DEPARTMENT OF PSYCHOLOGY 2010–2011

Programs in the department of psychology are oriented toward training qualified students to pursue careers in research, teaching and professional practice.

Programs in the department include affective science, affective/social psychology, clinical child, cognitive, developmental and a specialization in developmental cognitive neuroscience (DCN).

Ph.D. programs in psychology are defined by the types of research training opportunities they offer. Our faculty and students are engaged in a variety of exciting research projects, which you can read about on the department’s Web site at www.du.edu/psychology/graduate/graduate.htm. The site has links to descriptions of each of our Ph.D. programs, which in turn link to descriptions of our faculty, their research and pages about their labs. Additionally, the site links to graduate student publications, awards and accomplishments. Our Web site will give you a good idea of what we are all about. We recommend that you explore this first and then use the information in this document to learn the details of applying.

The department has a collegial and collaborative research atmosphere with lots of cross-discipline research, much of which is supported by external grants. There is an emphasis on individualized tutorial relationships between students and faculty. Our training model allows students to function as junior colleagues. Our students are successful in publishing in prestigious journals, winning predoctoral grants and obtaining their first choices for clinical internships. Since the majority of our graduate students are preparing for academic careers that include some teaching, we also provide training in teaching.

Graduate students are supported with both tuition waivers and stipends. We think of ourselves as a psychology department that offers not only an intellectually stimulating environment, but also a congenial environment.
ADMISSION REQUIREMENTS

Program Requirements and Deadlines

<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees Offered</th>
<th>Number of Credits</th>
<th>Full Time/Part Time</th>
<th>Tests Required—Min. Score</th>
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<tbody>
<tr>
<td>Psychology</td>
<td>Ph.D.</td>
<td>120</td>
<td>Full Time Only</td>
<td>GRE—V+Q minimum of 1250 recommended</td>
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<td>TOEFL—80/550 (iBT/pBT)</td>
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<td>TSE—Minimum 50</td>
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Additional Requirements:
Biographical statement
Personal data sheet
Letters of recommendation
Official transcripts

Areas of Concentration:
Clinical child, cognitive, affective science, affective social, developmental and developmental cognitive neuroscience (DNC)

Please visit our Web site at www.du.edu/psychology for details.

Application Deadlines:
Dec. 1

Prerequisite Courses/Degrees:
Please visit our Web site at www.du.edu/psychology for details.

Admission Forms:
Personal data sheet
Biographical statement

APPLICATION PROCESS

Online Application
Submit an online application by accessing myWeb. Click Apply for Admission, log in, and select your degree, college, major and concentration (if applicable). A printable confirmation page will appear after your application has been submitted successfully. You can check your application status by logging back into the application.

Application Fees
There is a $60 nonrefundable application fee that covers the cost of processing application materials. The application fee can be paid online with a credit card at the time of application submission, which is the preferred method, or by selecting "Mail Payment" when submitting the application, in which case a bank draft or personal check drawn from a U.S. bank must be submitted to the address listed below. After an application has been submitted, credit card payment is not available. Applications will not be considered for admission until this fee is paid. No waivers or deferrals are allowed, with the exception of McNair and CORE scholars. A letter of scholar verification must be included with application materials.
APPLICATION PROCESS (continued)

Transcripts
Applicants are required to submit one official transcript from each post-secondary institution they have attended or are presently attending where two quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work or study abroad and college credit earned in high school.

An official transcript must include the original signature of the registrar and/or the seal of the issuing institution, and it must be enclosed in an envelope with the stamp or signature of the registrar across the sealed flap. Transcripts received in unsealed envelopes will not be accepted. Proof of a bachelor’s and/or master’s degree (if applicable) is required from a regionally accredited college or university.

Applications will not be forwarded to the department for review until all official transcripts have been received. The University of Denver is not responsible for obtaining an applicant’s transcripts.

All submitted credentials become property of the University of Denver and cannot be copied or returned to the applicant or any person(s).

Graduate Record Exam (GRE)
Applicants must request that Educational Testing Services forward results to the University of Denver, Office of Graduate Studies. The institution code for the University of Denver is 4842. A departmental code is not required. For information concerning GRE registration, please visit www.gre.org or contact:

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
609-771-7670

Applicants should take the GRE well in advance of their intended application date. Please allow at least 14 business days for your general test scores and six weeks for your subject test scores to be received. If you take the exam under a name other than the name used on your application, please notify the Office of Graduate Studies. Several departments and schools will not process applications until scores have been received. GRE scores older than five years from the date of the application may not be acceptable for admission.

