculty member gets to know the student well, which is crucial to writing an effective letter of reference for jobs or graduate school. Psychology majors and minors are able to gain this valuable research experience through several course offerings in the Department and through externally funded research grants. The former are available as part of the regular curriculum, while availability of the latter is dependent on current funding. The Department of Psychology also offers small travel stipends to undergraduate students who are presenting their research at student and professional conferences. These stipends are administered by the Psychology Department's PSI CHI organization (see below), the National Honor Society in Psychology, and are awarded on a competitive basis.

### ***A. Advanced Undergraduate Research (PSYC 4956)***

*Advanced Undergraduate Research* allows the student to gain variable research credit (1-3 credit hrs.) through participation in on-going faculty-directed research projects. Students

are involved in readings, discussion, and application of psychological research under the direction of a Psychology faculty adviser. Students are expected to review the literature on an assigned or negotiated topic and design and propose a specific research project that parallels or expands upon their semester experience. A student may earn from 1-3 semester credits in a single semester. The course may be repeated for continued research and credit. Up to six credits of PSYC 4956, 4995 and 4999 combined may be counted as electives toward the minimum requirements for the major.

Students who participate in faculty research programs sometimes make contributions that are significant enough to warrant publication credit. The APA Ethical Guidelines and APA Publication Manual serve as guidelines for determining authorship. Students should discuss authorship issues with their supervising faculty early in their working relationship.

### ***B. Field Experience (PSYC 4964)***

In *Field Experience*, students are placed in an applied setting, such as a hospital or mental health clinic, in which the student has the opportunity to observe how psychological knowledge, skills, and values can be demonstrated in one or more professional roles. Placement must be directed by the psychology faculty member course instructor and requires supervision in the setting. Other internship, externship or field experiences are very beneficial to student learning and career development, but they cannot be given credit for Psyc 4964; only enrollees of the course will receive academic credit for their field experience. Students in Field Experience also participate in a seminar where they can compare experiences, read relevant material, and demonstrate their knowledge of appropriate ethical principles. The course is typically offered in the Fall term.

### ***C. Independent Study (PSYC 4995)***

The *Independent Study* course allows the student to gain variable research credit (1-3 credit hrs.) through participation in faculty-sponsored and directed study project on the topic of the student's choice that is not offered as a course. Students can identify areas of faculty research interests from materials available from the psychology department office. Once the faculty member has been identified, the student would contact the faculty member to determine if the faculty member is able or willing to serve as a project sponsor or director during a given semester. If agreement is reached, Department and College application materials available from the Department office are completed and forwarded to the Registrar's office for formal course enrollment. The application materials include a brief project description, reading list, and goals for written work for which the grade will be based. This paperwork MUST be filed prior to the close of registration in order for credit to be received during that semester. Consent of the Department Chair is required.

### ***D. Senior Thesis (PSYC 4999)***

The *Senior Thesis* option provides an opportunity to conduct empirical research involving an original research question under the direction of a faculty advisor. While similar in many respects to the Independent Study course, it is expected that the student will play a more prominent role in all facets of the research, from initial identification of the research problem through preparation of final report-- thus demanding a greater level of student responsibility. Opportunity for presentation at a scholarly forum or meeting, or submission of a paper for possible publication, might also be available. The senior thesis option is open to psychology majors only, and has the following prerequisites: 3.00 GPA, PSYC 2050, and consent of Dept. Chair; or Senior standing, 3.00 GPA and consent of Dept. Chair; 3.50 GPA is required in psychology courses.



### ***E. Externally Funded Programs***

Some research opportunities available which also provide funding for the student. These are typically competitive. The *Ronald E. McNair Scholars Program* prepares eligible students for graduate school by providing opportunities to attend and participate in a broad spectrum of scholarly activities and events throughout the year. During the summer, McNair students can apply to participate in SOAR (Summer Opportunities for Academic Research), a paid research internship which provides an in-depth research experience, working one-on-one with a faculty mentor. These summer projects can often be continued with the faculty mentor for academic credit during the year through Independent Study sections (PSYC 4956). Students present their research at the end of the summer program, and many have been later selected to present at the National Conference on Undergraduate Research, held annually at major universities throughout the U.S. Eligibility for the McNair program is limited to low-income students whose parents do not have an undergraduate degree, or are African-American, Hispanic, or Native American. The number of internships varies each year according to available funding. Contact the Marquette University Educational Opportunity Program Office for more information or about mentors.

Faculty research grants also often fund some student assistants. Their availability varies with the types of grants and current staffing needs. See your advisor about who might have grant supported research positions and who might have a position to fill.



## **7. PSI CHI: The National Honor Society in Psychology**

### ***A. What is PSI CHI?***

PSI CHI is the National Honor Society in Psychology. It is affiliated with the American Psychological Association and the Association of College Honor Societies. At the national level, PSI CHI not only recognizes your scholastic achievement and interest in psychology, but lends academic prestige to its members by the mere fact of membership. On a local chapter level, PSI CHI offers you an enjoyable supplement to regular scholastic activities. It is also a way to use your talents and meet others who share your enthusiasm for psychology. PSI CHI's local chapter, which has a meeting room in the psychology department area of Cramer Hall, attempts to stimulate understanding of professional positions and career development through a speaker series, providing selected students with travel awards to conferences, and the sponsoring of related events. The purpose of these activities, awards, and programs is to encourage and enhance the individual member's scholasticism, especially in psychology, and to generally advance the field of psychology.

