

Department of Psychology

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Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), Educational Specialist (EdS), and Doctor of Philosophy (PhD) in Psychology

Graduate specializations: *MS*—School Psychology, School Counseling; *PhD*—Combined Clinical/Counseling/School Psychology, Experimental and Applied Psychological Science; *EdS*—School Psychology

Undergraduate Programs

Objectives

Psychologists endeavor to scientifically understand the thought processes, emotions, and behavior of both humans and animals. Psychologists specialize in diverse areas. Some psychologists seek to better understand the interactions among genetic, biological, social, and psychological determinants of behavior. Other psychologists are concerned with how the body and brain create emotions, memories, and sensory experiences, and how these are perceived and interpreted. Still others are concerned with how we learn observable responses and how we process, store, and retrieve information. Additionally, psychologists focus their careers on the causes, assessment, and/or treatment of emotional and behavioral disorders. Psychologists utilize research methods to understand the causes of behavior, emotion, and thought processes.

The Department of Psychology at USU offers a rich undergraduate program in psychology with the primary objectives being:

1. To provide students with substantive knowledge in the basic discipline of psychology, such as history/systems, basic behavior processes, biological bases of behavior, development, personality, learning and cognition, social influences on individuals, research methods, and psychological disorders and treatment.
2. Teaching students how to critically analyze and solve problems pertaining to human interaction, communication, and relationships.
3. Student mastery of principles relating to the causes of behavior, basic learning processes, and the measurement and analysis of behavior.
4. Training students to use scientific and quantitative methods to better understand and apply social science research.
5. Preparing students to compete successfully for entry into nationally and internationally recognized graduate programs in the social sciences.
6. Preparing majors and minors to compete successfully for postbachelor employment opportunities in private/public education, human services, government, and corporations.

Assessment of Learning Objectives

Didactic, Laboratory, Tutorial, and Independent Coursework

All required, primary elective, and secondary elective courses in psychology address the programmatic learning objectives 1 through 6. Syllabi and ancillary course materials specify detailed learning objects in these six areas that are correlated with each unit of each course. Students complete a pre-test assessment in each of the courses pertaining to their knowledge, critical thinking and problem solving skills, principle mastery, and understanding of the scientific and quantitative methods encompassed by the discipline of psychology on which the course focuses. Their achievement of objectives in these areas is assessed periodically throughout the semester in the form of unit exams, written literature reviews or original research proposals, laboratory experiments and written exercises, or homework assignments. Post-tests are administered at the close of the semester. Records are kept of the students' performance in each area, and final course grades are determined based on mastery of the objectives.

Successful preparation and mastery of the programmatic objectives 5 and 6 are intensively addressed and assessed via the applied and research service-learning experiences that faculty offer to students via independent apprenticeship; independent research; independent applied service-learning coursework (PSY 2250, 4250, 4910, 4920, 4950, 4960, 5500, 5720, 5900, 5910, 5930, 5950, and 5960); supervision of honors' coursework in any of the required, primary elective, and secondary elective courses in psychology; active student engagement in professional psychological organizations that model the standards and expectations of each employment career or post-baccalaureate graduate education opportunity in psychology (Psi Chi, American Psychological Association, American Psychological Society, and Student Analysis of Behavior Association); student poster or paper presentations at professional societies; and student submissions to competitive undergraduate journals dedicated to teaching or research in psychology. Students prepare a detailed set of learning objectives tailored to the goals of their independently supervised teaching,

applied projects, and/or research projects. These objectives and goals form the basis for a contract to be fulfilled by the end of semester. In collaboration with the faculty or the appointed field supervisor, student progress and the final grade are assessed based on the students' successful and productive efforts toward mastering the objectives and meeting their goals. Students are expected to demonstrate mastery of the requirements of the American Psychological Association Style Manual (5th edition) in their required courses and selected coursework from the primary electives. Effective Fall 2006, students entering the psychology major must take PSY 2950 and 4950 *instead of* PSY 5950 and 5960.

PSY 2950, 4950, and 4960 additionally provide students with the presentation and documentation skills needed to achieve objectives 5 and 6 (e.g., to prepare and successfully complete applications for employment, employment interviews, graduate school admission materials, letters of intent, candidate interviews, a resume, and a curriculum vita). Because PSY 2950 provides specific information that students need to document their competency and achievement of learning objectives 5 and 6, the department *strongly* advises students to enroll in PSY 2950 *very early* in their undergraduate careers. Students should take this course as soon as they know they wish to major in psychology. PSY 2950 should be taken *no later* than the semester immediately following admission to the major. Students are also strongly advised to affiliate themselves with a faculty mentor *early* in their careers and to participate actively in the teaching and research experiences that will help them document continued achievements and mastery of objectives 5 and 6. Students should thus also enroll early in the independent research study or applied courses (PSY 4910, 5900, 5910, and 5930).

Departmental-level Competency Assessments

Students are required to complete a pre-test, as well as two post-tests, and to submit written documentation of their progress and program accomplishments. Students should make arrangements with the Psychology Advising Office to complete the pre-test and the two post-tests, and they should submit all written documentation to this office.

Student completion of the departmental competency pre-test in psychology is a formal requirement for admission to the psychology major. The pre-test is a web-based, multiple-choice assessment of students' incoming knowledge and mastery of required and elective coursework, and is correlated with the programmatic learning objectives 1-4. The Psychology Advising Office *will not* initiate the graduation application process until students have additionally completed two formal *post-test* assessments of their progress through the program, which are correlated with learning objectives 1-4. Specifically, students must take the departmental competency *post-test* in psychology, which is similar but not identical to the pre-test, as well as a departmentally prepared and administered analogue of the Graduate Record Examination subject test in psychology. Students' performance in each content area of the three tests is recorded and maintained in a confidential, password-protected file accompanied by students' pre-test and post-test scores from assessments administered in each USU-affiliated course in psychology. Graduation is not currently contingent upon the level of performance on these tests. Test performance is used, however, as a formative assessment of programmatic achievement.