Letters of Recommendation
Three letters of recommendation are required. Submit the names and accurate e-mail addresses of the people who will write your recommendations with your online application. Within one business day of receiving your application, we will send e-mail requests for your letters. To ensure that your recommenders have time to meet any application deadlines, we suggest that you let them know in advance that our request will be coming. If evaluation forms will also be required, we will include instructions in the e-mail requests.

Your recommender is not sent that e-mail until you apply, so we also suggest you apply as early as you can. Applications cannot be processed until all letters of recommendation are received, and we begin processing on Dec. 1.

Admission Forms
In addition to your online application, you will need to fill out the following forms:

Biographical statement
Personal data sheet

Essay
Applicants should respond to the biographical statement in lieu of the essay. Please upload and submit the biographical statement with your online application.

Mailing Address
Mail official transcripts and any supplemental admission materials not submitted with the online application to:

University of Denver
Office of Graduate Studies
Mary Reed Building, Room 5
2199 S. University Blvd.
Denver, CO 80208-4802

International Applicants
For complete international applicant information, please visit the Office of Graduate Studies’ International Student Application Information. International applicants are strongly encouraged to submit a complete admission packet at least eight weeks prior to the program’s application deadline. International students for whom English is a second language must score at least 26 on the TSE to be considered for admission into our program.

Scholarships and Financial Aid
All students receive financial aid upon acceptance into the program. Financial aid information is sent to students upon acceptance.

DEGREE REQUIREMENTS
For specific details on general degree requirements, please visit www.du.edu/psychology.
POSSIBLE FACULTY ADVISERS

Janette B. Benson
Associate professor
Ph.D., Clark University
Research interests: infant and early childhood development in cognition; temporal knowledge; temporal representation; future orientation; use of routines, rituals and language in temporal organization and development

Anne P. DePrince
Associate professor
Ph.D., University of Oregon
Research interests: trauma; violence; child abuse; sexual assault; family violence; cognition, neuropsychology; clinical; psychopathology; posttraumatic stress disorder; dissociation

Julia Dmitrieva
Assistant professor
Ph.D., University of California, Irvine
Research interests: adolescent and young adult development of problem behaviors; development across social/cultural contexts; gene x environment interactions in adolescent development

Wyndol Furman
Professor
Ph.D., University of Minnesota
Research interests: romantic relationships; friendships; attachment; psychopathology; adolescence; young adulthood

Benjamin L. Hankin
Associate professor
Ph.D., University of Wisconsin-Madison
Research interests: depression in children and adolescence; developmental psychopathology; sex differences in depression; vulnerability-stress models of psychopathology; comorbidity of depression and other psychiatric disorders; stress and coping

Janice M. Keenan
Professor
Ph.D., University of Colorado at Boulder
Research interests: cognitive processes underlying reading and language behavior; discourse processing and language comprehension deficits; genetic and environmental influences on the etiology of learning disabilities

Howard J. Markman
Professor
Ph.D., Indiana University
Research interests: predicting and preventing marital distress and divorce in children and adults; love; marital therapy; prevention science; effects of relationship conflict and divorce; cohabitation

Iris Mauss
Assistant professor
Ph.D., Stanford University
Research interests: emotions and emotion regulation; social psychology; cultural psychology; health psychology; affective neuroscience

Daniel N. McIntosh
Assistant professor
Ph.D., University of Michigan
Research interests: emotions and coping, especially emotional contagion and mimicry; developmental disorders and how social and cognitive resources and religion influence adjustment to stress, trauma and uncontrollability

Kateri McRae
Assistant professor
Ph.D., University of Arizona
Research interests: Affective neuroscience, emotion/cognition interactions, automatic and controlled processing, emotion regulation, emotional awareness

Bruce F. Pennington
Professor
Ph.D., Duke University
Research interests: understanding atypical development at several levels of analysis; dyslexia, speech sound disorder, ADHD, autism and mental retardation

George R. Potts
Professor
Ph.D., Indiana University
Research interests: memory; comprehension; unconscious processes
POSSIBLE FACULTY ADVISERS (continued)

