



## Department of Psychology

# Undergraduate Program Handbook

*Department Overview and Program of Study*

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## WELCOME

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Welcome to the Undergraduate Program in Psychology at UWM. We hope that you find this handbook informative and that you will seek advising if you have further questions. We also appreciate your suggestions so that we can continue to improve the program.

The program provides broad training in psychology, the science of behavior, including training in the research methods used to conduct experiments. In addition, the department has research strengths in clinical psychology, health psychology, and neuroscience, and provides opportunities to pursue more specialized coursework in these areas. Students may earn either a Bachelor of Arts or Bachelor of Science degree.

In addition to standard lecture and laboratory courses, the department offers other valuable learning opportunities. Engaging in psychology-related work outside the classroom helps you apply what you've learned in your courses and gain experience that will be helpful when seeking your first job after finishing your degree or when applying to graduate school. Many students serve as research assistants on faculty and graduate student projects. There are also opportunities for students to engage in field placement work in the community\*.

Although an undergraduate major in psychology does not focus on professional training, it provides an excellent foundation for many careers. Some careers require graduate study or specialized training, while others are open to B.A. or B.S. graduates. Information about career planning can be found in this document, on the department website, through conversations with a psychology faculty advisor, and through the UWM Career Planning and Resource Center.

This handbook provides an overview of the psychology program at UWM, including course requirements, research and field placement opportunities, and advising options. The handbook also describes other resources for academic success and career exploration. If this manual does not address a specific question, feel free to contact your Psychology faculty or L&S advisor.

Sincerely,

Deborah Hannula, Associate Chair and Director of Undergraduate Studies  
Hobart Davies, Chair

*\* A note about the Covid-19 pandemic.*

Departmental faculty and staff are keenly aware of the challenges and hardships that the Covid-19 pandemic has presented. We want to ensure you that we value your health and safety and are here to help if you are struggling. Currently, Field Placement activities must be completed virtually (from home); we will alert you when this restriction has been lifted. Please know that it is important to us that you have access to the tools, resources, and support that you need to succeed, whether instruction occurs in person or online. If you come up against a stumbling block or have questions, we encourage you to reach out to your course instructor or to Deborah Hannula (hannula@uwm.edu), the Director of Undergraduate Studies in Psychology, for help. We will do our best to respond promptly and to provide guidance about how best to proceed. Please do not hesitate to get in touch.

## UNDERGRADUATE PROGRAM OVERVIEW

### MISSION/PURPOSE

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Psychology, as a scientific discipline, aims to describe, explain, influence, and predict behavior. To this end, the mission of the Undergraduate Program of Studies in Psychology is to: a) provide students with instruction that is focused on core concepts in several content areas of psychology, b) foster an understanding of the biopsychosocial bases of behavior, c) facilitate understanding of, and proficiency in, scientific research methods and statistics, d) encourage appreciation for the applicability of psychological principles to everyday problems, and e) enhance critical thinking and communication skills relevant to many career paths.

### GOALS AND LEARNING OBJECTIVES

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#### **Demonstrate knowledge of major content areas in psychology**

Students should demonstrate understanding of several major content areas in psychology: the social and biological bases of behavior, sensation and perception, language, memory, individual differences, conditioning and learning, human development, stress and coping, psychopathology, psychological assessment and intervention, multicultural psychology, and the history of psychology.

#### **Demonstrate understanding of, and proficiency in, scientific methods**

Students will demonstrate: a) knowledge of experimental methods, research design, descriptive and inferential statistical techniques, and ethical principles governing research; b) the ability to apply this knowledge (e.g., by using appropriate statistical tests), design and conduct research studies, write research reports; and c) the ability to summarize and interpret scientific data.

#### **Apply knowledge acquired as a major**

Students will be able to address practical problems by applying knowledge acquired as a major.

#### **Demonstrate effective writing skills**

Students will be able to demonstrate professional writing conventions (e.g., grammar, audience awareness, formality), the ability to write clear, concise paragraphs, and to appropriately organize and develop ideas.