Final approval of each student's application for graduation is additionally contingent upon the student's submission of three documents to the advising office. The student must submit a professionally prepared curriculum vita in APA style, in both hard copy and electronic (PDF) format. The vita must reflect the culmination of the student's research, applied, and service-learning experiences and accomplishments in, or related to, the field of psychology. The

vita must be current, must reflect all of the student's work (up to two weeks prior to graduation), and may include his or her scores on standardized national tests (e.g., the GRE, MCAT, LSAT, and/or MAT, where applicable). It should also include a current e-mail address and phone number that will allow the student to be contacted after graduation to volunteer information regarding his or her post-graduation successes. Along with the vita, each student must submit an accompanying approval form that has been signed by his or her faculty mentor, or USU-affiliated and approved sponsor. The student must additionally complete a departmental exit survey that compiles information regarding the student's perception of the program and his or her success in securing employment or admission to graduate programs. The vita and survey documents are used to assess program objectives 5 and 6.

The courses in Psychology and the electives available in related departments allow students to tailor their education to meet specific career goals. Some students who major in psychology may qualify for admission to unique specialty tracks: (1) **the (secondary education) Teaching Major**; (2) **Behavior Analysis Skill Track**; (3) **Interpersonal Relationships Skill Track**; and (4) **Graduate School Preparation Track**. A human services/caseworker training option may also be available to majors.

Students can complete the major or minor in psychology either on-campus (Logan), or through the USU Distance Education system (all required courses and selected electives are offered every 1-2 years) available throughout the State of Utah. Some classes are available by WebCT. Students should check with the Psychology Advising Office at the time of registration for availability. The specific requirements for the skill tracks, the Apprenticeship, the on- and off-campus (distance education) options, and for how psychology electives can be used to advance students' career goals can be obtained from the **Psychology Advisement Office, Eccles-Jones Education Building, Room 475, (435) 797-1456**.

Requirements

Pre-psychology Admission Requirements

Students are admitted to the Department of Psychology as Pre-psychology majors by meeting the Utah State University admission requirements (see pages 16-20). To be a Psychology major, a student must make written application to the department, after meeting the following prerequisites: (1) completion of at least 40 semester credits with a cumulative GPA of 2.75 or higher; (2) completion of at least 18 credits of the University Studies requirement with a GPA of 2.75 or higher; and (3) completion of PSY 1010, 1100, 1400, 1410, 2800, and 2950 with a GPA of 3.0 or higher. Application to the department should be made during the semester in which these prerequisites will be completed.

A student who wishes to be officially recognized as a psychology major or psychology teaching major must submit a formal application to the Department of Psychology Undergraduate Advising Office at Utah State University. The formal application will be reviewed and approved by the USU Psychology Department advisorial staff only. This contingency applies to all students, including those in the on-campus programs and in any of the USU Distance Education, Continuing Education, or Extension programs. Applications that have been reviewed by a USU Psychology Department advisor and meet all requirements will be processed in a timely fashion.

Students who wish to fulfill the major requirements via any of the USU Distance Education, Continuing Education, or Extension programs or sites must contact the Psychology Department Advising Office on the

Department of Psychology

Logan campus to be informed of the contingencies regarding timely progression through the program. Students need to carefully review their program of study with the Psychology Department Advising Office. Students should be aware that their program of study will be delayed when either (1) they fail to contact advisors at the Logan campus or (2) Continuing Education deviates from the published schedule of courses.

General Undergraduate Psychology Major:

**Required Courses (24 credits), plus
Primary Electives (16 credits),
Secondary Electives (3 credits), and
Apprenticeship (3 credits)**

Requirements for a psychology major consist of a broad preparation of 24 credits of specified coursework, plus a minimum of 19 credits of approved Psychology elective courses, and 3 credits of an apprenticeship, which allows for integration of coursework knowledge (theory) through application, for a total of 46 credits. At least 20 Psychology credits must be upper-division, 12 of which must be taken at USU.

A. Required Courses (24 credits)

PSY 1010 (BSS) General Psychology (F,Sp,Su)	3
PSY 1100 Developmental Psychology: Infancy and Childhood (F,Sp) ..	3
PSY 1400 Analysis of Behavior: Basic Principles (F,Sp,Su)	3
PSY 1410 Analysis of Behavior: Basic Principles Lab (F,Sp,Su)	1
PSY 2800 (QI) Psychological Statistics (F,Sp)	3
PSY 2950 Orientation to Psychology as a Career and Profession (F,Sp,Su)	2
PSY 3500 (CI) Scientific Thinking and Methods in Psychology (F,Sp) ..	3
PSY 5100 History and Systems of Psychology (Sp)	3
PSY 5330 Psychometrics (F)	3

B. Primary Elective Courses (16 credits)

Group 1. Select 3 credits from the following:

PSY 3510 Social Psychology (F,Su)	3
PSY 4210 Personality Theory (Sp)	3

Group 2. Select 3 credits from the following:

PSY 3450 Perception and Psychophysics (F)	3
PSY 3460 Physiological Psychology (Sp)	3

Group 3. Select 4 credits from the following:

PSY 3400 Analysis of Behavior: Advanced (F,Sp)	4
PSY 4420 Cognitive Psychology (Sp) (3 cr) and PSY 4430 Cognitive Psychology Laboratory (Sp) (1 cr)	4

Group 4. Select 6 credits from the following:

PSY 3110 Health Psychology (Sp)	3
PSY 3120 Abuse, Neglect, and the Psychological Dimensions of Intimate Violence (F,Su)	3
PSY 3210 Abnormal Psychology (F,Sp)	3
PSY 5200 (CI) Introduction to Interviewing and Counseling (F)	3
Drugs and Behavior course (number and approval pending)	3

C. Secondary Elective Courses (3 credits minimum)

Select at least 3 credits from the following. (A course from the Primary Electives list may count as fulfilling the Secondary Elective requirement *if and only* if it has not been counted as a Primary Elective requirement.)