Charles S. Reichardt
Professor
Ph.D., Northwestern University
Research interests: statistics; research methods; causal analysis; structural equation modeling; program evaluation; paranormal phenomena

Jeremy R. Reynolds
Assistant professor
Ph.D., Washington University, St. Louis
Research interests: cognitive control; executive function; attention and memory; computational modeling; cognitive neuroscience; neuroimaging and statistical methods

Rob Roberts
Chair and associate professor
Ph.D., University of Virginia
Research interests: cognitive development; working memory and inhibition control; attention; eye movements; executive functioning; acquisition of skill

Stephen R. Shirk
Professor
Ph.D., The New School for Social Research
Research interests: child and adolescent depression; psychotherapy process; outcome research

Martha Wadsworth
Associate professor
Ph.D., University of Vermont
Research interests: stress; effects of poverty on mental health; developmental psychopathology; cultural aspects of adaptation to stress/adversity

Sarah E. Watamura
Assistant professor
Ph.D., Cornell University
Research interests: developmental psychobiology; stress and health in children; psychosocial factors that influence stress system development in children; effects of stress including attention, health and sleep problems

Max Weisbuch
Assistant professor
Ph.D., University of California, Santa Barbara
Research Interests: Social perception, nonverbal behavior, affect and emotion, conformity, automaticity, intergroup relations

Please visit www.du.edu/psychology for a listing of additional faculty associated with the department of psychology.

COURSE DESCRIPTIONS

PSYC 4002 Proseminar in Memory and Cognition
Theory/research on thinking, problem solving, language, creative thought, other aspects of knowing process. 5 credit hours; 5 lecture hours.

PSYC 4011 Proseminar in Emotion
Social/physiological aspects of emotions, including motivation, physiological processes, basic emotions, cognitive appraisal, cross-cultural issues, empathy, effects of emotions. 5 credit hours; 5 lecture hours.

PSYC 4020 Proseminar in Personality
Personality structure/dynamics, theory and findings, interrelationships between personality and sociocultural determinants of behavior. 5 credit hours; 5 lecture hours.

PSYC 4021 Proseminar in Social Psychology
Major theoretical issues and empirical research in social psychology; topics include culture, social structure, cognitive consistency, social neuroscience, social cognition, person perception, the self, social influence, attitudes, relationships, emotion and coping. 5 credit hours; 5 lecture hours.

PSYC 4031 Developmental Proseminar: Cognitive and Perceptual Processes
Problems/theories in developmental psychology including cognitive developmental theory, language and perceptual processes. 5 credit hours; 5 lecture hours.

PSYC 4032 Developmental Proseminar: Social and Emotional Processes
Problems/theories in developmental psychology including social and emotional processes. 5 credit hours; 5 lecture hours.

PSYC 4033 Developmental Proseminar: Biological Processes
(exchange for PSYC 4530 Biological Processes in Development)
This course provides an overview of major biological processes during development and their effects on physical, cognitive and social development. Specific topics include history, concepts and central themes of developmental psychology; theoretical and biological models of human development (e.g., developmental psychobiological systems view); brain development and plasticity; behavioral genetics; sleep and circadian rhythms; sexual differentiation and hormonal influences on behavior; stress and the HPA axis; effects of nutrition and toxic substances. 5 credit hours; 5 lecture hours.

PSYC 4043 Clinical Approaches: Community
Community psychology; major theoretical/conceptual issues, assessment/ intervention techniques. 5 credit hours; 5 lecture hours.
PSYC 4050 Cultural Psychology
This seminar examines how people's sociocultural context shapes their thoughts, feelings, and behaviors. To approach this question, we will read and discuss classic as well as recent, theoretical as well as empirical articles from the field of cultural psychology. Topics to include defining culture; dimensions of cultural variation; culture-biology interactions; methodological considerations; cultural influences on cognition, emotion, the self, moral judgment, and health; cultural neuroscience; cultural approaches to race and ethnicity; and mechanisms of cultural influence. Throughout, this course will emphasize sociocultural diversity in psychological processes. Students will be encouraged to develop empirically tractable ways of asking and answering questions relating to cultural psychology and to apply concepts of cultural psychology to their own research. 5 credit hours; 5 lecture hours.

