

Handbook for Undergraduate Psychology Majors

(September, 2008)

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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.

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 2,200 of them in graduate programs. The Graduate School at Marquette administers 17 doctoral and 39 masters 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 work stations, 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. On-line 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. For most of that period, the Department has operated a two-year terminal master's program that has emphasized training in psychological assessment, research skills, and psychological interventions. Graduates of that program usually have taken positions in social or health services or have continued their graduate study in doctoral programs. Since 1994, the Department also has offered a doctoral (Ph.D.) program in clinical psychology. Over 40

students are enrolled in the five-year doctoral program. 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. Currently only the doctoral program is regularly admitting graduates of the Marquette bachelor's program in psychology.

Many graduates of the undergraduate psychology program at Marquette are successful in gaining admittance to graduate programs. In fact, a survey taken in 1989 of Marquette psychology graduates found that 60% had gone on to graduate or professional degree training within five year's of the bachelor's degree. Many top graduates have been accepted into high quality doctoral programs in psychology, including Marquette's graduate program.



2. Department Faculty and Staff

A. Faculty and Research Interests

Meghan Campbell, Ph.D. (Indiana University, 2004). Neuropsychology, Parkinson's disease and other movement disorders.

Donald A. Czech, Ph.D. (Syracuse University, 1969). Emeritus. Feeding and drinking; physiological mechanisms of reinforcement; behavioral pharmacology of anti-anxiety drugs; neuropeptides and behavior.

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

Stephen L. Franzoi, Ph.D. (University of California at Davis, 1981), Assistant Department Chair. 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.

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). Chaos and catastrophe theory; organizational behavior; occupational accidents and emergency response; computer-based test interpretations; expert systems; personality testing, group dynamics; personnel selection.

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

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

Kristy A. Nielson, Ph.D. (Southern Illinois University at Carbondale, 1993), Department Chair. 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.

M.Y. Quereshi, Ph.D. (University of Illinois, Champaign-Urbana, 1958). Emeritus. Psychological statistics; measurement and evaluation methodology; experimental design.

Matthew J. Sanders, Ph.D. (University of Miami, 1998). Pavlovian fear conditioning mechanisms of acquisition, feedback regulation of acquisition, consolidation, and expression of memory; neuroscience.

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

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

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

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). Depression; personality assessment; psychotherapy outcome.

B. Support Staff

Sherri Lex, Administrative Assistant, Department Office.

Patricia Johnson, Administrative Assistant, Center for Psychological Services.

C. Undergraduate Committee

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.



3. Coursework and Requirements

A. Psychology Major Curriculum & Requirements

A Major consists of a minimum of 35 credit hours including PSYC 1, 60 and 90; a minimum of three elective courses, two of which must be upper division; and at least one upper division course from at least five of the following eight content areas: Developmental (101 or 103); Social (111 or 104); Cognitive Science (114, 121 or 122); Assessment (127 or 139); History and Systems (128); Personality Theories (132); Physiological (135); and Abnormal (137). Psychology and Nursing Double Majors only: The Developmental content area can be fulfilled by PSYC 78, and the Abnormal content area can be fulfilled by NURS 142 and NURS 143 (both courses must be taken); PSYC 194 credit will also be given for completion of this sequence.

A Minor consists of a minimum of 6 different courses in psychology, including PSYC 1, and at least three upper division courses.

B. Psychology Course Offerings

▲ PSYC 1. 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. Three hours of classroom instruction and one optional discussion hour for review of exams and special assistance with selected areas of course content. Offered every term.

▲ PSYC 60. 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. Offered every term. *Prereq: PSYC 1 or equiv.; three years of high school mathematics or MATH 20 or its equiv.*

▲ PSYC 78. 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 1 or equiv.*

▲ PSYC 90. 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. Offered every term. *Prereq: PSYC 1 or equivalent and PSYC 60.*

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C. ARTS & SCIENCES CURRICULUM REQUIREMENTS FOR THE B.A. DEGREE

CORRESPONDING UNIVERSITY CORE REQUIREMENTS IN ITALICS. New courses are approved for the Core of Common Studies each semester. For a regularly updated list of approved Core courses, please consult the Core of Common Studies web site at www.marquette.edu/core.

ENGLISH COMPOSITION (2 courses) RHETORIC (6 credits)

ENGL 1 _____ ENGL 2 _____

LITERATURE-FINE ARTS (2 courses). LITERATURE-PERFORMING ARTS (6 credits). Includes literature courses in foreign languages.

