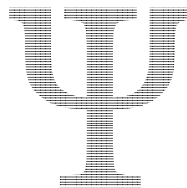


# **DEPARTMENT OF PSYCHOLOGY UNDERGRADUATE HANDBOOK**

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University of Denver

2002-2003



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## I. WELCOME TO THE PSYCHOLOGY DEPARTMENT

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This handbook describes the Department of Psychology, the programs of study leading to bachelors degrees, and the department faculty. It is designed to assist undergraduate students in planning a course of study leading to a major or minor in psychology and/or cognitive neuroscience, to provide information about our department, and to encourage students to make the best use of departmental resources.

The Department of Psychology at D.U. currently includes 17 full-time faculty, a number of full- and part-time senior lecturers, emeritus, adjunct, and research faculty, administrative staff, about 60 students in the Ph.D. program, an average of four post-doctoral fellows, and approximately 200 undergraduate majors. The department's offices, research laboratories, and general working space are located in Frontier Hall, with some additional offices and laboratories in Columbine and Pioneer Halls. The main departmental office is located in the first floor lobby of Frontier Hall, 2155 S. Race St. Denver, CO 80208 (phone: 303-871-2478). Most of the information about the department can be found in this office or on the department webpage: <http://www.du.edu/psychology>

The department is comprised of three specialty areas, Experimental (Cognitive, Social, Quantitative programs), Developmental, and Child Clinical. These specialty areas cover the major scholarly content currently of interest to professional and academic psychologists. The Experimental area, with separate programs in Cognitive, Social, and Quantitative psychology, includes faculty with interests in a broad range of behavioral issues from the neurophysiological bases of motivation, emotion, and cognition through learning and cognition, perception, tests and measurements, statistics, and social psychology. The faculty in the Developmental area covers child psychology and developmental processes including the areas of cognition, memory, social and emotional development in infants, young children, adolescents, and adults. The Clinical program also specializes in child behavior with major emphases on child and family therapy, behavior modification, other psycho-diagnostic and therapeutic practices used with children and adults, and neuropsychology. The graduate program in Developmental Cognitive Neuroscience encompasses each of the three specialty areas. Each faculty member conducts research in their area of expertise in laboratories located in Frontier and Columbine Halls. A child clinic and a neuropsychological testing center serving metropolitan Denver are also located in Frontier Hall.

At the graduate level, the Ph.D. degree is offered in all areas of the department. Admission to these programs is limited to a small number of highly qualified students. Interested students should consult a department academic advisor (see p. 4) for further information about graduate programs offered at D.U. and elsewhere.

## II. ADVISING

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There are three faculty academic advisors in the Psychology Department: Professors Janette Benson, Danny McIntosh, and George Potts. Academic advisors are available during their posted, weekly office hours to discuss course offerings, degree requirements, and to assist you in planning your academic and career goals. Advising hours are posted near the reception area in the lobby of Frontier Hall, and most advisors have office-hour sign-up sheets on their office door. For quick questions, students are encouraged to send inquiries to advisors by e-mail (see addresses below). Academic advisors also offer extended office hours during the priority registration and advising weeks each academic quarter.

**You must see an advisor by the fall quarter of your sophomore year. If you are a transfer student, you must see an advisor by your second quarter at D.U. This policy ensures that students take the proper courses required for the Psychology major, graduation, and those courses recommended for various career objectives.**

We strongly recommend that students see an academic advisor before each registration period and at other times during the year as the need arises. Students are also encouraged to talk to other faculty members about courses and career objectives.

You may select any academic advisor in the department. Some students meet with the same academic advisor each quarter, while other students prefer more than one advisor. Which academic advisor you select is entirely your choice, and you may change your advisor at any time.

Advisors' office hours typically change each quarter. Check the advising office hours list posted in the lobby of Frontier Hall.

**Special Note:** For the 2002-2003 academic year, advising and registration weeks are listed below for registration each subsequent quarter. CAPs and registration materials are available in the lobby of Frontier Hall on the first day of advising week.

**Fall quarter, 2002:** Advising: October 28-November 1; Registration: November 4-8

**Winter quarter, 2003:** Advising: February 17-21; Registration: February 24-28

**Spring quarter, 2003:** Advising: May 5-9; Registration: May 12-16

Faculty Academic Advisors	Telephone	Office Frontier Hall	E-mail
Janette Benson	303-871-3771	245	jbenson@du.edu
Danny McIntosh	303-871-3712	341	dmcintos@du.edu
George Potts	303-871-3717	353	gpotts@du.edu

### III. ADVISING CHECKLIST

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Students assume sole responsibility for planning their own courses and academic activities. You are responsible for understanding major, minor, and degree requirements. If you do not follow these advising activities you take the risk that you will not graduate on time, will not be prepared to pursue your career goals after graduation, or both. Be sure to review your academic schedule, CAPP (Curriculum Advising and Program Planning), and career plans with a Psychology Department academic advisor.

#### FIRST YEAR

##### *Fall Quarter*

\_\_\_ See UDCC mentor and Psychology Department academic advisor

##### *Winter Quarter*

\_\_\_ See UDCC mentor and Psychology Department academic advisor

##### *Spring Quarter*

\_\_\_ See UDCC mentor and Psychology Department academic advisor

#### SOPHOMORE YEAR

##### *Fall Quarter*

- \_\_\_ See Psychology Department academic advisor
- \_\_\_ Check progress on University Undergraduate Requirements
- \_\_\_ Plan to attend Career/Graduate School Night (see p. 26)

##### *Winter Quarter*

- \_\_\_ See Psychology Department academic advisor
- \_\_\_ Develop program of study in Major and Minor fields (see pp. 10-11)
- \_\_\_ Check progress on University Undergraduate Requirements
- \_\_\_ Attend Career/Graduate School Night (see p. 26)

##### *Spring Quarter*

- \_\_\_ See Psychology Department academic advisor
- \_\_\_ Check progress on Upper Division hour requirement
- \_\_\_ Apply for the Departmental Honors Program, if applicable (see p. 21)

(Advising checklist, continued)

**JUNIOR YEAR*****Fall Quarter***

- See Psychology Department academic advisor
- Evaluate progress on Major and Minor fields
- Plan to attend Career/Graduate School Night (see p. 26)
- Check progress on Upper Division hour requirement
- Apply for Field Experience, research apprenticeship, or internship, if applicable (see pp. 21-22)
- Consider career exploration, University Career Center (303-871-2150)

***Spring Quarter***

- See Psychology Department academic advisor
- Apply for graduation (you must apply 4 quarters before the quarter during which you plan to graduate)
- Consider taking Graduate Record Exam, if applicable
- Discuss plans for Graduate school with a faculty member or academic advisor, if applicable