PSYC 4060 History and Systems of Psychology
General nature of scientific progress throughout history as relates to evolution of psychology as scientific/academic discipline; history explored by asking whether prevailing zeitgeist, the appearance of the "Great Mind," or some combination of both factors were responsible for pivotal changes seen throughout psychology's history. 5 credit hours; 5 lecture hours.

PSYC 4067 Attachment Relationships
Interpersonal/family relationships from infancy to adulthood, attachment theory perspective. 5 credit hours; 5 lecture hours.

PSYC 4080 Gender Issues and Socialization
Historical, current issues in study of gender differences. 5 credit hours; 5 lecture hours.

PSYC 4085 Stress and Health
This introduction to the field of psychoneuroimmunology focuses on stress and development. The first section reviews basic immunology, including immune system components and functions, and relations between the immune system and other systems. The later portion focuses on effects of stress for different disease mechanisms (infection, allergy, cancer, etc.). 5 credit hours; 5 lecture hours.

PSYC 4090 Infancy
Current theoretical/empirical research issues in children from birth through origins of language. Prerequisite: PSYC 2300. 5 credit hours; 5 lecture hours.

PSYC 4235 Teaching Psychology
Experiential approach to learning techniques for teaching psychology. 1–5 credit hours; 1–5 lecture hours.

PSYC 4241 Seminar: Discourse Processes
Current theoretical/empirical research issues in the development and assessment of language comprehension and comprehension deficits. 5 credit hours; 5 lecture hours.

PSYC 4249 Proseminar in Reading and Language
Current theoretical/empirical issues in the cognitive processes underlying reading and language behaviors and their development. 5 credit hours; 5 lecture hours.

PSYC 4253 Evolutionary Approaches
5 credit hours; 5 lecture hours

PSYC 4254 Introduction to Neural Network Models
A fundamental goal of cognitive neuroscience is to understand how psychological functions such as attention, memory, language and decision making arise from computations performed by assemblies of neurons in the brain. This course will provide an introduction to the use of neural network models as a tool for exploring how psychological processes are implemented in the brain and how they go awry in patients with brain damage. During the course, students will explore the properties of models of various cognitive phenomena while learning to use state-of-the-art neural network simulation software. For their final project, students will develop a neural network model that addresses some psychological phenomenon of interest to them, and they will present the results of their model to the rest of the class. 5 credit hours; 5 lecture hours.

PSYC 4255 Imaging Cognition
Imaging Cognition is an introductory course to the basic theory and data analysis techniques used in functional magnetic resonance imaging (fMRI). It covers basic brain anatomy, the basic physics of MRI, experimental design, data processing and the issues associated with data processing and interpretation of fMRI data. Students receive hands-on experience in processing a data set from start to finish. They apply different image preprocessing techniques, statistical design parameters and statistical models to determine how these factors influence the outcome of the data and how these factors influence the interpretation of that data. In this manner, each student is exposed individually to the decision issues and interpretation pitfalls involved in fMRI data analysis. In class, students use smart-to-the-seat technology. The course is cross-listed with PSYC 3029. 5 credit hours; 5 lecture hours.

PSYC 4256 Seminar: Cognitive Neuroscience
Neural systems underlying human perception, memory, language, pathological syndromes that result from damage to these systems. 5 credit hours; 5 lecture hours.

PSYC 4257 Psychophysiology and Neuroscience Lab
This course provides an introduction to basic concepts, principles and research methods in psychophysiology, focusing on electrophysiological methods and research. The first part of the course covers principles of psychophysiology, basic neurophysiology (brain structure and function, neural physiology), fundamentals of electroencephalography (EEG) and event-related potentials (ERP), and electrophysiological recording techniques in adult and developmental populations. The second part covers specific topics in EEG/ERP research such as attention, memory, language, motivation and emotion, and development. 5 credit hours; 5 lecture hours.

PSYC 4258 Social Neuroscience
5 credit hours; 5 lecture hours

PSYC 4259 Behavioral Neurology
5 credit hours; 5 lecture hours
PSYC 4260 Psychophysiology
This introduction to the field of psychophysiology focuses on autonomic psychophysiology (e.g., measures of the electrodermal and cardiovascular system). Such measures uniquely allow researchers to answer questions about mind-body interactions, emotions, cognition and health, among others. The first section of the course reviews theory of psychophysiology and relevant physiological systems as well as introduces students to the basics of psychophysiological measurement. The second section is hands-on, allowing students either to write a study proposal involving psychophysiological measurement or to use the psychophysiology lab to design and execute their own study using physiological measures. 5 credit hours; 5 lecture hours.