Lit. _____ Lit. _____

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!*

FREN ___ ITAL ___ Elem. 1 ___ Inter. 3 ___
GERM ___ GREE ___ Or Elem. 9 ___ Or Inter. 10 ___
SPAN ___ LATI ___ Elem. 2 ___ Inter. 4 ___
JAPA ___

MATH-LOGIC-COMPUTER (2 courses) MATHEMATICAL REASONING (6 credits) May not be satisfied by two Logic courses.

Mathematics ___ Computer ___ Logic
Mathematics ___ Computer ___ Statistics ___ (PSYC 060)

NATURAL SCIENCE (2 courses) SCIENCE AND NATURE (6 credits). Non-science majors may prefer to take ARSC 010, 011, ANTH 002 or 106, BIOL 005, CHEM 008, PHYS 005, 006, 007, 008, 009)

BIOL ___ CHEM ___ PHYS ___
BIOL ___ CHEM ___ PHYS ___

PHILOSOPHY (3 courses) HUMAN NATURE AND ETHICS (9 credits)

PHIL 50 ___ PHIL 104 ___ PHIL U.D. ___

HISTORY (2 courses) HISTORIES OF CULTURES AND SOCIETIES (6 credits)

HIST 1 or 2 ___
HIST ___ one additional course from HIST 1, 2, 6, 11, 77, 82

SOCIAL-BEHAVIORAL SCIENCE (3 courses, with courses from at least two of the departments). *INDIVIDUAL AND SOCIAL BEHAVIOR (6 credits).*

ANTH ___ ECON ___ POSC ___ PSYC ___ SOCI ___ CRLS ___ SOWJ ___
ANTH ___ ECON ___ POSC ___ PSYC ___ SOCI ___ CRLS ___ SOWJ ___

THEOLOGY (3 courses) THEOLOGY (9 credits, in this sequence)

THEO (1) ___ THEO second level (100-119) ___ THEO third level (120-199) _____

DIVERSE CULTURES (3 credits). Arts and Sciences courses that have been approved for the University Core (see Undergraduate Bulletin) in this area also may be used to satisfy College Curriculum and or major/minor requirements where appropriate (eg. ANTR 001 and PSYC 112)

SENIOR EXPERIENCE ("896 courses") (3 credits) _____

D. PSYCHOLOGY MAJOR REQUIREMENTS

REQUIRED (3 courses)

PSYC 1 ___ PSYC 60 ___ PSYC 90 ___

CONTENT AREAS (minimum of upper division 5 courses, one in each of 5 different areas).

1. Developmental (PSYC 101 ___ or PSYC 103 ___)
2. Social (PSYC 111 ___ or 104 ___)
3. Cognitive Science (PSYC 114 ___ 121 ___ or 122 ___)
4. Assessment (PSYC 127 ___ or 139 ___)
5. History and Systems (PSYC 128 ___)
6. Personality Theories (PSYC 132 ___)
7. Biosychology (PSYC 135 ___)
8. Abnormal (PSYC 137 ___)

Electives (3 courses minimum, two must be upper division, no maximum)

#1 _____ #2 ___ #3 _____ Additional: _____

Check here if you are: Pre-Dent ___ Pre-Law ___ Pre-Med ___ Pre-DPT _____
Education Major ___ Nursing Major ___

MINOR: Six different courses in Psychology (18 credit hours min.), including PSYC 1 and at least 3 upper division courses.

Psychology and Nursing Double major: All requirements for the major above are identical EXCEPT: the Developmental content area can be fulfilled with PSYC 78 and the Abnormal content area can be fulfilled with NURS 142 AND NURS 143 (credit for PSYC 194 will also be given if the NURS sequence is completed).

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 1 to 99; U.D. indicates UPPER DIVISION courses, numbering 100 to 199.

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.

CD grades or lower do not count toward 35-hour major minimum. A CD or D grade does fulfill the specific requirement (e.g, PSYC 60), but the credits cannot be counted in the major. The Department recommends taking an additional course if a CD 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 128 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. 48 U.D. hours for Majors in all other disciplines. 32 of these U.D. hours must be completed at Marquette

Senior Residency Requirement: Once a student has gained senior classification (92 hours), a minimum of 30 hours of the remaining course work normally must be completed at M.U.

▲ **PSYC 101. 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. Offered every term. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 103. 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. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 104. Industrial Psychology** 3 sem. hrs.

Psychology applied to basic problems of industry: personnel selection, motivation, training, job satisfaction, job safety, leadership, performance appraisal, job analysis, and pertinent legal issues. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 107. The Psychology of the Exceptional Child** 3 sem. hrs.