**SENIOR YEAR*****Fall Quarter***

- See Psychology Department academic advisor
- Evaluate progress on graduation requirements
- Check progress on required courses and 60-credit hour PSYC limit
- Take Graduate Record Exam, if applicable
- Discuss Graduate School with a faculty member or academic advisor, if applicable
- Check progress on CORE, Upper Division, and total hours for degree
- Check progress on Major and Minor course requirements
- Apply to Graduate Schools, if you want to begin graduate study next fall
- Complete Senior Honors thesis research, if applicable

## IV. COURSE AND DEGREE RECOMMENDATIONS

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### OVERVIEW: THE BA AND BS DEGREES

D.U. students have the option of pursuing either a Bachelor of Arts (BA) degree or a Bachelor of Science (BS) degree in the Psychology major. The requirements for these degrees differ, but there is enough overlap so that it is possible to switch as late as the Sophomore year. The general requirements for the BA and BS degrees are determined by the Office of Undergraduate Studies and are identical to those listed in the University Undergraduate Bulletin.

For the Psychology major, the BS degree is intended for a student with strong science and math interests, including Pre-med students. Whether you obtain a BS or a BA degree will not usually influence your chances of getting a job or going to graduate school. However, the science and math courses required for the BS degree can be important if you plan to pursue graduate study, because the requirements for this degree tend to be more rigorous than for the BA degree. Discuss your options with an academic advisor and choose the program that suits your interests and abilities.

### **RECOMMENDATIONS FOR STUDENTS PLANNING TO ATTEND GRADUATE SCHOOL**

You will be equally qualified to seek post-graduate education with either the BA or BS degree. Admission to professional and graduate programs in Psychology and related fields depends on: 1) grade point average; 2) overall academic record, including rigor of course selection; 3) letters of recommendation from faculty who know you well in laboratory and/or field work and classroom settings; 4) standardized test scores (e.g., GRE, MCAT); 5) research and/or clinical/field experience; and 6) extraneous factors over which you have little or no control, such as the availability of fellowship money, government regulations, and competition of the applicant pool. Of these factors, letters of recommendation, grades and standardized test scores are usually the most important. The match between the applicant's needs and skills and what the graduate program can offer is often another important factor.

Based on information from over 30 U.S. graduate schools the following courses are preferred by most Psychology graduate programs: 1) Psychology: Mind and Behavior; 2) Statistics; 3) Research Methods; 4) Experimental Psychology or equivalent. Equivalent courses offered at D.U. include: Learning and Cognition, Motivation and Emotion, Neural Bases of Perception, Cognitive Neuroscience; 5) History and Systems of Psychology; and 6) Courses in the specialty area in which you wish to continue to work and study, (e.g., child development, social psychology, clinical psychology, cognitive psychology). Research work in the specialty area is also strongly encouraged, because this "hands-on" experience provides important information for your graduate school decision-making process and future career success.

Students interested in pursuing graduate study should speak with departmental advisors, other faculty, current departmental graduate students, and attend the department's annual Graduate School/Career Night event (see page 26).

## **RECOMMENDATIONS FOR STUDENTS SEEKING EMPLOYMENT IMMEDIATELY AFTER GRADUATION**

The Psychology Department is concerned with helping students plan a course of study that rests on a strong academic foundation and fits their talents and career interests. Students have different talents and areas of interest; no one program will suit all. However, it is possible to make some general suggestions for individuals with clear interests within certain specialty areas of Psychology. The following provides some suggested courses for different career objectives. However, these suggestions are no substitute for consulting an academic advisor for assistance in preparing for a post-baccalaureate career.

1. If you are interested in **behavioral science research**, you may seek placement opportunities for laboratory-technical positions in academic and/or medical school-hospital research labs. These positions include work, co-workers and an environment that is usually stimulating, and can provide a foundation for work you may want to pursue in graduate school. However, these positions offer little opportunity for internal advancement and the pay is relatively low. Naturally, each placement will differ so you should seek details from the employer. Suggested courses include: PSYC 2300 Statistics, PSYC 2040 Cognition and Learning, PSYC 2150 Motivation and Emotion, PSYC 2130 Neural Bases of Perception, PSYC 3050 Research Methods, and additional courses in biology, chemistry, mathematics, and computer science. It is also wise to have some laboratory experience, such as a work-study job, volunteer lab position, or for course credit (e.g., PSYC 2112, Research Participation or PSYC 3991, Independent Study). Students interested in cognition, philosophy, biology or computer science might consider a double major or a minor in Cognitive neuroscience (see p.12).
2. If you are interested in **clinical work** with people in a therapeutic context, opportunities exist in the mental health arena. These positions often depend on government funding, which can make their availability unpredictable. However, the prospects can be exciting and personally rewarding. Many positions will usually require previous clinical experience or advanced training. You may acquire this experience through an internship or through PSYC 3760, Field Experience (see pp. 21-22), PSYC 3991, Independent Study, the Sociology Internship course (see p. 22), or through cooperative education credits for internships obtained at the University Career Center (303-871-2150). With these interests, we suggest the following courses: PSYC 2740 Social Psychology, PSYC 2500 Abnormal Psychology, PSYC 2510 Personality, PSYC 2520 Clinical Psychology or PSYC 2530 Child Psychopathology. Also, consider appropriate specialty courses that may cover areas of particular interest (e.g., PSYC 2109 Depression; PSYC 2050 Child Development, PSYC 3020 Adolescence).
3. If you are interested in **working with children**, job opportunities exist in mental health agencies as well as in educational institutions and child care centers. Positions include child care aide, children's museum staff, educational tutor for at-risk children, or helping at-risk adolescents adjust to pregnancy or school dropout. Government funding typically supports these positions, often in private, public or non-profit agencies. Similar to other employment areas, without an advanced degree, entry-level positions often have little advancement and the pay

scale is relatively low. However, these jobs can provide excellent experience for persons considering future graduate training. We suggest the following courses: PSYC 2050 Child Development; PSYC 3090 Infancy; PSYC 3020 Adolescence, as well as clinical and social psychology courses. Also, some courses in Sociology might be relevant (e.g., SOCI 2255 Juvenile Delinquency). Prior experience may be required for these positions, so it is useful to seek out field experience opportunities, internships, or volunteer placements.

4. A major in Psychology is also good preparation for a variety of non-psychology positions. These include placements in the business community including personnel management, sales, market research, the hotel, recreation or hospitality industry, and computer training. Psychology majors often pursue careers in human resource development, advocacy for special groups (e.g., children, physically disabled, elderly, mental health rights), administration in state and local government, mediation and arbitration, motivational speaking, financial advising, criminal justice, or law.