PSYC 4262 Affective Neuroscience
This course reviews the neural basis of emotion in humans, and to a lesser extent other animals. The neural basis of the following topics will be covered: eliciting and measuring emotion, positive and negative emotions, emotional learning, emotional memory, emotional awareness, emotion regulation, emotions in self and others, and individual and group differences in emotion.

PSYC 4265 Social Perception and Communication
The way that people look and communicate evokes immediate and sometimes automatic responses from other people. Accordingly, this course includes topics such as facial structure and function, nonverbal communication, social categorization, behavioral mimicry, and thin-slices. 5 quarter hours; 5 lecture hours.

PSYC 4270 Seminar: Social Cognition
Theory research in cognitive social psychology, including social knowledge structures, categorization of social information, social memory, judgment and inference, cognition-emotion links, effects on social behavior. 5 credit hours; 5 lecture hours.

PSYC 4295 Statistical Inference
Logic/methods of inference, their relation to experimental designs, parametric/nonparametric tests of significance. 5 credit hours; 5 lecture hours.

PSYC 4300 Correlation and Regression
Theory/computational methods of major correlation techniques and multiple regression. Prerequisite: PSYC 4295. 5 credit hours; 5 lecture hours.

PSYC 4330 Analysis of Variance
Complex analysis of variance, other quantitative methodologies. Prerequisite: PSYC 4300 or instructor’s permission. 5 credit hours; 5 lecture hours.

PSYC 4400 Analysis of Quasi-Experiments
Methods of assessing cause and effect when faced with practical constraints of working in field; quasi-experimental designs such as nonequivalent control group, regression discontinuity, interrupted time series, correlational (causal) model designs. 5 credit hours; 5 lecture hours.

PSYC 4411 Child Assessment — Cognition
2–5 credit hours; 2–5 lecture hours

PSYC 4413 Child Assessment — Personality
Teaches empirically based assessment of child and adolescent psychopathology. 5 credit hours; 5 lecture hours.

PSYC 4421 Advanced Psych Treatment I
5 credit hours; 5 lecture hours

PSYC 4422 Advanced Psych Treatment II
5 credit hours; 5 lecture hours

PSYC 4423 Advanced Psych Treatment II
5 credit hours; 5 lecture hours

PSYC 4510 Proseminar in Adult Psychopath
Theories of behavioral/personality disorders in adults; clinical/experimental literature. 5 credit hours; 5 lecture hours.

PSYC 4511 Proseminar in Psychopathology
Theories of behavioral/personality disorders on children; survey of clinical/experimental literature. 5 credit hours; 5 lecture hours.

PSYC 4512 Proseminar in Psychopathology
This course is an introduction to neuroscience methods for understanding how psychopathology develops. The course reviews disorders of motivation, action regulation, language and cognitive development. 5 credit hours; 5 lecture hours.

PSYC 4518 Readings in Family Therapy
This course surveys major historical and contemporary theories from the field of family therapy. Basic family therapy techniques are covered and integrated with other modes of therapy (e.g. individual, marital). In the second half of the course, students work with families and receive group supervision. 5 credit hours; 5 lecture hours.

PSYC 4525 Proseminar in Develop Neuropsychology
This course is an introduction to normal brain development, functional neuroanatomy and clinical conditions that can affect brain functioning in children and adults. 5 credit hours; 5 lecture hours.

PSYC 4526 Proseminar in Cognitive Neuroscience
This graduate-level introduction to cognitive neuroscience covers basic theories of cognition and their neurological support. 5 credit hours; 5 lecture hours.

PSYC 4530 Biological Processes in Development
This course provides an overview of the major biological processes during development and their effects on physical, cognitive and social development. Specific topics include brain development and plasticity; behavioral genetics; sleep and circadian rhythms; sexual differentiation and hormonal influences on behavior; stress and the HPA axis; effects of nutrition and toxic substances. 5 credit hours; 5 lecture hours.