### PROGRAM TUTORIALS AND INFORMATION

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This handbook and the information available in the undergraduate section of the [Department Website](#) are the primary sources of information about the program. From these materials you can learn about program requirements, advising, research or field placement opportunities, and careers in psychology. When you declare the major (or the minor), you will select a faculty member from the department to serve as your psychology advisor. This person can help you navigate the psychology program and provide you with information about graduate school and potential career paths.

## ACADEMIC REQUIREMENTS AND PROGRAM OF STUDY

### REQUIREMENTS FOR THE MAJOR AND THE MINOR

| Requirements for the Major  | Requirements for the Minor   |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Psychology 101, Introduction to Psychology</li> <li>▪ Psychology 210, Psychological Statistics</li> <li>▪ Psychology 254, Physiological Psychology</li> <li>▪ Psychology 325, Research Methods</li> <li>▪ ONE from: Psychology 205, 214, 230, or 260</li> <li>▪ EITHER:               <ul style="list-style-type: none"> <li>○ Three Systems and Foundations courses AND two Advanced Laboratory courses</li> <li>OR</li> <li>○ Four Systems and Foundations courses AND one Advanced Laboratory course</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Psychology 101, Introduction to Psychology</li> <li>▪ One from: Psychology 205, 210, 214, 230, 254, or 260</li> <li>▪ Four additional Psychology courses, at least three of which must be upper level (300-level or higher)</li> <li>▪ NOTE: Although 210 and 325 are not required, if you are considering a Psychology Major, we highly recommend that you take these courses because they are required for the major</li> </ul> |

#### Bachelor of Arts vs. Bachelor of Science Requirements

Required psychology courses for the major are identical for the BA and the BS degrees. However, the [L&S degree requirements](#) are different. For instance, BS students must take at least 30 credits of [L&S Approved Advanced Natural Science](#) courses (in any L&S department, not just in Psychology). Courses in Psychology that satisfy this requirement are noted in the list of courses on p. 8-9.

#### Tracking Progress

It is recommended that you track your progress in the major or the minor by using our checklists: the [Major Checklist](#) or the [Minor Checklist](#). In addition, you should meet at least once per year with your L&S Advisor (general degree requirements) and your Psychology Faculty Advisor (psychology-specific requirements) to determine whether you are on track for timely completion of your degree.

### DECLARING THE MAJOR OR MINOR

Declare the major as soon as you can. This will ensure that you have a Psychology faculty advisor. Data also show that students who declare early are more likely to successfully complete their degree.

| Eligibility to Declare the Major   | Eligibility to Declare the Minor  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Complete 15 university credits</li> <li>▪ Complete Psychology 101</li> <li>▪ Read this handbook and complete the online <a href="#">tutorial/quiz</a> on the program</li> </ul> | <ul style="list-style-type: none"> <li>▪ Complete 45 university credits</li> <li>▪ Complete Psychology 101</li> </ul> |

#### How to Declare the Major or the Minor

- Choose a Psychology faculty member to be your advisor (p. 12-13, or [Department Webpage](#)).
- Psychology Majors: Read this handbook, take the corresponding [online tutorial/quiz](#), and then complete the online [Declaration of Major Form](#).

- Psychology Minors: We are still using paper forms to declare the minor. Currently, it is recommended that you request the required paperwork via email from Anna Morehouse ([que@uwm.edu](mailto:que@uwm.edu)). Anna will send you the paperwork, which you can complete from home and then return to her as an attachment.
- Note that if you are declaring the minor, it may take a few weeks for the change to appear on your record. If the change has not been made within a month of completing the required paperwork, please write Professor Hannula at [hannula@uwm.edu](mailto:hannula@uwm.edu).