When thinking about different careers, students should consult the staff at the University Career Center (303-871-2150) located in the Driscoll Student Center, South, lower level. The Career Center contains numerous publications on job opportunities, a career library, occupational interest testing, assistance in preparing a resume, and suggestions for successfully negotiating the job interview process. We recommend that you take advantage of the many services they offer.

## MAJOR AND MINOR REQUIREMENTS IN PSYCHOLOGY

**BA Degree in Psychology** [*Requirements effective fall 2001, students enrolled prior to Fall 2001 have the option to meet these or previous major requirements. Speak to advisor to discuss your options.*]

Besides the University BA degree requirements (The Foundational and Thematic CORE components of the University Undergraduate Requirements, minor, upper division, and total hours—see the University Undergraduate Bulletin), a BA in Psychology requires at least 40 and no more than 60 quarter hours in the major. **PSYC credit hours beyond 60 do not count toward any University requirement.** At least 25 hours must be upper division (2000 or above). Psychology: Mind and Behavior, SOCS 1710; SOCS 1750) does not count as PSYC credit hours when taken as a part of the Foundational SOCS requirement. Junior and Senior Honors (PSYC 2750, 2751, 2752, PSYC 3150, 3151, 3152) **do not** count toward the 60-hour maximum for the major (see your advisor for details).

### **Course Requirements in Psychology:**

- Psychology: Mind and Behavior (SOCS 1710 or 1750) or equivalent [**As part of the requirement for the SOCS Foundation, this class does not count toward the 40-hour minimum or the 60-hour maximum for the major. No other Social Science Foundational SOCS classes are equivalent to SOCS 1710 or 1750 for this requirement.**]
- Statistics (PSYC 2300)
- Research Methods (PSYC 3050) or Jr. Honors Seminar (PSYC 2750-2752)

### **ONE COURSE EACH FROM FOUR OF THE FOLLOWING FIVE CONTENT AREAS:**

#### **CLINICAL**

Abnormal Psychology (PSYC 2500); Personality (PSYC 2510); Intro. to Clinical Psychology (PSYC 2520); Child Psychopathology (PSYC 2530)

#### **COGNITION**

Memory (PSYC 2060); Cognition and Learning (PSYC 2040); Cognitive Science (PSYC 3030)

#### **DEVELOPMENTAL**

Child Development (Psysc 2050)

#### **NEUROSCIENCE**

Intro Cognitive Neuroscience (PSYC 2031); Neural Bases of Perception (PSYC 2130)

#### **SOCIAL**

Social Psychology (PSYC 2740); Motivation and Emotion (PSYC 2150)

- At least 10 hours of PSYC elective courses (PSYC 1000-2999) or advanced special topics courses (PSYC 3000-3999)

For Psychology majors **who meet the prerequisites**, MATC 1201 is recommended (requires 2 years high school algebra) to fulfill the MATC foundations over MATC 1101.

## ***The BS Degree***

The BS degree in Psychology typically involves a more rigorous and broader background in the scientific study of Psychology than the BA degree.

### ***1. Course Requirements in Psychology***

Course requirements are the same as for the BA degree (see previous page), with two exceptions: a. The University requires a minimum of 45, instead of 40, credits in the major for the BS degree; and b. **Students must take one course each in all five of the content areas (see previous page).**

### ***2. Minor Requirements***

Students seeking a BS degree in Psychology must have two minors, and one must be from a discipline in the natural sciences -- Chemistry, Geography, Physics, Mathematics, Computer Sciences or Biology. Another option is a double major, one in Psychology and the second in the natural sciences, with one minor. For additional information, see the University Undergraduate Bulletin for individual departmental requirements.

## ***Elective Hours in the Psychology Major***

A total of 30 of the 40-hour minimum credit requirement for the major is comprised of required classes (e.g., 1 each from 4 of the 5 content areas, Statistics and Research Methods) when Psychology: Mind and Behavior (SOCS 1710, 1750 or equivalent) is taken to meet foundational requirements. Whether completing the major at the 40-hour minimum requirement for the BA degree or the 45-hour minimum for the BS degree, beyond required psychology courses students enroll in at least 10 credits of elective psychology classes. Students should carefully select their psychology elective credits so as not to exceed the 60 hour maximum credits in any one major.

## ***Minor in Psychology***

A minimum of 20-quarter hours of psychology, including 10 quarter hours of 2000-3000 level courses is required for a minor. Students must complete SOCS 1710 or SOCS 1750, Psychology: Mind and Behavior (or equivalent), which may count for the SOCS foundation requirement **OR** the minor, but not both. Students must also take one course **each** from 2 of the 5 categories for the BA degree (i.e., Development, Cognition, Neuroscience, Social or Clinical). If students have completed the SOCS foundation requirement and count either SOCS 1710 or 1750 for the minor they will have 19 credits instead of the required 20 (4 credits of Psychology: Mind and Behavior and 15 credits of PSYC). In this case, speak with a department advisor about requesting a waiver of the one credit hour.

## ***Applying Transfer Credits to a Major or Minor in Psychology***

Students who have taken Psychology courses at another academic institution and who seek to apply transfer credits to their Psychology major or minor at D.U. must receive approval from a department academic advisor. Before approval can be determined, students must provide the advisor with information about the course (e.g., a description from a University Bulletin, syllabus or name of text). If approval is granted, students may not apply more than 20 transfer quarter credits toward the 40-minimum and 60-maximum BA or BS degree requirement for the Psychology major, or more than

10 credit hours toward the 20-hour minimum for the minor. See a department academic advisor for details.

### ***Applying Study Abroad Credits to a Major or Minor in Psychology***

Students who wish to participate in a study abroad program should meet with advisors in the Study Abroad program in the Office of Internationalization (303-871-4912). Psychology majors are encouraged to discuss their study abroad coursework with departmental academic advisors to determine which courses may be acceptable for meeting Psychology major or minor requirements.

## **COGNITIVE NEUROSCIENCE SPECIALTY DEGREES**

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### Cognitive Neuroscience Specialty Degrees

Cognitive Neuroscience is a broad, multidisciplinary field aimed at understanding the relation between mind and brain. The Cognitive Neuroscience program is a joint effort between the Biological Sciences and Psychology departments. There are three options for earning a degree in Cognitive Neuroscience. The first two options constitute specialized major/minor coursework in Psychology and Biological Sciences. There are B.A. and B.S. versions of each option. The B.A. degree provides maximum flexibility for a student who wishes to take a broad spectrum of courses from diverse disciplines. Students in these programs may be considering postgraduate work in Psychology or Biology, or in professional schools, such as law, business, physical therapy or rehabilitation.