PSY 1210 Psychology of Human Adjustment (F,Sp)	3
PSY 2100 Developmental Psychology: Adolescence (Sp)	3
PSY 3660 Educational Psychology for Teachers (F,Sp)	2
PSY 3720 Behavior Modification (Sp)	3

PSY 4230 Psychology of Gender (Sp)	3
PSY 4240 Multicultural Psychology (F)	3
PSY 4510 (CI) Effective Social Skills Interventions (Sp)	3
PSY 4960 (CI) Advanced Undergraduate Apprenticeship (F)	3
PSY/PEP 4000 Mental Aspects of Sports Performance (F,Sp,Su) (3 cr) or PSY/PEP 5050 Psychological Aspects of Sports Performance (Sp) (3 cr)	3
PSY/COMD 4790 Psychological Principles and Individuals who are Deaf and Hard of Hearing (Sp)	3
SPED 1010 (BSS) Society and Disability (F,Sp)	3

D. Required Apprenticeship Course (3 credits)

PSY 4950 (CI) Undergraduate Apprenticeship (F,Sp,Su)	3
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A minor in another area is required. A minimum overall USU GPA of 2.75 is required for graduation, with a minimum GPA of 3.0 in Psychology. Students must receive a grade of C- or better in all psychology courses (USU and transfer) in order to have them counted toward major requirements. (Students desiring licensure for teaching in secondary schools must also meet the requirements of the Secondary Education Department.)

Students must meet the above minimum requirements in order to graduate with a major in psychology. These requirements include completing all of the required assessments and providing the supporting documentation (see *Assessment of Learning Objectives* on pages 484-485).

Meeting these minimum requirements alone is *insufficient* to prepare for competitive employment opportunities or to secure admission to graduate school. Students who are planning to secure optimal employment or graduate admissions need to first affiliate with a faculty mentor, as well as become involved in research or applied experiences with the faculty member, as soon as they know they will pursue a major in psychology. These students should enroll in one of PSY 5900, 5910, or 5930 as soon as they have identified a mentor and have met Utah State University's admission requirements for the Department of Psychology Pre-psychology Major designation. They should pursue their own creative research opportunity experience with the faculty member and enroll in PSY 4910 during the second semester of their junior year and absolutely *no later* than the first semester of their senior year. They should plan to enroll in an additional section of PSY 5900, 5910, or 5930 during their senior year.

Suggested Sample Four-year Plan for Psychology Major

Students should check with the Psychology Undergraduate Office regarding availability of courses each semester.

Freshman Year (30 credits)

Fall Semester (15 credits)

ENGL 1010 (CL1) Introduction to Writing: Academic Prose	3
PSY 1010 (BSS) General Psychology	3
STAT 1040 (QL) ¹ Introduction to Statistics	3
University Studies Breadth courses ²	6
Passing scores on Computer and Information Literacy (CIL) exams ³	0
(Note: The CIL requirement is met <i>only</i> by passing all six exams.)	

Spring Semester (15 credits)

PSY 1400 Analysis of Behavior: Basic Principles	3
PSY 1410 Analysis of Behavior: Basic Principles Lab	1
PSY 2800 (QI) Psychological Statistics	3

Department of Psychology

PSY 2950 Orientation to Psychology as a Career and Profession (F,Sp,Su).....	2
University Studies Breadth courses ²	6

Sophomore Year (30 credits)

Fall Semester (15 credits)

PSY 1100 Developmental Psychology: Infancy and Childhood	3
PSY Primary Elective courses (chosen from group 1, 2, 3, or 4) ⁵	6-7
University Studies Breadth course ²	3
Course counting toward minor.....	3

Spring Semester (15 credits)

ENGL 2010 (CL2) Intermediate Writing: Research Writing in a Persuasive Mode	3
PSY 3500 (CI) Scientific Thinking and Methods in Psychology	3
PSY 4950 (CI) Undergraduate Apprenticeship.....	3
PSY Primary Elective course (chosen from group 1, 2, 3, or 4) ⁵	3-4
Course counting toward minor.....	3

Junior Year (30 credits)

Fall Semester (15 credits)

PSY 5330 Psychometrics	3
PSY Primary Elective course (chosen from group 1, 2, 3, or 4) ⁵	3-4
Course counting toward minor.....	3
Elective course(s).....	6

Spring Semester (15 credits)

PSY 5100 History and Systems of Psychology	3
PSY Primary Elective course (chosen from group 1, 2, 3, or 4) ⁵	3-4
University Studies Depth course (DHA or DSC).....	3
Elective courses	6

Senior Year (30 credits)

Fall Semester (15 credits)

University Studies Depth course (DHA or DSC).....	3
PSY Secondary Elective course.....	3
Course counting toward minor.....	3
Elective courses	6

Spring Semester (15 credits)

Elective courses or courses counting toward minor (as needed).....	15
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Note: In order to graduate, students must complete *at least* 120 credits with a minimum USU GPA of 2.75. Of these 120 credits, 40 credits must be completed in upper-division courses (numbered at the 3000-level and above). For psychology courses used to complete the major, a minimum GPA of *at least* 3.0 is required, with no grades below C-.

¹To enroll in STAT 1040, students must have: (1) completed MATH 1010, (2) achieved a score of 70 percent or higher on the MATH 1050 placement test, (3) received an ACT score of 19 or higher, or (4) received an SAT score of 460 or higher.

²To fulfill the breadth requirements, students must complete *one* course from *each* of the six breadth areas (BAI, BCA, BHU, BLS, BPS, and BSS). PSY 1010 will fulfill the BSS requirement. At least *two* of the remaining five breadth courses *must* be completed in courses having a USU prefix.

³Students may fulfill the CIL requirement by taking OSS 1400 and receiving passing scores on all six required CIL exams, which are included in this course. OSS 1400 may be substituted for one of the elective courses.

⁴Apprenticeship courses are in a state of change. Accommodations will be made for students working to complete their degrees under the requirements previously in place, or under the new courses, when they become available.

⁵Students must complete 4 credits chosen from Group 3. Students must complete 6 credits (or two courses) chosen from Group 4.

Undergraduate Psychology Minor:

**Required Courses (10 credits), plus
Elective Courses (8 credits minimum)**

A. Required Courses (10 credits)

PSY 1010 (BSS) General Psychology (F,Sp,Su)	3
PSY 1100 Developmental Psychology: Infancy and Childhood (F,Sp)..	3
PSY 1400 Analysis of Behavior: Basic Principles (F,Sp,Su).....	3
PSY 1410 Analysis of Behavior: Basic Principles Lab (F,Sp,Su).....	1

B. Electives (8 credits)

Choose course(s) from required or primary elective courses listed for the Psychology Major to total 18 credits.

