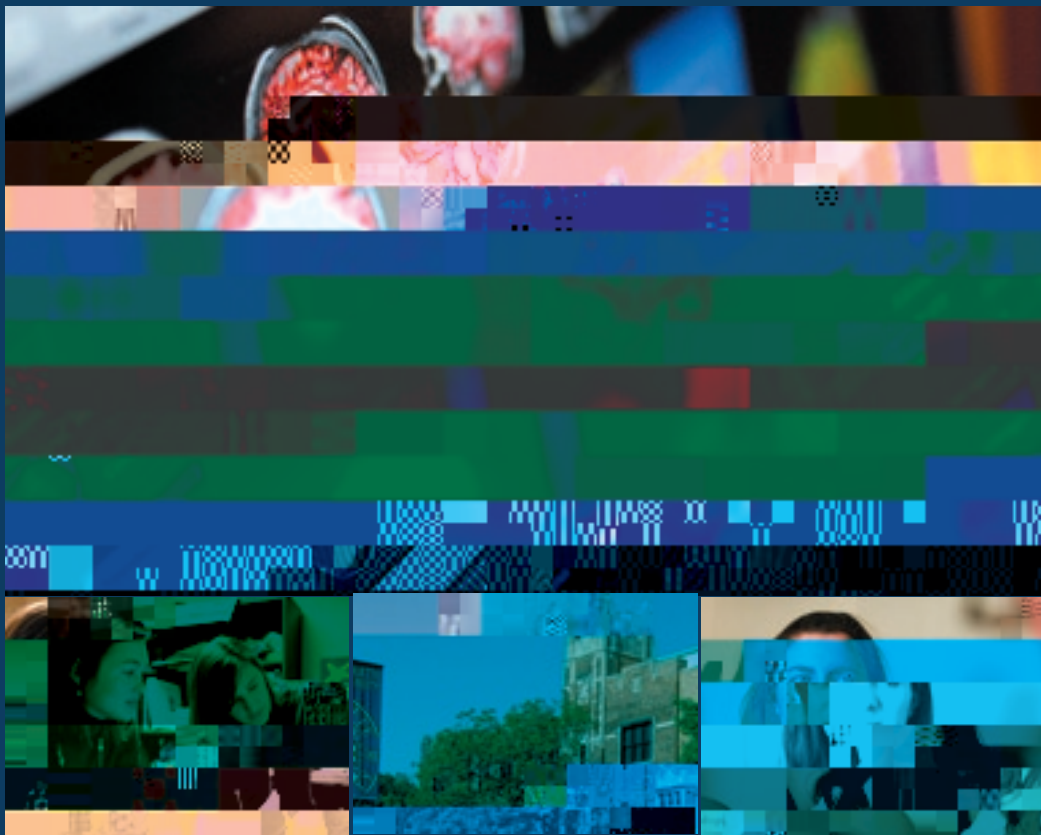


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Handbook for Undergraduate Psychology Majors

(February, 2023)

Table of Contents

1. Overview.....	3
A. Psychology Program Goals and Purpose	
B. Declaration of Major	
C. History of Marquette University	
D. Facilities	
E. Doctoral Program in Clinical Psychology	
F. Graduate Programs in Behavioral Analysis	
2. Department Faculty and Staff.....	6

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.

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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. T

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.

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.

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).

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,

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 arousal, rage, grief, fear, etc.). *Prereq: PSYC 1001 or consent of instructor.*

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.*

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. stndg.; 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

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(T,-i-6.7(y)-2()0. v)-2(es)-2(c)-2

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

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 Opp

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.

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