The B.S. degree also provides broad training but is specifically intended for pre-med students (particularly Option A). The goal in this track is to streamline the requirements for the Cognitive Neuroscience program so that students may complete the additional prerequisites required for application to medical school (i.e., two years of chemistry, one year of physics, and an optional year of calculus).

The third option, Cognitive Neuroscience double major in Psychology and Biological Sciences, provides maximum immersion in both disciplines with an emphasis on brain-behavior relations. There are also B.A. and B.S. degrees for this option.

### Faculty in the Cognitive Neuroscience Specialty Degrees Program

Rob Roberts, program coordinator, Department of Psychology; Robert Dores, John Kinnamon, Department of Biological Sciences; Anne DePrince, Janice Keenan, Daniel McIntosh, Bruce Pennington, George Potts, Cathy Reed, Valerie Stone, Piotr Winkielman, Department of Psychology

### Specialty Degree Options in Cognitive Neuroscience

BS or BA in Cognitive Neuroscience/Biological Sciences, BS or BA in Cognitive Neuroscience/Psychology, BS or BA in Cognitive Neuroscience/Biological Sciences and Psychology (double major)

## **Option A**

**COGNITIVE NEUROSCIENCE/BIOLOGICAL SCIENCES** *(for students interested in an emphasis in Biology)*

**Biology Major Courses** (47 credits minimum)

(usual B.A./B.S. Requirements – See Undergraduate Bulletin: Biological Sciences)

Required Courses:

- BIOL 1010.1, BIOL 1010.2, BIOL 1010.3 Concepts in Biology
- BIOL 1020.2, BIOL 1020.2, BIOL 1020.3 Concepts Lab
- BIOL 2120 Cell Structure and Function
- BIOL 2125 Cell Structure and Function Lab
- BIOL 2510 General Genetics
- BIOL 2010 General Ecology
- A minimum of three of the following four courses
  - BIOL 3640 Introductory Neurobiology
  - BIOL 3641 Systems Neuroscience
  - BIOL 3642 Neuropharmacology
  - BIOL 3650 Endocrinology
- An additional 7 credits at the 2000 or 3000 level in elective courses in biology.
- 2-credit seminar in Cognitive Neuroscience I

**Psychology Minor Courses**

(20 credits minimum):

(usual minor Requirements – see Undergraduate Bulletin: Psychology)

Prerequisite

SOCS 1710 or 1750 (Psychology: Mind and Behavior; usually taken as University Undergraduate Requirements)

Courses for the minor (22 credits minimum)

- PSYC 2031 Cognitive Neuroscience
- PSYC 2040 Cognition & Learning <or> PSYC 2130 Neural Bases of Perception
- PSYC 3254 Neural Networks <or> PSYC 3036 Social Neuroscience <or> PSYC 2150 Motivation & Emotion
- At least one Elective:
  - Courses in above list not already taken or:
  - PSYC 2740 Social Psychology
  - PSYC2500 Abnormal Psychology

- PSYC 510 Personality
- PSYC 2050 Child Development
- 2-credit seminar in Cognitive Neuroscience II

## Option B

### **COGNITIVE NEUROSCIENCE/PSYCHOLOGY** (*for students interested in an emphasis in Psychology*)

**Psychology Major Courses** (Usual B.A./B.S. Degree requirements; see Undergraduate Bulletin: Psychology) (42 credits)

#### Required Courses

- SOCS 1710 or 1750 (Psychology: Mind and Behavior; Usually taken for University Undergraduate Requirements)
- PSYC 2300 Statistics
- PSYC 3050 Research Methods <or> PSYC 2750-2752 Jr. Honors Seminar
- One course from each of the following five categories (5 courses total):
  - **COGNITION**  
PSYC 2060 Memory; PSYC 2040 Cognition and Learning; PSYC 3030 Cognitive Science
  - **NEUROSCIENCE**  
PSYC 2031 Introduction to Cognitive Neuroscience; PSYC 2130 Neural Bases of Perception;
  - **DEVELOPEMENTAL**  
PSYC 2050 Child Development
  - **SOCIAL**  
PSYC 2740 Social Psychology; PSYC 2150 Motivation and Emotion
  - **CLINICAL**  
PSYC 2500 Abnormal Psychology; PSYC 2510 Personality; PSYC 2520 Intro. to Clinical Psychology; PSYC 2530 Child Psychopathology
- At least 1 of the following electives:
  - PSYC 3254 Neural Networks
  - PSYC 3036 Social Neuroscience
  - PSYC 2031 Cognitive Neuroscience <or> PSYC 2130 Neural Basis of Perception (whichever was not taken for the Psychology major Neuroscience core content requirement listed above)
- 2-credit seminar in Cognitive Neuroscience II

- Additional Psychology classes that may be needed to reach the required 42 hour minimum

### **Biology Minor Courses**

(Usual minor Degree requirements; see Undergraduate Bulletin: Biological Sciences)

(20 credits minimum)

- BIOL 1010.1 Concepts I and BIOL 1010.2 Concepts II <or> Molecules to Mankind 1, 2, 3 (Usually taken for the University Foundations requirement)
- BIOL 2120 Cell Structure and Function
- BIOL 2125 Cell Structure and Function Lab
- At least two of the following courses:
  - BIOL 3640 Introduction to Neurobiology
  - BIOL 3641 Systems Neuroscience
  - BIOL 3642 Neuropharmacology
- One other Biology course (if Concepts or Molecules taken for Foundations)
- 2-credit seminar in Cognitive Neuroscience I

Note: Students interested in applying to medical school are required to take:

- the year-long sequence in Concepts in Biology or Molecules to Humankind
- two years of Chemistry (this will exceed the credit hours required for a minor)
- one year of Physics
- one year of Calculus is recommended

### **Option C**

#### **COGNITIVE NEUROSCIENCE/DOUBLE MAJOR IN PSYCHOLOGY & BIOLOGY**

(usual University requirements for B.A. or B.S. double major; see Undergraduate Bulletin)

**Biology Major:** Follow Major coursework listed in Option A above

**Psychology Major:** Follow Major coursework listed Option B above

A student may elect to do the double major and also complete the pre-med requirements listed above. This endeavor requires careful planning. Given the number of courses required for the double major and the pre-med requirements, as well as the Undergraduate University requirements, a student may encounter scheduling conflicts that are unavoidable.