Description and psychological implications of various forms of physical and mental deviations. Educational, vocational, therapeutic and social facilities for exceptional children. May be taken for credit in special education by minors in special education-speech therapy. Offered annually. *Prereq: PSYC 101 or equiv.; or cons. of instr.*

▲ **PSYC 111. Introductory Social Psychology** 3 sem. hrs.

The nature and concept of social psychology. Socialization of the child. Small group behavior including conformity, leadership, problem-solving. Attitudes and attitude change, prejudice, racism and sexism. Comparative studies in social behavior. Social psychology of the research situation. Offered every term. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 112. 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. Offered every term. *Prereq: PSYC 1.*

▲ **PSYC 114. Human Factors Engineering** 3 sem. hrs.

Person-machine interactions, including sensory and motor phenomena and human limitations, controls and displays for computer-based and conventional machines, human information processing and artificial intelligence, workspace and environmental factors that influence optimal performance, relevant legal issues and human functioning in outer space. Offered annually. *Prereq: PSYC 1 or equiv.; or engineering major.*

▲ **PSYC 121. Learning and Behavior** 3 sem. hrs.

A comprehensive survey of methods and findings of classical and operant conditioning. Some introduction to theories of learning. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 122. Cognition** 3 sem. hrs.

A systematic survey of classical and contemporary research topics in human learning; information processing, concept formation, problem-solving, verbal and motor learning. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 127. 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. Offered annually. *Prereq: PSYC 1 or equiv. and Psyc 60.*

▲ **PSYC 128. 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 physiological psychology. The influence of Darwin, Freud, behaviorism and Gestalt psychology. The phenomenological and humanistic movement after World War II. Offered annually. *Prereq: PSYC 90 or Sr. stndg.*

▲ **PSYC 132. 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. Offered every term. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 135. Biopsychology** 3 sem. hrs.

Biological foundations of behavior with emphasis on the nervous system. Physiological mechanism in sensation, perception, motivation, emotion and learning. Functional neuroanatomy. Offered without a laboratory component. Offered annually. *Prereq: PSYC 90 or cons. of instr.*

▲ **PSYC 136. 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. Offered occasionally. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 137. Abnormal Psychology** 3 sem. hrs.

The nature of normality-abnormality. Defense mechanisms and neurotic symptomatology. Functional psychoses and the personality pattern disturbances. Character disorders including sociopathy and passive-aggression, the addictions and sex deviations. Organic and psychosomatic disorders. Offered every term. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 138. Childhood Psychopathology** 3 sem. hrs.

The major types of psychological disturbances in children viewed as deviations from normal development. Causative factors in the genesis of behavior problems, with emphasis on social learning. Behavior modification techniques used with children. Offered every term. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 139. 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. Offered occasionally. *Prereq: PSYC 132 and PSYC 137.*

▲ **PSYC 157. Psychology of Marriage and Family** 3 sem. hrs.

Psychological theory and research pertinent to understanding marital and family functioning. Topics vary, but include the development of intimate relationships, the transition to parenthood, divorce, and family violence. Offered occasionally. *Prereq: 21 PSYC credits and PSYC major.*

▲ **PSYC 160. 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. Offered occasionally. *Prereq: PSYC 1.*

▲ **PSYC 165. 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 1 or equiv., or cons. of instr.*

▲ **PSYC 166. Psychology of Gender Roles** 3 sem. hrs. Biological and cultural bases of gender roles; the psychology of women and men and the consequent relationships between the sexes; the pressures of gender stereotype and the bases of non-stereotypic childrearing; implications of anthropological investigations for an understanding of sex role ascriptions; relationship between gender role and responses to sexuality; remedial education for personhood. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 170. 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. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ **PSYC 175. 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. Offered occasionally. *Prereq: PSYC 1.*

▲ PSYC 180. 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. Offered annually. *Prereq: PSYC 1 or equiv.*

▲ PSYC 181. 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. Offered occasionally. *Prereq: PSYC 1 or equiv.*

▲ PSYC 194. 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. Offered annually. S/U grade assessment. *Prereq: Sr. stndg. and cons. of dept. ch.*

▲ PSYC 195. Independent Study 1-3 sem. hrs.

Independent study and research under the direction of a faculty member. Offered every term. *Prereq: Cons. of dept. ch.*

▲ PSYC 196. 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. Offered annually. *Prereq: Cons. of instr.*

▲ PSYC 198. 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: Cons. of instr.*

▲ PSYC 199. Senior Thesis 3 sem. hrs.

Conduct empirical research involving an original research question under the direction of a psychology faculty adviser. Open to psychology majors. Offered every term. *Prereq: 3.000 GPA , PSYC 90, and cons. of dept. ch.; or Sr. stndg., 3.000 GPA , and cons. of dept. ch.; grade point average of at least 3.500 in Psychology. Maximum of six credits available for PSYC 199 alone or PSYC 195 and PSYC 199 combined.*

▲ PSYC 896. Senior Experience 3 sem. hrs.