The student's grade point average for all psychology courses, USU or transfer, must average 3.0 or above to qualify for credit toward the minor. At least 12 credits of the 18 required credits must be completed at USU. Students must receive a grade of C- or higher in all psychology courses (USU and transfer) in order to have them counted toward minor requirements.

Psychology Teaching Major:

**Required Psychology Courses (27 credits), plus
Elective Psychology Courses (16 credits)**

Requirements for a Teaching Major in Psychology broadly consist of 27 credits of specified psychology coursework and 16 credits of elective psychology coursework, for a total of 43 credits in psychology. Only 16 of these 43 psychology credits may be taken in lower-division courses. The remaining 27 credits must be received in 3000- or 4000-level psychology courses. At least 12 of the upper-division credits must have been earned in courses completed at USU. A minor in another field of study is also required. Prospective teachers must complete 35 credits of the Secondary Teacher Education Program (STEP) in the Department of Secondary Education. Required GPA for psychology courses is 3.0. Students must receive a grade of C- or better in all psychology courses (USU and transfer) in order to have them counted toward major requirements.

A. Required Courses (27 credits)

PSY 1010 (BSS) General Psychology (F,Sp,Su)	3
PSY 1100 Developmental Psychology: Infancy and Childhood (F,Sp)..	3
PSY 1400 Analysis of Behavior: Basic Principles (F,Sp,Su).....	3
PSY 1410 Analysis of Behavior: Basic Principles Lab (F,Sp,Su).....	1
PSY 2100 Developmental Psychology: Adolescence (Sp).....	3
PSY 2800 (QI) Psychological Statistics (F,Sp).....	3
PSY 3500 (CI) Scientific Thinking and Methods in Psychology (F,Sp)..	3
PSY 3660 Educational Psychology for Teachers (F,Sp).....	2
PSY 5100 History and Systems of Psychology (Sp)	3
PSY 5330 Psychometrics (F)	3

B. Elective Courses (16 credits)

Group 1. Select 3 credits from the following:

PSY 3510 Social Psychology (F,Su).....	3
PSY 4210 Personality Theory (Sp).....	3

Group 2. Select 3 credits from the following:

PSY 3450 Perception and Psychophysics (F).....	3
PSY 3460 Physiological Psychology (Sp)	3

Group 3. Select 4 credits from the following:

PSY 3400 Analysis of Behavior: Advanced (F,Sp).....	4
PSY 4420 Cognitive Psychology (Sp) (3 cr) and	
PSY 4430 Cognitive Psychology Laboratory (Sp) (1 cr).....	4

Department of Psychology

Group 4. Select 6 credits from the following:

PSY 3110 Health Psychology (Sp)	3
PSY 3120 Abuse, Neglect, and the Psychological Dimensions of Intimate Violence (F,Su)	3
PSY 3210 Abnormal Psychology (F,Sp)	3
PSY 5200 (CI) Introduction to Interviewing and Counseling (F)	3
Drugs and Behavior course (number and approval pending).....	3

C. Secondary Teacher Education Program (STEP) (35 credits)

Admission to Secondary Education must be completed approximately one semester before the following courses may be taken.

Level 1 (15-week courses) (11 credits)

Students at Level 1 must complete the following courses:

INST 3500 Technology Tools for Secondary Teachers (F,Sp,Su)	1
SCED 3100 Motivation and Classroom Management (F,Sp)	3
SCED 3210 (CI) Educational and Multicultural Foundations (F,Sp)	3
Special Methods Course (major or minor) ⁶	3
Clinical Experience I Course (major or minor) ⁶	1

Level 2 (15-week courses) (12 credits)

Students at Level 2 must complete the following courses:

SPED 4000 Education of Exceptional Individuals (may be taken anytime) (F,Sp,Su)	2
SCED 4200 (CI) Reading, Writing, and Technology (F,Sp)	3
SCED 4210 Cognition and Evaluation of Student Learning (F,Sp)	3
Special Methods Course (major or minor) ⁶	3
Clinical Experience II Course (major or minor) ⁶	1

Level 3

(includes 13 weeks of student teaching and 2 weeks of Student Teaching Seminar) (12 credits)

SCED 5500 Student Teaching Seminar (2 weeks) (F,Sp)	2
SCED 5630 Student Teaching in Secondary Schools (13 weeks, full-time) (F,Sp).....	10

⁶Students must complete a methods course and a clinical experience course for each of their teaching subjects. Students should check with the department offering their other teaching subject for methods and clinical experience course numbers in that subject. Students electing Psychology at Level 1 should register for SCED 3500 (methods course) and SCED 3300 (clinical course). Students electing Psychology at Level 2 should register for SCED 3500 (methods course) and SCED 4300 (clinical course).

Undergraduate Psychology Teaching Minor:

Required Psychology Courses (15 credits), plus
Elective Psychology Courses (3 credits)

At least 12 credits of the 18 required credits must be completed at USU. In addition, they must select at least one 3-credit class from the list of courses required for or serving as primary electives for the psychology major. Required GPA for psychology courses is 3.0. Students must receive a grade of C- or better in all psychology courses (USU and transfer) in order to have them counted toward minor requirements. Finally, they need to fulfill the 35-credit requirement for the Secondary Teacher Education Program (STEP) in the Department of Secondary Education.

A. Required Courses (15 credits)

PSY 1010 (BSS) General Psychology (F,Sp,Su)	3
PSY 1100 Developmental Psychology: Infancy and Childhood (F,Sp)..	3
PSY 1400 Analysis of Behavior: Basic Principles (F,Sp,Su).....	3
PSY 1410 Analysis of Behavior: Basic Principles Lab (F,Sp,Su).....	1
PSY 2100 Developmental Psychology: Adolescence (Sp).....	3
PSY 3660 Educational Psychology for Teachers (F,Sp).....	2

B. Electives (3 credits minimum)

Choose course(s) from required or primary elective courses listed for the Psychology Major to total 18 credits.

Note: The Psychology Teaching Minor also requires the completion of the Secondary Teacher Education Program (STEP) (35 credits). See section C under Psychology Teaching Major.

Skill Tracks for Undergraduate Majors in Psychology

The following skill tracks can be completed as part of a student's major in Psychology. A skill track represents a cluster of courses that help provide more comprehensive knowledge and practical skill in particular areas. After admission as a major in Psychology, students may apply for admission to a skill track. Completing a skill track requires careful planning, so that skill track courses and all other required and elective courses for the major are fulfilled. Enrollment in a skill track is entirely optional for majors.