## V. PSYCHOLOGY DEPARTMENT FACULTY RESEARCH AND TEACHING INTERESTS

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### Cognitive, Quantitative, and Social Area Faculty

**Janice M. Keenan**, (Ph.D. 1975, University of Colorado) Professor.

*Research:* memory, reading comprehension, social cognition

*Teaching:* human memory, research methods, psychology of reading, discourse processes

**Daniel N. McIntosh**, (Ph.D. 1992, University of Michigan) Associate Professor.

*Research:* social psychology, emotions, religion, and coping

*Teaching:* Psychology: mind & behavior, social psychology, emotion, motivation and emotion; junior honors research seminar

**George R. Potts**, (Ph.D. 1971, Indiana University) Professor.

*Research:* cognition, memory, reading, unconscious processes

*Teaching:* Psychology: mind & behavior, cognition, memory, learning, statistics

**Cathy Reed**, (Ph.D., 1991, University of California, Santa Barbara) Associate Professor.

*Research:* perception, cognitive neuropsychology, mental models

*Teaching:* cognitive neuroscience, perception, cognitive neuropsychology

**Charles S. Reichardt**, (Ph.D. 1979, Northwestern University) Professor.

*Research:* causal analysis, statistics, program evaluation, philosophy of science

*Teaching:* statistics, research methods

**Valerie Stone**, (Ph.D. 1990, Stanford University) Assistant Professor.

*Research:* cognitive and neural processes underlying social behavior, theory of mind, social intelligence and cerebellum function

*Teaching:* Psychology: mind & behavior, social psychology, social neuroscience, evolutionary psychology

**Piotr Winkielman**, (Ph.D. 1997, University of Michigan) Assistant Professor.

*Research:* social cognition, attitude formation, affect in judgment and decision making

*Teaching:* research methods, emotion, emotion and motivation, social psychology

## Developmental Area Faculty

**Janette B. Benson**, (Ph.D. 1983, Clark University) Associate Professor.

*Research:* sensorimotor and cognitive development in infancy, time knowledge and future orientation in toddlers and young children, discovery learning in museums, spatial development in toddlers.

*Teaching:* child development, theories of development, infant development, history and systems of psychology, child development and social policy, ethics

**Susan Harter**, (Ph.D. 1966, Yale University) Professor.

*Research:* perceived competence and self-esteem, depression, social support, children's understanding of emotions, intrinsic motivation, autonomy and connectedness

*Teaching:* research methods in developmental psychology, motivational and personality development, developmental approaches to clinical assessment

**Clare Stocker**, (Ph.D., 1989, Pennsylvania State University) Associate Research Professor.

*Research:* children's family relationships and psychological adjustment, including the longitudinal study of children's relationships with parents, siblings and peers with respect to mental health outcomes.

**Rob Roberts**, (Ph.D. 1984, University of Virginia) Associate Professor and Chair.

*Research:* acquisition of complex perception-action skills, eye movements, developmental cognitive neuropsychology, visual attention

*Teaching:* Psychology: mind & behavior, cognitive development, human-computer interaction

## Child Clinical Area Faculty

**Anne P. DePrince**, (Ph.D. 2001, University of Oregon) Assistant Professor.

*Research:* relations among posttraumatic stress disorder (PTSD), cognitions, and emotions; developmental psychopathology

*Teaching:* research methods, psychology of trauma, psychology of gender

**Wyndol C. Furman**, (Ph.D. 1978, University of Minnesota) Professor.

*Research:* children's and adolescents' social relationships with friends, romantic partners, siblings and parents

*Teaching:* research methods, teaching psychology, senior honors

**Arthur C. Jones**, (Ph.D. 1974, University of Iowa) Senior Clinical Professor.

*Research:* role of music in African-American culture and psychology

*Teaching:* multicultural and Jungian Psychology

**Karen Mallah**, (Ph.D. 1997, University of Denver) Lecturer/Clinical Associate.

*Research:* treatment effectiveness and effects of trauma on children; protective factors to the effects of trauma

*Teaching:* community psychology; effects of trauma on the child and family; multicultural issues in assessment and treatment

**Howard J. Markman**, (Ph.D. 1977, Indiana University) Professor.

*Research:* predicting and preventing marital distress and divorce in children and adults, love, marital therapy, prevention science, effects of relationship conflict and divorce, cohabitation.

*Teaching:* the psychology of love, marital and family interaction and therapy, prevention and treatment of marital and family distress, close relationships, community psychology, human conflict

**Bruce F. Pennington**, (Ph.D. 1977, Duke University) Professor.

*Research:* developmental neuropsychology, developmental psychopathology, behavioral genetics, developmental disorders: dyslexia, autism, Down Syndrome and attention deficit hyperactivity disorder

*Teaching:* developmental neuropsychology, child neuropsychology clinic, developmental psychopathology

**Stephen R. Shirk**, (Ph.D. 1983, New School for Social Research) Associate Professor and Director of the Child Study Center.

*Research:* child psychotherapy, adolescent depression, developmental social cognition

*Teaching:* graduate clinical practicum, child psychotherapy, systems of psychotherapy

**Martha E. Wadsworth**, (Ph.D. 2001, University of Vermont) Assistant Professor.

*Research:* developmental psychopathology, stress and coping, the effects of poverty on family functioning.

*Teaching:* psychology of women, developmental psychopathology, psychosocial assessment, behavioral therapy

**Norman F. Watt**, (Ph.D. 1962, Ohio State University) Professor.

*Research:* life history, schizophrenia, high risk populations, psychopathology, psychological resilience and life stress, psychological effects of ethnicity, poverty and welfare reform, early Head Start intervention

*Teaching:* personality, abnormal psychology, introduction to clinical psychology

## **Emeritus and Adjunct Teaching Faculty**

### **EMERITUS FACULTY**

**G. Nicholas Braucht, Ph.D.**  
**James Ciarlo, Ph.D.**  
**Marshall M. Haith, Ph.D.**  
**Jeanne Phillips, Ph.D.**  
**Kenneth Purcell, Ph.D.**  
**Bernard Spilka, Ph.D.**

### **PART-TIME TEACHING FACULTY**

**Lydia Prado, Ph.D.**  
**Hallie Ward, Ph.D.**

## VI. SPECIAL OPPORTUNITIES FOR STUDENTS

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### DEPARTMENT HONORS PROGRAM

**Purpose.** The Psychology Honors program is a two-year course sequence that begins fall quarter of the Junior year. It is designed to train students to conduct scholarly research. This experience is especially beneficial to students planning to pursue advanced training in graduate or professional schools or who are anticipating a career in a research and/or an academic setting. During the Junior year, courses focus on basic research methods and writing skills to communicate research findings. Students also learn about the research labs in the department and they conduct a group research project. During the Senior year, students complete a research project as their Senior Honors Thesis on a topic they choose under the direction of a Psychology department faculty member. Students who satisfactorily complete an Honors Thesis receive recognition of Departmental Honors in the commencement program.