### ***B. Why Join?***

Membership indicates to all graduate schools that you have attended an accredited school whose program in psychology met PSI CHI approved standards. PSI CHI serves as a means of recognizing students' achievements in research, giving awards for outstanding contributions to research. Permanent records of membership are maintained at PSI CHI Headquarters.

PSI CHI serves as a means of meeting potential colleagues and to develop contacts that will benefit its members throughout their professional lives. PSI CHI allows free admittance for its members to the American Psychological Association and the PSI CHI National Convention. Because Psychology is an ever-expanding field, PSI CHI represents a forum for new ideas and a chance to learn about the many areas of psychology.



### **C. Requirements**

Applicants must have completed a full nine (9) credit hours in psychology. Applicants must be registered with psychology as either a major or a minor.

Undergraduate applicants are required to have attained at least a 3.0 overall GPA and a 3.0 average in psychology. Applicants must also have a cumulative GPA that is within the top 35% of college hosting the chapter (i.e., Klingler College of Arts & Sciences). Graduate applicants must have attained an overall average grade of "B" or better.

Each applicant must have a sincere interest in learning and sharing ideas about psychology and display a willingness to be involved in the activities of PSI CHI. All applicants must demonstrate high standards of personal behavior.

### **D. How to Join or Get Information**

Applications may be picked up from and returned to the Psychology Department Office in Cramer Hall, Room 317. Applications are typically due in late September and early February. When your eligibility is verified, you will receive a registration card to complete, and be inducted at the next ceremony, where you will receive a certificate of membership. There is a one-time membership fee (\$60.00) that guarantees a lifetime membership. Call the Psychology office (414-288-7218) for information.

### **E. Officers**

Each spring, new PSI CHI officers are elected to serve during the next academic year. Elected officers (Co-Presidents, Vice-president, Treasurer, and Secretary) lead, plan, organize, and originate all society activities. In addition, several committees are typically formed each semester (Bake Sale, Induction ceremony, etc.). Committee members and chairs are always needed. If you are interested in serving in any of these capacities, please attend a PSI CHI meeting or contact one of the current officers for information.



## **8. Departmental Colloquia**

The Psychology Department conducts a colloquium series for graduate and *undergraduate students* and faculty. Colloquia highlight new research findings, faculty research activities, clinical approaches, and specialty topics in psychology and related fields. Speakers include Departmental faculty as well as other local and national experts. Psychology graduate student attendance is required, but all undergraduate students are also welcome and encouraged to attend. See the Psychology Department office or the PSI CHI bulletin board for a schedule of upcoming speakers and their locations.

## **9. Career Planning**

In addition to career discussions with an academic advisor, students are encouraged to seek assistance from the Career Services Center (CSC; Holthusen Hall, first floor; 288-7423). The CSC offers career counseling and testing, job fairs and campus interview information, a resume assistance service, and MU Career Manager, a listing of jobs available in local and regional companies for Marquette students and alumni. Go to: <http://www.marquette.edu/csc/> for more information.

## **10. Awards in Psychology**

### ***A. Anees A. Sheikh Memorial Outstanding Student Award in Psychology***

The Outstanding Student Award in Psychology acknowledges exceptional academic performance, research, and service or leadership contributions in Psychology. The recipient of the award is selected by the Psychology Department faculty. Basic requirements for nomination are a GPA of at least 3.0, at least 60 credit hours in residence during the junior and senior years, no grades of WA or F on the transcript, and integrity; involvement in research and other activities related to the field of psychology; and interest in pursuing a career related to the field of psychology. The award is presented at the Arts and Sciences Honors Convocation each year in April. The award consists of a plaque for the student and a listing on the Departmental plaque displayed in Cramer Hall.

### ***B. Outstanding Senior Award in Arts & Sciences***

The Outstanding Senior Award is an Arts & Sciences award for which the single recipient is selected from among all nominees from the College. The recipient must be a graduating senior whose academic excellence is complemented by demonstrated leadership and service contributions. The Psychology Department typically nominates one student each year. Basic requirements for nomination are a GPA of at least 3.0, at least 60 credit hours in residence during the junior and senior years, no grades of WA or F on the transcript, high level of service both on and off campus, and integrity. The award is presented at the Honors Convocation in Spring.

### ***C. Richard F. Nash Memorial Award***

The Richard F. Nash Memorial Award is given annually to an undergraduate student for the psychological research paper that best demonstrates the application of statistics. The award consists of a certificate awarded to the student, and the awardee's name engraved on a plaque that is displayed in the Department of Psychology.

Students who would like to be candidates should make a presentation at the Undergraduate Research Symposium conducted by the Psychology Department. Candidates' projects may be PSYC 2050 research papers, PSYC 4956 independent study, conference presentations or posters, or papers written for upper-division courses. The deadline for nominations and submission of papers will be announced by the Psychology Department. Research papers or posters are read by a committee of three faculty members, to be appointed by the Chair and who work as an ad hoc Committee of the Undergraduate Committee. Papers or posters are individually ranked by committee members. Committee members cannot judge the paper of any student whose research they supervised.

The winning paper is the paper that has the highest mean ranking. In the case of a tie, committee members will first discuss the highest ranked papers to determine whether they can determine a winner, with faculty members recusing themselves from the discussion and evaluation of any paper that they supervised. If the committee remains split, then the students will be named co-winners and will split the cash prize, with all co-winners receiving a certificate and having their names engraved on the Departmental plaque displayed in Cramer Hall.