Behavior Analysis Skill Track

The following cluster of courses will provide psychology majors with a basic foundation in experimental and applied behavior analysis: PSY 1400, 1410, 3400, 4910, 5720; SPED 5010, 5050; BIOL 3010; and PHIL 4320 or 4900.

Interpersonal Relationships Skill Track

The following cluster of courses will assist psychology majors in systematically developing a broad range of interpersonal relationship skills, such as listening, assertiveness, negotiation, conflict resolution, and anger management: PSY 1210, 3210, 3510, 4210, 4510, 5200; MHR 3710.

Graduate School Preparation Track

The major in Psychology has been designed so that students take classes that will help them compete in applying for graduate school. Students completing the graduate school track need to become actively involved with faculty research, form an association with Psi Chi, and enroll in independent research and readings courses. Students should also take a course covering use of statistical software (e.g., SPSS), offered through FCHD or Sociology. Furthermore, it is recommended that students take at least one upper-division course in statistics from Psychology, FCHD, or Sociology.

Students who pursue the skills tracks in Psychology are encouraged to become involved with the faculty in independent research or applied experiences. Involvement in these experiences is associated with greater chances of successful graduate school admission and/or competitive post-baccalaureate employment, especially for students who pursue this involvement early in their undergraduate careers.

The faculty who teach courses satisfying the skills track requirements are committed to working closely with students to hone their experiences and accomplishments in research methodology and applied fields of psychology.

These faculty have a solid track record in mentoring students. Their students have achieved remarkable success in procuring funding to support student-initiated research projects via Utah State University's competitive University Research Cooperative Opportunity (URCO) mechanism and the national honor society of psychology (Psi Chi).

Their students have been first authors or co-authors on numerous scholarly presentations at regional, national, and international conferences in psychology (e.g., *Association of Behavior Analysis*, *American Psychological Association*, *European Conference of Developmental Psychology*, *International Society for the Study of Behavioral Development*, *Society for Personality and Social Psychology*, *Society for Research in Adolescence*, and *Society for Research in Human Development*). Their students have competed successfully each year for awards that recognize their achievements. Together with the faculty, the students have published in premier research journals in psychology (e.g., *Developmental Psychology*, *Journal of Applied Psychology*, *Journal of Clinical Psychology*, *Journal of Experimental Psychology*, and *Sex Roles*) and books in psychology.

The Department of Psychology and Utah State University actively support students' efforts by awarding matching funding to support the attendance of conferences at which they can present their accepted conference presentations.

Psychology Courses Fulfilling University Studies Requirements

The following Psychology courses may be used to fulfill University Studies requirements, in the areas indicated:

Breadth Social Sciences (BSS): PSY 1010.

Depth Social Sciences (DSS): PSY 3120, 3210, 3400, 3500, 3510, 4210, 4230, 4240, 4420.

Communications Intensive (CI): PSY 3500, 4510, 4950, 4960, 5200.

Quantitative Intensive (QI): PSY 2800.

Although these courses may be applied toward fulfilling the University Studies breadth, depth, communications intensive, and quantitative intensive requirements, students must be prepared to complete additional writing or library assignments, as required for University Studies.

Important Contingencies for Psychology Courses

Prerequisites for Psychology courses are *strictly enforced*. The prerequisites are indicated, at the end of course descriptions, within the Psychology course listings (see pages 701-706).

A student must be admitted as a psychology major or must complete *at least* 45 semester credits with a GPA of 3.0 or higher prior to taking psychology courses numbered 3000 or above. However, students who have been admitted to the Teacher Education program may take PSY 3660, provided they have met the prerequisites. A student must be admitted as a psychology major or must complete *at least* 60 semester credits with a GPA of 3.0 or higher prior to taking psychology courses numbered 4000 or above.

Students desiring to receive credit for courses taken previously at other institutions will need to assure the Undergraduate Advising Office that the substitute class contained the requisite laboratory experience (where applicable).

Students who can complete a baccalaureate degree within seven years of enrollment at USU can qualify for graduation by meeting (1) the General Education/University Studies requirements in effect

when they initially enrolled and (2) the major requirements in effect when they officially declared their major, even though there may have been changes in General Education/University Studies and major requirements since that time. Students who have not completed the baccalaureate requirements within seven years of their initial enrollment at USU must have their General Education/University Studies and major requirements evaluated and approved by their department head and dean. However, exceptions to this seven-year policy may be necessary for mandated changes in degree requirements.

Undergraduate psychology coursework (USU or transfer) that is *more than eight years old* may *not* be used toward meeting the specific psychology coursework requirements for a psychology major or psychology minor. However, the Psychology Department Undergraduate Committee may allow revalidation through testing. Testing arrangements may be made by contacting Karen Ranson at karen.ranson@usu.edu.

Departmental Honors

Students who would like to experience greater academic depth within their major are encouraged to enroll in departmental honors. Through original, independent work, Honors students enjoy the benefits of close supervision and mentoring, as they work one-on-one with faculty in select upper-division departmental courses. Honors students also complete a senior project, which provides another opportunity to collaborate with faculty on a problem that is significant, both personally and in the student's discipline. Participating in departmental honors enhances students' chances for obtaining fellowships and admission to graduate school.

In the Psychology Department, students may complete an *Honors in University Studies with Department Honors* or a *Department Honors* only program. The requirements for departmental honors are as follows:

Honors Coursework

Honors students must complete 12 credits in courses designated as Honors courses. These courses are selected by students, and are approved by the Department Honors Coordinator and individual faculty members. Any upper-division (3000-level or higher) course may be taken as Honors. Additional courses which will meet the criteria for an Honors designation are determined, in conjunction with the student, by the faculty members teaching the courses.

GPA Requirements

To qualify for departmental honors, students must maintain a cumulative GPA of 3.3 and a GPA of 3.5 within upper-division major requirements and Honors coursework.

Senior Thesis

In order to obtain departmental honors, students are required to design, conduct, and present a senior thesis/project under the supervision of a faculty mentor. The senior thesis/project can be built from the research component of PSY 4950 and 4960.