**Eligibility.** The program is highly selective. Students are invited to participate based on a strong academic record, an interest in research, and completion of a screening interview with the instructor (to schedule an interview during the Spring quarter of your sophomore year, contact the main office at 303-871-2478). Students are not required to be in the University Honors program, although University Honors students who are Psychology majors typically participate in the Psychology Honors Program.

**Course credit.** Students enroll for Honors academic credit for the Fall, Winter, and Spring quarters of both their Junior and Senior years. Students may register for 3 to 5 credits each quarter, depending on their needs. However, the course work is the same for all students. There is no maximum number of honors credit hours, but no more than 30 total (for both years) can be counted toward the major. Credits taken for these courses (up to 30 for both years) do not count against the 60-credit maximum for the psychology major.

**Special note for Study Abroad** – Students who plan to study abroad during the junior year may have a schedule conflict with the Honors program. There are two options to avoid this conflict: a) plan to study abroad during your sophomore year, or b) take the required Research Methods course during your sophomore year and begin your study abroad program in the summer after your sophomore year continuing into the fall quarter. When returning to DU at the start of winter quarter of the Junior year, students would then begin the Honors program. **Prior approval for either option must be received before the study abroad experience so as to facilitate entry into the Honors program upon return to D.U.**

### FIELD EXPERIENCES IN A CLINICAL SETTING

This course sequence is designed for students interested in pursuing graduate training or a career in clinical psychology or the mental health field after graduation. Clinical field experience is useful to evaluate one's interest and aptitude for clinical work. Some graduate clinical programs also require that applicants have clinical field work experience. This course begins fall quarter and continues throughout the academic year, requiring a 9-month commitment. Students spend 6-15 hours per week at an off-campus placement in addition to several hours in class and on class-related activities. The number of contact hours per week depends on the placement and the number of

course credit hours (2-5) for which the student enrolls. Clinical supervision is provided at the placement and through class activities.

Every attempt is made to match student interests to placement opportunities, including National Jewish Hospital, John F. Kennedy Center at the CU Medical School, Denver General Hospital's Adolescent Unit, Alternatives to Family Violence and other sites in the Denver Metropolitan area. Class size is limited, and admission to this internship experience requires: 1) Junior or Senior standing and the following courses: **Child Development**, PSYC 2050; **Abnormal Psychology**, PSYC 2500; 2) a 9-month commitment; and 3) screening interview and permission of the instructor. You should register for this internship in the spring quarter preceding the year you intend to participate. For additional information, contact 303-871-2478.

## OTHER INTERNSHIP EXPERIENCE OPTIONS

Students who may not be eligible for the Field Experiences class, or who have class schedules that do not permit a 9-month commitment, may be eligible to participate in the Sociology Department Internship Program (SOC 3982 & SOC 3983). This course sequence is designed to provide students with experience in community agencies and settings that provide services for children, youth, adults, and the elderly in areas ranging from domestic violence, all aspects of the criminal justice system, alcohol and substance abuse or assisted living, as a few examples.

Psychology majors are eligible if they have Junior or Senior class standing, a cumulative GPA of 3.0 or better, and have taken at least three courses beyond Foundations in Social Sciences, or equivalent SOCS 1000 Foundations requirements. Students must receive permission from the Sociology Department internship director, Dr. Anne Mahoney, who may be reached at 303-871-2059 or amahoney@du.edu. **Note:** You must complete an application and begin this process by **the third week of fall quarter** in order to register for the internship course for winter and spring quarter.

Internships may also be available through the University Career Center (303-871-2150 <http://www.du.edu/career/internships.html> or <http://www.du.edu/career/careerlinks.html> ) located in the Driscoll Center.

## INDIVIDUAL RESEARCH APPRENTICESHIPS

Students interested in a career in Psychology should gain research experience. In addition to the Honors Program, students can obtain research experience with individual faculty members. Students can participate as a part of the Federal Work-Study Program (determined by Financial Aid eligibility) or by obtaining course credits through Research Participation (PSYC 2112) or Independent Study (PSYC 3991). To arrange for an individual research apprenticeship, contact the faculty member of interest or talk with your department academic advisor. See Section V for descriptions of the faculty's research interests. Note, some students participate in the University Partners In Scholarship program to financially support their research collaboration with faculty (for details, contact the Center for Academic and Career Development).

Students who enroll in PSYC 2112, Research Participation understand that for every 1 credit hour the expectation is that they spend at least 3 hours per week engaged in research/laboratory activities. For example, if a student enrolls for 3 credits of PSYC 2112, they are expected to spend at least 9 hours per week engaged in research/laboratory activities. Students and faculty members are also strongly

encouraged to negotiate a set of expected research activities/duties for the duration of the quarter before the research participation experience begins.

To learn about which research laboratories in the Psychology Department offer positions for undergraduate students refer to the Undergraduate Research Directory, available from Nancy Pleiman in the lobby of Frontier Hall.

## PSI CHI HONORARY SOCIETY AND THE PSYCHOLOGY CLUB

**Psi Chi** is the National Honor Society in Psychology that is affiliated with both the Association of College Honor Societies and the American Psychological Association. The chapter at D.U. is one of 500 or so chapters in the U.S and is one of the oldest charter chapters in this organization.

Students who meet the following criteria are eligible to join Psi Chi: 1) Declared major or minor in psychology; 2) Class ranking in the top 35%, or overall GPA of 3.25 and PSYC GPA of 3.5; 3) Completion of at least 9 quarter hours in psychology and registration for at least 3 additional quarter hours (or 12 hours completed/in progress). Transfer students who were members of Psi Chi at their previous institution may transfer their membership to the D.U. chapter.

The **Psychology Club** membership is open to all students who are interested in Psychology, and especially those who may not yet meet the academic requirements of Psi Chi (e.g., freshman and sophomores who have not yet taken 12 hours of Psychology and any student who does not meet the GPA requirement). The two groups meet and participate in all activities together.

Psi Chi and the Psychology Club serve to facilitate rapport between students and faculty and to encourage interest in psychology among young scientists and practitioners. Psi Chi and the Psychology Club sponsor an annual potluck dinner for Psychology Department undergraduates, faculty, postdoctoral fellows, staff, and graduate students. These groups also hold an annual initiation dinner, student advising parties, visits to local mental health facilities, assist faculty in undergraduate recruiting efforts, and participate in community service projects (e.g., food and clothing drives for a homeless shelter, tutoring young children at risk for academic failure).