PSYC 4540 Advanced Topics in Cognitive Development
Varying topics; theory/research in cognitive development including Piagetian work. Prerequisites: graduate status or instructor’s permission. 5 credit hours; 5 lecture hours.
PSYC 4545 Memory Development: Nature and Nurture
Theory and research in the field of memory development, with particular emphasis on neurobiological perspectives of memory development. Considers the role of biology (nature), as well as the sociocultural context (nurture) in which memory develops. Specific topics in memory development include: early memory development and infantile amnesia, infant visual recognition memory, procedural memory, episodic memory, autobiographical memory, and trauma and memory development. Since the course covers topics in systems-level neuroscience (i.e., a class in behavioral or cognitive neuroscience), classes that fulfill the prerequisite include PSYC 4255, PSYC 4256, PSYC 4257, PSYC 4525, PSYC 4526 or instructor approval. 5 credit hours; 5 lecture hours.

PSYC 4560 Developmental Traumatology
Problems/theories relevant to developmental issues associated with traumatic stress with contributions from cognitive, clinical, biopsychological and social psychology research/theory. 5 credit hours; 5 lecture hours.

PSYC 4565 Systems of Psychotherapy
Conceptual/empirical foundations of three major systems of child therapy, cognitive, behavioral and family systems with an emphasis on child and adolescent disorders. 5 credit hours; 5 lecture hours

PSYC 4566 Systems of Psychotherapy II
Conceptual/empirical foundations of interventions for clinical problems, including (but not limited to) parasuicidality, borderline personality disorder and substance abuse. 5 credit hours; 5 lecture hours.

PSYC 4571 Multicultural Issues and Mental Health
Conceptual practice, research issues affecting mental health of ethnic minority groups. 5 credit hours; 5 lecture hours.

PSYC 4579 Research Design
5 credit hours; 5 lecture hours

PSYC 4587 Workshop in Marital Therapy
4 credit hours; 4 lecture hours

PSYC 4589 African-American Culture and Psychology
Salient themes found in African-American culture from a psychological perspective. 3 credit hours; 3 lecture hours.

PSYC 4612 Marital Conflict
1–10 credit hours; 1–10 lecture hours

PSYC 4620 Advan in Couples Intervention
5 credit hours; 5 lecture hours

PSYC 4625 Marital/Couples Therapy-Diverse Populations
This course covers the complexities in couples research and intervention that are the focus of current investigations in labs around the world. Major issues revolve around the role that marital problems play in the development, maintenance and treatment of a variety of child and adult problems and vice versa. These include adult sexual problems, alcohol and drug use and abuse, anxiety disorders, depression and medical problems. Explore how marital health is a protective factor to marital discord and destructive conflicts that are generic risk factors for a wide range of child and adult mental-health problems. 5 credit hours; 5 lecture hours.

PSYC 4920 Ethics — Psychology and Research Practice
Ethical issues in psychological research, teaching and practice. 2 credit hours; 2 lecture hours.

PSYC 4930 Psychology Practicum — Clinical
On-the-job training in clinical psychology. May be repeated for a maximum of 24 quarter hours. Prerequisite: admission to doctoral program. 1–5 credit hours; 1–5 lecture hours.

PSYC 4931 Psychology Practicum — Teaching
On-the-job training in teaching psychology. May be repeated for a maximum of 24 quarter hours. Prerequisite: admission to doctoral program. 1–5 credit hours; 1–5 lecture hours.

PSYC 4932 Psychology Practicum — Research
On-the-job training in research psychology. May be repeated for a maximum of 24 quarter hours. Prerequisite: admission to doctoral program. 1–5 credit hours; 1–5 lecture hours.

PSYC 4934 Practicum: DCN Neuropsychology
1–10 credit hours; 1–10 lecture hours

PSYC 4992 Directed Study
1–10 credit hours; 1–10 lecture hours

PSYC 4xxx Psychology Transfer
1–10 credit hours; 1–10 lecture hours

For More Information
The department's Web site offers the most current information on courses, requirements, faculty and student news. Go to www.du.edu/psychology for more information on the program.

The University of Denver is an Equal Opportunity institution. We admit students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the university. The University of Denver does not discriminate on the basis of race, color, national and ethnic origin in administration of our educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs. University policy likewise prohibits discrimination on the basis of age, religion, disability, sex, sexual orientation, gender identity, gender expression, marital status or veteran status. Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver, Office of Diversity and Equal Opportunity.