Interested students should contact the Honors Program, Main 15, (435) 797-2715, honors@cc.usu.edu. Additional information can be found online at: <http://www.usu.edu/honors/>

Department of Psychology

Additional Information

For detailed information about course requirements for majors and minors within the Psychology Department, see the major requirement sheet, which is available from the department, or which can be accessed online at: <http://www.usu.edu/majorsheets/>

Graduate Programs

Admission Requirements

Admissions requirements vary somewhat across Psychology graduate programs. However, applications submitted to the School of Graduate Studies must include the following: (1) transcript showing completion of undergraduate course prerequisites, plus any recommended coursework; (2) report of (GRE) test scores from ETS; (3) GPA of at least 3.2, covering the last 60 semester credits; (4) three letters of recommendation; and (5) a statement of professional goals and intent. The department requires a minimum GRE combined (Verbal and Quantitative) score of at least 1,100 for all programs.

The deadline for submitting applications for the Combined Clinical/Counseling/School Psychology PhD program is **January 15**. Applications for the Research and Evaluation Methodology PhD program are reviewed throughout the year. The application deadline for the MS School Psychology program is **March 1**. Applications for the MS program in School Counseling must be submitted by **May 1**. With the exception of the PhD program in Combined Clinical/Counseling/School, applications for programs may be accepted after these dates if openings still exist.

Students are admitted to Psychology master's degree programs, including School Psychology and School Counseling, following completion of a bachelor's degree. Prospective PhD program students can compete for admission to the Combined Clinical/Counseling/School program or the Research and Evaluation Methodology program if they possess either a bachelor's or a master's degree.

Prerequisites for Admission to Graduate Programs

Applicants to the Master of Science (MS) and Doctor of Philosophy (PhD) program are advised that they should possess a broad base of knowledge at the undergraduate level in a *substantive subgroup* of the following: general psychology, human development, learning theory, cognition, personality theory research, psychometrics, elementary statistics, history and systems, physiological, sensation and perception, and social psychology. The absolute prerequisites for each graduate program are outlined below, along with a listing of graduate program course requirements for each program.

Psychology Master of Science Programs

School Psychology, NASP-accredited

USU's nationally accredited program in school psychology emphasizes child development issues, assessment and treatment of emotional and behavioral disorders, and traditional psychoeducational assessment and consultation activities appropriate to school settings. The program is approved by the Utah State Office of Education for licensure of school psychologists. Students are required to complete either a research thesis (Graduate School Plan A option), or a major literature review/synthesis paper (Plan B).

Absolute undergraduate course prerequisites for admission to the MS in School Psychology are as follows: (1) *Elementary Statistics*; (2) *Theories/Research in Learning or Applied Behavior Analysis*; (3) *Abnormal Psychology*; and (4) *Theories/Research in Personality*. The MS in School Psychology requires a **minimum of 60 semester credits**.

The following courses are required:

PSY 6150 Evidence-Based Practice I: Children and Adolescents (F)	2
PSY 6220 Group Counseling (F)	3
PSY 6270 Child Psychopathology (F)	3
PSY 6290 Diversity Issues in Treatment and Assessment (Sp)	3
PSY 6310 Intellectual Assessment (F)	3
PSY 6330 Psychometrics (F) (3 cr) or	
PSY 6600 Research Design and Analysis I (F,Sp,Su) (3 cr)	3
PSY 6340 Psychological and Educational Consultation (F)	3
PSY 6350 Introduction to Theories of Intervention in Psychology (F) ...	3
PSY 6360 Introduction to the Practice of Professional Psychology (Sp)	3
PSY 6380 Practicum in School Psychology (F,Sp,Su) (Students must earn 3 credits during each of two semesters.)	6
PSY 6410 Psychoeducational Assessment (Sp)	3
PSY 6450 Introduction to School Psychology (F)	1
PSY 6460 Professional Issues in School Counseling and School Psychology (Sp)	3
PSY 6530 Developmental Psychology (F)	3
PSY 6570 Introduction to Educational and Psychological Research (F,Sp,Su)	3
PSY 6660 Cognition and Instruction (Sp)	3
PSY 6880 Transcultural Assessment Lab (Sp)	1
PSY 6890 Assessment of Child and Adolescent Psychopathology and Personality (Su)	3
PSY 6950 Internship in School Psychology (F,Sp,Su)	3
PSY 6970 Thesis (F,Sp,Su)	2-6

School Counselor Education (NCATE-accredited)

Completion of this program qualifies graduates for professional licensure in School Guidance Counseling. Coursework is formulated to train students in a broad range of skills, including individual and group counseling for diverse populations; behavior and educational assessment and intervention; research and methodological foundations; and ethical, legal, and professional standards. Experiential learning in the form of practicum and internship placements is a critical component of the program. The program is approved by the Utah State Office of Education and most other states. It is offered on campus and via a live, satellite distance education system (EDNET) to sites within Utah's boundaries. The program is accredited by the National Council for Accreditation of Teacher Education.

Absolute undergraduate course prerequisites for admission to the MS in School Counseling are as follows: (1) *Theories of Personality*, (2) *Abnormal Psychology*, and (3) *Psychological Statistics* (or equivalent).

The MS in School Counseling requires a minimum of 48 semester credits. The following courses are required:

PSY 6010 Introduction to Program Evaluation: Evaluation Models and Practical Guidelines (F,Su)	3
PSY 6150 Evidence-Based Practice I: Children and Adolescents (F)	2
PSY 6220 Group Counseling (F)	3
PSY 6240 Introduction to School Counseling and Guidance (F)	3

Department of Psychology

PSY 6250 Internship in School Counseling and Guidance (F,Sp,Su) .	10
PSY 6260 Career Development: Theory and Practice (Sp)	3
PSY 6290 Diversity Issues in Treatment and Assessment (Sp).....	3
PSY 6330 Psychometrics (F)	3
PSY 6340 Psychological and Educational Consultation (F)	3
PSY 6350 Introduction to Theories of Intervention in Psychology (F) ...	3
PSY 6370 Practicum in School Counseling (F,Sp,Su).....	3
PSY 6460 Professional Issues in School Counseling and School Psychology (Sp)	3
PSY 6530 Developmental Psychology (F)	3
PSY 6810 Seminar (Grant Writing) (Su).....	2