The benefits of membership in Psi Chi and the Psychology Club are many. Students gain increased opportunities to work with others who share similar interests. They also enjoy informal contact with faculty and graduate students. Because the organization is student-run, members have an opportunity to develop planning, decision-making, and leadership skills. Students gain increased information about the profession of Psychology and access to professionals and aspiring professionals at various career stages. Finally, acceptance for membership in Psi Chi is an honor that reflects well on students who aspire to graduate or professional careers.

Application forms for Psi Chi and the Psychology Club may be obtained from the secretary in the lobby of the Psychology Department, Frontier Hall, at 2155 S. Race St. For more information view the Psi Chi page on the D.U. Blackboard Community website.

## UNDERGRADUATE AFFAIRS COMMITTEE

The Undergraduate Affairs Committee (UAC) is charged with overseeing and coordinating most aspects of the undergraduate program. The committee is composed of 4 to 5 faculty members, graduate student representatives and a number of

undergraduate majors, all committed to improving the Psychology undergraduate program. All meetings of this committee are open to interested parties, especially undergraduate majors. Meeting times and location can be obtained by contacting the main Psychology office in Frontier Hall (303-871-2478).

An important purpose of UAC is to explore ways to improve the undergraduate program in Psychology and to coordinate this program with other programs in the University. The committee relies heavily on input from undergraduates -- especially the undergraduate members of the committee -- to indicate problem areas and other aspects of the program that should be examined. In the past, issues have included new course offerings, academic requirements, the advising program, the social atmosphere in the department, and student-faculty communication.

## **BERNARD SPILKA UNDERGRADUATE SCHOLARSHIP IN PSYCHOLOGY**

The Bernard Spilka Undergraduate Scholarship in Psychology was initiated in 1998 and is awarded annually to the Junior or Senior Psychology Major most likely to make a significant contribution to the field of Psychology. This scholarship is named for Professor Bernard Spilka who retired from the University of Denver in 1997 after 40 years of devotion to the field of Psychology. In particular, Professor Spilka dedicated himself to facilitating undergraduate teaching and research and for encouraging the advancement of all students, especially women and ethnic minorities. The Psychology Department Undergraduate Affairs Committee has determined selection criteria that are consistent with Professor Spilka's ideals and wishes and a procedure, described below, for selecting The Bernard Spilka Undergraduate Scholarship in Psychology Award.

**Eligibility.** All D.U. Psychology majors who, by February 1<sup>st</sup>, have obtained either sophomore standing (i.e., at least 46 credit hours) or junior standing (i.e., at least 92 credit hours), or will have obtained junior or senior class standing by the subsequent Fall quarter.

**Selection criteria.** The review committee selects the most promising applicant according to evaluation of the following ordered criteria: a) applicant who shows, in a personal statement, the strongest potential to obtain future career goals and aspirations for making a significant contribution to the field of Psychology; b) supporting documentation, including letters from two Psychology Department faculty in support of the student's application, academic record in terms of GPA of at least 3.0 and rigor of courses taken, and demonstrated record of research participation and/or clinical experience; and c) in keeping with the spirit and career ideals of Professor Spilka, gender and ethnic minority status may be considered, but is not the single most important selection criterion.

**Application submission instructions.** A completed application form must be submitted to the Chair of the Undergraduate Affairs Committee (UAC) **by noon on Monday, April 7, 2003**. All application materials (the application form, personal essay statement, current CAPP (Curriculum, Advising and Program Planning), and two letters of recommendation from current D.U. Psychology faculty placed in an envelope with the faculty member's signature written across the seal) must be submitted in one larger-size sealed envelope. The application can be submitted by placing it in the UAC chair's mailbox. **Application forms are available in the lobby of Frontier Hall.**

**Note:** If you currently receive Financial Aid, you should contact the Financial Aid Office on campus to inquire whether the possible receipt of this award would alter your current financial aid package.

**SILKA SCHOLARSHIP SELECTION PROCESS TIMETABLE**

- April 7, 2003, noon  
Deadline for submission by current sophomore and junior Psychology majors
- April 14 – 25, 2003:  
Review of applications and selection of scholarship recipient
- May, 2003  
Announcement of Spilka Scholarship recipient by letter to applicants
- Late Spring quarter:  
Presentation of Spilka Scholarship during Department Awards Ceremony

Distribution of Spilka Scholarship award funds to junior and senior Psychology majors is made fall quarter of the academic year following the award announcement.

## VII. SPECIAL EVENTS

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### **CAREER/GRADUATE SCHOOL NIGHT**

Each year during winter quarter, the Psychology Department organizes an informational evening program on career opportunities and graduate school in Psychology. Presentations by graduate students and faculty focus on job opportunities in human services, business, computer science, and research. Information is also provided on selecting careers, writing resumes, job interviews, and where to find additional information on the World Wide Web. Presentations also cover information concerning graduate education, including the types of graduate schools and their associated career opportunities, as well as how to apply to graduate school, prepare for the Graduate Record Exam, obtain recommendations, and so on. Students are also encouraged to talk to their department academic advisor and other faculty members to obtain information about graduate school programs.

Information about the date and location of this event may be obtained from the main office in the Psychology Department or by calling 303-871-2478.

### **PSI CHI AND PSYCHOLOGY CLUB FALL POT LUCK DINNER**

During fall quarter, the Psi Chi Honorary Society and the Psychology Club hosts a potluck dinner at a faculty member's home. All faculty, undergraduate majors, graduate students, post-doctoral fellows and Psychology department staff are invited to attend. The evening provides an informal setting for faculty, staff, and students to socialize and get to know one another outside the classroom. This evening is always entertaining -- undergraduate students are strongly encouraged to attend.

### **PSI CHI AND PSYCHOLOGY CLUB WINTER INITIATION DINNER**

Students who apply for membership in Psi Chi or the Psychology Club and meet eligibility requirements are invited to the annual initiation dinner. After a brief induction ceremony there is a presentation from an invited speaker.

### **PSI CHI AND PSYCHOLOGY CLUB SPRING PICNIC**

During spring quarter, Psi Chi and the Psychology Club hosts a barbecue picnic and volleyball game near Frontier Hall. This event provides an opportunity for students, faculty, and departmental staff to socialize in an informal setting and to celebrate the accomplishments of the year. This event also serves to introduce the groups' newly elected officers and encourages informal discussion of activities for the coming academic year.