The Senior Experience requirement applies to all students who are seeking a B.A. degree in the Klingler College of Arts and Sciences. The goals of the Senior Experience requirement are 1) to provide an opportunity to apply one's accrued educational experience to a mature study of a given theme informed by the University's Mission; 2) to apply the skills of generating new knowledge within the standards of one's disciplinary training, and 3) to promote an appreciation for social and individual complexity, an awareness and appreciation of diversity in all its forms, and an appreciation of faith in the human experience through fully engaging a chosen topic. Topics vary annually; course descriptions are available in department offices. *Prereq: Sr. stndg., enrolled in the Klingler College of Arts and Sciences.*

G. Senior Experiences Courses

The College of Arts and Sciences requires that all students take a Senior Experience course ("896" course) during their senior year. The learning objectives of these courses are that students should be able to: (a) Integrate the methods, perspectives, and concepts used in their major disciplines; (b) acknowledge the existence of connections between their major disciplines and others; (c) reflect upon, in the context of their specific studies, the impact of their college education on their development as a whole person.

The Psychology Department will make a fresh list of available courses each semester. Some of the courses will be regular courses from the foregoing list that meet the special objectives, such as PSYC 128, 139, 157, and 194. Others will be prepared specially for this purposes and otherwise fit the description of PSYC 198/896 (for Senior Experience credit, students must enroll in 896).



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 16 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 Chair 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 68/69 (lower division) or PSYC 168/169 (upper division)” counts toward credits for the major, but does not fulfill a specific content area or requirement. For example, 3 credits of “PSYC 69” 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 101.

Students planning to take courses for transfer, including summer courses and study abroad, must seek approval before registering for the course(s) from the Department Chair. 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/D” and “D”

Psychology courses (including required courses 1, 60, and 90) completed with a grade of “C/D” 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/D” or “D” grade may be used toward the 128 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/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, or review 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/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/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. Field Experience (PSYC 194)

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 194; 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.

B. Independent Study (PSYC 195)

The *Independent Study* course allows the student to gain variable research credit (1-3 credit hrs.) through participation in faculty-sponsored and directed research projects. These projects can be part of ongoing research programs or be initiated by the student. Students can identify areas and faculty research interests from materials available from the psychology department office. Once these have been determined, the student would ordinarily contact the faculty member(s) to discuss available or proposed research and 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. 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.

C. Senior Thesis (PSYC 199)

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 90, and consent of Dept. Chair; or Senior standing, 3.00 GPA and consent of Dept. Chair; 3.50 GPA is required in psychology courses.

D. Honors Program Courses

Some upper division courses include an applied research or field component as a part of the course requirements. Other courses are available for Honors Program contracts. Students in the Honor's Program can contract to conduct or assist in faculty-approved independent research as an extension of the work normally required in a number of upper-division courses, in order to obtain recognition for achievement under the college's Honors Program. Interested students should contact the course instructor to indicate a desire to enter into an honors credit contract, and to discuss proposed/possible activities. Participants need to maintain a minimum GPA of 3.2. Complete information can be obtained from the Honors Program Office.

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 195). 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. 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 (\$35.00) that guarantees a lifetime membership. Call the Psychology office (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. Special colloquia may be held at any time, but the regular offerings are scheduled on Thursdays from 3:30 to 5:00 pm. 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. Outstanding Student Award in Psychology

The Outstanding Student Award in Psychology is intended to acknowledge 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. The award is presented at the Arts and Sciences Honors Convocation each year in April. The award consists of a \$50 award and a plaque for the student, as well as 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 prize of \$100 is accompanied by a certificate awarded to the student, and the awardee's name engraved on a plaque that is displayed in the Department of Psychology.

Candidate students are nominated by the faculty director of the research project (student may ask the faculty member to nominate the student). The deadline for nominations and submission of papers is **February 28**. Research papers 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 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. The winner must be selected by March 15, so that there is time to arrange for the winner's name to be placed on the program of the College of Arts and Sciences Honors Convocation.

Candidates' papers may be PSYC 90 research papers, PSYC 195 independent study projects, or papers written for upper-division courses. Students are allowed to polish or rewrite class papers so that they may better qualify for this award.

D. Research Travel Support in Psychology

The Research Travel Award in Psychology acknowledges the exemplary scholarly work of up to two undergraduate students per year by partially funding their travel to a student or professional conference where they will present the results of their work. The recipients must be Psychology majors. Psi Chi administers and awards the travel grants.