PhD Programs

Combined and Integrated (C-I) Clinical/ Counseling/School Psychology, (APA-accredited)

This program integrates the theory and practice of psychology common to the disciplines traditionally denoted as clinical, counseling, and school psychology. It subscribes to the scientist-practitioner model, and students completing the program will enter professional practice in a variety of settings, including VA hospitals, mental health centers, hospitals, clinics, schools, and academic settings. The program provides an excellent balance of research and practitioner skill training. Entering BS students can opt to earn an MS degree in either counseling psychology or school psychology prior to the PhD. A research thesis and dissertation are required of all students. The combined program provides generalized training, along with three areas of specialization. The emphasis areas are designed for students to begin systematically developing a specialty area in line with their future career goals. The three areas of specialization, which mirror faculty interest and expertise, are health psychology/neuropsychology, child clinical (with or without a school psychology emphasis), and rural and minority psychology. The program is also affiliated with the American Indian Support Project, one of the nation's most successful programs for training and mentoring American Indian PhD psychologists.

Complete information on accreditation guidelines and principles is available through the Committee on Accreditation (CoA) at Education Directorate, American Psychological Association, 750 First Street NE, Washington DC 20002-4242, (202) 336-5979, or on the web at: <http://www.apa.org/ed/accreditation/>

Absolute undergraduate prerequisites for admission to the PhD program in Combined Clinical/Counseling/School are as follows: (1) *Elementary Statistics*; (2) *Theories/Research in Learning*; (3) *Abnormal Psychology*; and (4) *Theories/Research in Personality*.

The Combined Clinical/Counseling/School Psychology PhD requires **107 total semester credits**, including the following:

A. MS Counseling Psychology Degree Curriculum

PSY 6290 Diversity Issues in Treatment and Assessment (Sp).....	3
PSY 6310 Intellectual Assessment (F)	3
PSY 6320 Objective Assessment of Personality and Affect (Sp)	3
PSY 6350 Introduction to Theories of Intervention in Psychology (F) ...	3
PSY 6360 Introduction to the Practice of Professional Psychology (Sp)	3
PSY 6530 Developmental Psychology (F)	3
PSY 6650 Theories of Learning: The Behavioral Perspective (F) (3 cr) or	
PSY 6660 Cognition and Instruction (Sp) (3 cr)	3

PSY 6570 Introduction to Educational and Psychological Research (F,Sp,Su)	3
PSY 6600 Research Design and Analysis I (F,Sp,Su).....	3
PSY 6850 Introduction to the Combined Doctoral Program (F)	1
PSY 6970 Thesis (F,Sp,Su).....	1-6

B. PhD Program Courses

PSY 6220 Group Counseling (F).....	3
PSY 6510 Social Psychology (Sp)	3
PSY 6750 Evidence-Based Practice II: Adults (Sp).....	2
PSY 6880 Transcultural Assessment Lab (Sp).....	1
PSY 7100 Biological Basis of Behavior (Sp)	3
PSY 7250 Professional Ethics and Standards (F).....	1-3
PSY 7270 Lifespan Psychopathology (F).....	3
PSY 7350 Practicum in School Psychology (F,Sp,Su)	3
PSY 7360 Practicum in Counseling Psychology (F,Sp,Su)	3
PSY 7370 Practicum in Clinical Psychology (F,Sp,Su).....	3
PSY 7610 Research Design and Analysis II (Sp,Su)	3
PSY 7670 Literature Reviews in Education and Psychology (F,Sp).....	2
PSY 7910 Independent Research (F,Sp,Su).....	1-3
PSY 7950 Internship in Professional Psychology (F,Sp,Su).....	1
PSY 7970 Dissertation (F,Sp,Su)	1-18
Electives	6

Note: The MS counseling psychology degree is available *only* to students matriculated into the PhD Clinical/Counseling/School program.

Experimental and Applied Psychological Science (EAPS)

The department offers a PhD program in Experimental and Applied Psychological Science. The program is designed to prepare students for careers in research, data analysis, and/or teaching in academic, public, or private settings. While satisfying the department's general requirements, students may design their programs to become specialists in a variety of areas, such as program evaluation, behavior analysis, community psychology, statistics, or similar areas. A research thesis and/or dissertation are required of all students.

Undergraduate prerequisites for admission to the PhD program in Experimental and Applied Psychological Science include:

(1) Elementary Statistics, (2) Psychometrics, and (3) History and Systems of Psychology.

A. MS Degree Curriculum

The Experimental and Applied Psychological Science MS requires a minimum of 32 credits, as follows:

PSY/EDUC 6010 Introduction to Program Evaluation: Evaluation Models and Practical Guidelines (F,Sp).....	3
PSY/EDUC 6570 Introduction to Educational and Psychological Research (F,Sp,Su)	3
PSY/EDUC 6600 Research Design and Analysis I (F,Sp,Su)	3

Content Requirements (12 credits):

Students must complete four of the following six courses:

PSY 6510 Social Psychology (Sp)	3
PSY 6530 Developmental Psychology (F)	3
PSY 6650 Theories of Learning: The Behavioral Perspective (F).....	3
PSY 6660 Cognition and Instruction (Sp).....	3
PSY 7100 Biological Basis of Behavior (Sp)	3
PSY 7230 Theory and Research in Personality (F).....	3

Department of Psychology

Other Requirements (3 credits):

PSY 7090 Research and Evaluation Methodology Program Seminar (F,Sp).....	1
PSY 7250 Professional Ethics and Standards (F).....	2
PSY 6970 Thesis (F,Sp,Su).....	8 or more

B. PhD Degree Curriculum

The Experimental and Applied Psychological Science PhD requires a minimum of 63 total credits past the MS degree:

PSY 7090 Research and Evaluation Methodology Program Seminar (F,Sp).....	1
PSY/EDUC 7670 Literature Reviews in Education and Psychology (F,Sp)	2
PSY 7700 Grant Writing (Sp)	3
PSY 7780 Multivariate Methods in Psychology and Education (F)	3

Specialty Area Electives (21 credits):

Students should consult with their supervisory committee to determine which Specialty Area Electives they should complete.