**GRADUATION RECEPTION**

Each year, following the University spring commencement ceremony, Psychology Department faculty and staff host a reception for all students who have fulfilled degree requirements in Psychology. This is a wonderful opportunity for faculty, students, and family members to meet and celebrate the accomplishments of the recent graduates.

## VIII. FREQUENTLY ASKED QUESTIONS

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(The following information should serve only as a general guideline and should not be used as a substitute for meeting with a department academic advisor. Please make an appointment with an advisor to discuss these and other issues in more detail.)

### ***How much credit do I receive for taking AP Psychology classes in high school?***

You must score 3 or higher to receive credit for an AP psychology class. If you received a score of 3 or better you are waived from the Foundations of Social Sciences: Psychology course listed as part of the SOCS 1000 Foundations (e.g., SOCS 1710 or 1750) and may take courses in the Psychology Department that lists Foundations as a prerequisite. A score of 3 receives 4 hours of psychology credit, a score of 4 receives 7 hours of psychology credit, and a score of 5 receives 10 hours of psychology credit. Scores of 1 and 2 receive no credit and the student must take the Foundations of Psychology class or equivalent.

### ***Do I need a minor?***

Yes, minimally you need a major and a minor. Instead of this combination, you may declare two majors, or a major and multiple minors, depending on your preference. Be aware that requirements differ from department to department – see the University Undergraduate Bulletin.

### ***What should I have as a minor?***

Your choice of minor will be a matter of your ultimate career plans and interests. There are no "rights" or "wrongs" in terms of selecting a minor. For example, if you think you want to work in the criminal justice system, Sociology might be a good minor since it provides coursework on social systems in general and criminal justice in particular. Or, if you are interested in working with children as a teacher or school counselor, a Teacher Certification (40-credit minor) or non-certification education minor (20 credits) might be a good choice. **[For additional information about the Education minor options, call 303-871-2503.]** If you think you might want to work in business, the Daniels College of Business offers several options for minors, including a general business minor suited for non-business majors. **[For additional information about the Business minor options, call 303-871-3419.]** Some students minor in a language if they are interested in the delivery of mental health services to non-English speaking populations. **[For additional information about the Languages and Literature minor, call 303-871-2662.]** There are many possibilities. Also, pursuing a minor may help you to discover areas in which you are not interested. Remember that you will probably have enough time to complete two (or more) minors if you're careful with how you allocate your time and credit hours, so you can do some experimenting with elective courses. To get the most out of your minor, you should meet with an academic advisor in the department you have selected for your minor. (To declare a minor, go to the Center for Academic and Career Development, Driscoll Center, South, lower-level.)

***How many elective credits do I need?***

You are not required to take elective hours. However, you may choose to take "elective" hours to pursue a double major or several minors. Elective hours are simply those that are not assigned on your CAPP to fulfill the foundational component, the thematic CORE component of the University Undergraduate Requirements, major or minor(s) requirements. You certainly can have elective hours, however, and you should use these to take courses of interest that are not part of your major(s) or minor(s) area(s) of study. Elective classes often help to "round out" your educational program. In general, a total of 183 credits are required for the BA or BS degree, with 73 credits consumed by the University Undergraduate requirements, at least 40 credits for most majors, and at least 20 credits for most minors.

***Should I obtain a Bachelor of Science (BS) or Bachelor of Arts (BA) degree?***

If you want to go to Medical School, you should be part of the pre-med program administered through the Biological Sciences Department, in which you could pursue a double major, Bachelor of Science degree, with one of your majors in Psychology. If you like math and the physical sciences as well as Psychology, the BS program provides a comprehensive program of study, requiring Psychology as a major and two minors (one must be in a science) or Psychology as one of two majors (with the other in a science). Students interested in other medical fields, the physical sciences, math and computers, or cognitive psychology and/or neuropsychology might want to consider the BS degree and/or a double major in Cognitive neuroscience. As best we can tell, either the BA or BS degrees are equally acceptable to graduate school programs in the social sciences, like Psychology. It is a good idea, however, to take math or physical science courses, as well as "mainstream" Psychology courses.

***What if I exceed the University 60 credit hour limit on Psychology credits?***

You should know that any courses on your CAPP (Curriculum Advising and Program Planning) that are preceded by a PSYC prefix are counted as Psychology credits no matter WHERE they appear on your CAPP (**even if they appear under the category of "ELECTIVES"**). These courses are counted against the 60-hour maximum for the major. You may take no more than 60 PSYC credits (excluding Honors hours) during your time at DU. Any hours in excess of 60 are **NOT** counted toward **ANYTHING**. You simply pay for these credits, but lose them with respect to degree requirements. They will **NOT** count toward the 183 hours needed for graduation. **Thus, most students do not want to exceed the 60-hour maximum for the major, and you should check your APR each quarter to determine how many more PSYC hours you have before reaching the limit.** This may influence the number of credit hours transfer students request for approval. If a transfer student wants to take more Psychology hours at DU, it might be better to take a two-step process by initially requesting approval for some transfer hours. After taking some DU Psyc hours and gaining familiarity with course offerings, students may request approval for additional transfer hours, up to the maximum of 20 credits.

***Where can I find more information about the Psychology Department at D.U.?***

You should visit the Psychology Department's web site on the World Wide Web at the following address: <http://www.du.edu/psychology>

***If I am planning on studying abroad what Psychology classes should I take?***

In general, it is best to take classes required for your major and minor while in residence at D.U., although there are usually one or two general courses in your major and minor concentration that may be acceptable to take while abroad. It is best to discuss specific psychology courses offered by your intended study abroad program with a department academic advisor **before** you leave.

## IX. HELPFUL PHONE NUMBERS

	303-87-
Main Psychology Office (Frontier Hall)	12478
Child Study Center (Frontier Hall)	13306
Registrar (University Hall)	12284
Student Financial Services (University Hall)	14900
Gregg Kvistad, Social Sciences Dean (Sturm Hall)	14449
Jennifer Karas, Associate Dean (Sturm Hall)	12057
Sheila Wright, Vice Provost for Undergraduate Studies	12464
Rob Roberts, Psychology Department Chair	12478
Center for Academic & Career Development	12455
Career Center (Driscoll University Center, South)	12150
Student Health Center (Ritchie Center)	12205
Penrose Library	12905
Campus safety (2400 gaylord st.)	non-emergency 12334 emergency 13000
Counseling & Behavioral Health (Ritchie Center)	13511
Janette Benson, Undergraduate Affairs Committee	13771
Danny McIntosh, Junior Honors Program Coordinator	13712
Nancy Pleiman, Psych Dept. Undergraduate Secretary	12478
University Operator	12000