Additional Requirements for Psychology PhD Programs

All PhD candidates must meet the following general core requirements, regardless of specialty emphasis: (1) submission of an article for publication in a recognized journal; (2) presentation of research findings at a regional or national convention or professional meeting; (3) completion of the doctoral dissertation; (4) a comprehensive literature review; (5) completion of the research core; and (6) completion of an apprenticeship or internship. Students in the combined PhD program must also complete a formal case presentation, and compete nationally for admission to an APA-approved, 2,000-hour predoctoral internship. The Research and Evaluation Methodology program has an additional requirement of a grant proposal.

Research Opportunities for Students

Departmental faculty are heavily involved in basic and/or applied research. A sampling of the diverse research interests of tenured and tenure-track faculty available to students includes: *Ascione*—prosocial, moral development, domestic violence, relation between cruelty to animals and psychopathology; *Bates*—adolescent problem behavior prevention, community-level prevention, higher education teaching and learning; *Cheney*—behavioral pharmacology, basic operant learning; *Crowley*—anxiety, depression, supervision and training; *DeBerard*—health psychology, behavioral medicine, spinal surgery outcome and technique efficacy; *Domenech Rodríguez*—Latino family dynamics, parent training programs; *Fargo*—statistical methods, quantitative neuropsychology, seizure disorders, classification statistics; *Ferguson*—bullying, victimization, emotional well-being, religious thinking; *Field*—adolescent behavior disorders, rural mental health issues, school psychology; *Franco*—student services, minority health issues, multicultural psychology; *Gallagher*—social and dating relationship processes and dynamics in adolescence and rural mental health service delivery; *Gilbertson*—early intervention and prevention of behavior problems, school psychology; *Gimpel Peacock*—ADHD, behavioral disorders of children; *Julnes*—evaluation theory, human service delivery, family; *Lehman*—Web/Internet learning variables and efficacy, educational psychology; *Odum*—experimental analysis of behavior, behavior pharmacology; *Roberts*—early intervention with families of young children, community-based systems of services; *Schroder*—sexual risk behavior, models of health behavior, stress and coping; *Shahan*—experimental analysis of behavior, drug self-administration, behavior momentum, conditioned reinforcement,

behavior economics; *Sinex*—processing of central auditory system, neuropsychology of sound discrimination; *Stein*—addictive behaviors and models, drug and alcohol prevention/treatment; *J. Tschanz*—neuropsychology of Alzheimer's disease and other dementias; *White*—educational research, hearing loss detection in infancy, and program evaluation.

Graduate Student Financial Assistance

Financial support for students enrolled in terminal MS programs is limited. MS students should meet with their academic advisor for information about possible assistantship opportunities.

PhD students are guaranteed an assistantship for at least their first year. However, for at least the last 15 years, 100 percent of PhD students have continued to enjoy assistantship support beyond their first year, if they desired it. The department also has available a number of teaching assistantships. Though these are generally awarded to students matriculated in psychology PhD programs, they are occasionally given to exceptional MS students. Also, faculty in the department and college regularly offer research assistantships to graduate students, as does the Counseling Center and a variety of on- and off-campus facilities (e.g., Center for Persons with Disabilities, Bear River Mental Health Center, Head Start, and Early Head Start). Additionally, first-year psychology PhD students typically compete extremely well for several University Fellowships, which were established to attract top student scholars to USU. Furthermore, the department has some scholarship support specifically available to psychology graduate students (e.g., Walter Borg and Elwin Nielsen scholarships). Finally, in accordance with current School of Graduate Studies policy, PhD students may qualify for full tuition remission for up to 70 credits of their program.

Psychology Faculty

Professors

Frank R. Ascione, developmental
Carl D. Cheney, physiological
Susan L. Crowley, counseling
Tamara J. Ferguson, social and developmental psychology
Richard N. Roberts, developmental
Charles L. Salzberg, applied behavior analysis
Donal G. Sinex, auditory neurophysiology
David M. Stein, clinical psychology
Karl R. White, research and evaluation methodology

Research Professors

Byron R. Burnham, qualitative evaluation methods
Russell Snyder, auditory neurophysiology

Professors Emeritus

Marvin G. Fifield, school and counseling
J. Grayson Osborne, behavior therapy, child
Blaine R. Worthen, research and evaluation methodology

Associate Professors

M. Scott DeBerard, health psychology
George Julnes, research and evaluation methodology
Amy L. Odum, behavior analysis
Gretchen Gimpel Peacock, school
Melanie M. Domenech Rodríguez, counseling, child clinical
JoAnn T. Tschanz, neuropsychology, abnormal psychology, physiological psychology

Department of Psychology

Research Associate Professor

Mark S. Innocenti, school psychology

Assistant Professors

Scott C. Bates, social and community psychology

Jamison Fargo, statistical methods, neuropsychology

Clint Field, school psychology

Renee V. Galliher, clinical psychology

Donna M. Gilbertson, school psychology

Timothy Shahan, behavior analysis

Kerstin E. E. Schroder, health psychology

Research Assistant Professor

Susan G. Friedman, research methods

Adjunct and Clinical Faculty

Ann M. Berghout Austin, infancy through childhood

Carolyn G. Barcus, counseling

David W. Bush, clinical/counseling

Robert S. Cook, rural and family interventions

Gwenaelle C. Couillard, training

Mary E. Doty, clinical

Monique Frazier, child clinical

Eric J. Gee, research and evaluation

Richard D. Gordin, Jr., sport and exercise psychology

Margaret R. "Peg" Hennon, career guidance and assessment

Randall M. Jones, family research management

Joan A. Kleinke, counseling and personnel services

Steve Lehman, educational psychology

J. Russell Mason, sensory evaluation, ethology

Kent E. Nabers, gero-psychology

Mark A. Nafziger, counseling psychology

Maria C. Norton, research and evaluation methodology

D. Kim Openshaw, marriage and family therapy

Lori A. Roggman, developmental

Carol Rosenthal, instructional design and technology

Thomas R. Schenkenberg, neuropsychology

Patricia L. Truhn, neuropsychology, crisis intervention

Brian Tschanz, social psychology

Beth Walden, research and evaluation methodology

Leland J. Winger, Jr., clinical

Jean Wollam, educational psychology

Course Descriptions

Psychology (PSY), [click here](#)