## COURSE SEQUENCING AND GPA REQUIREMENTS

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The major is designed to encourage breadth and depth of knowledge, and to help you develop skills in research methods. To meet these objectives, students must take a sequence of four required courses, beginning with Psychology 101. After you have passed Psychology 101 (grade of D- or higher) you may take other courses in psychology together with the remaining courses in the required sequence below. When you enroll in classes, please be mindful of any prerequisites and make sure that you are eligible for registration. For the major, you must complete at least 32 credits and 10 courses in psychology. In addition, your GPA in these classes must be 2.0 or higher. Please see the major checklist for information about how this GPA is calculated for transfer students. If you have questions about any of these requirements, please contact your Psychology advisor or the Associate Chair, Deborah Hannula.

### Research Methods Sequence

1. **Psychology 101 – Introduction to Psychology.** Psychology 101 is the gateway course to the major and must be completed by all of our students. If you have received a score of 4 or 5 on the AP Psychology Test or have completed an equivalent course at another institution, you will receive credit for Psychology 101 at UWM. Psychology 101 is a prerequisite for every other course in the department, including Psychology 210 (Statistics). Be aware that you must earn an average GPA of 2.62 or higher in Psychology 101 and 210 (see table on p. 7) to enroll in Psychology 325 (Research Methods) – there are no exceptions to this rule. (An AP exam score of 4 or 5 counts as an “A.”)
2. **Psychology 210 – Psychological Statistics.** This course provides foundational knowledge in statistics used in scientific research. It is a prerequisite for Psychology 325 (Research Methods). Remember, there is a minimum combined GPA requirement in Psychology 101 and 210 for enrollment in Psychology 325. To enroll in Psychology 210, you must have passed the Quantitative Literacy Part A requirement: a grade of C or higher in Math 102, 103, 105, 108, 111 (Philosophy 111), 116, or the equivalent. Psychology 210 satisfies the Quantitative Literacy Part B requirement.
3. **Psychology 325 – Research Methods.** This course covers hypothesis testing, design, analysis, and interpretation of psychological experiments, as well as how to write research reports. **This course is a prerequisite for the required Advanced Laboratory course(s) – they cannot be taken at the same time. Do not wait until the final semester of your senior year to take this class.** As indicated above, a combined GPA of 2.62 in Psychology 101 and 210 is required for enrollment in this course. A low grade in either of these courses may mean that you have to retake one or both of them to meet the GPA requirement. The table on p. 7 can be used to determine eligibility for Psychology 325 enrollment. Note that you must also complete the Oral and Written Communication Part A requirement (a grade of C or higher in English 102 or the equivalent) before enrolling in Psychology 325. Psychology 325 satisfies the Oral and Written Communication Part B requirement. This course has a history of filling up quickly so please plan ahead.

4. **One (or two) Advanced Laboratory course(s).** The advanced lab courses apply the research methods learned in Psychology 210 and 325 to a specific area of psychology. These courses satisfy the L&S research requirement. As indicated above, Psychology 325 is a prerequisite for enrollment in an Advanced Laboratory course; they cannot be completed at the same time.

### Topical Courses in Psychology

Once you have completed Psychology 101, there are several course options. A good choice would be to enroll in a discipline-specific introductory course (205 – Personality, 214 – Conditioning and Learning, 230 – Social Psychology, 254 – Physiological Psychology, 260 – Child Psychology) next. These classes introduce specific fields and may be prerequisites for more advanced courses. Note that Psychology 254 is required of all majors and is a prerequisite for almost all of the upper level neuroscience courses. In addition to Psychology 254, at least one other 200-level course is required for the major.

Advanced coursework (Systems and Foundations classes) can be completed anytime after Psychology 101 if you meet the prerequisites. See the class list (p. 8-9) or the [Psychology Major Checklist](#) for details.

We recommend that you speak with your L&S and Psychology Faculty Advisors about course planning.

### PSYCHOLOGY 325 ELIGIBILITY

A combined GPA of 2.62 in Psychology 101 and 210 is required to take Psychology 325. Students may retake a course up to two times (three times total) if necessary (see p. 12).

|                       |      |      | 210 Grade (4 credits) |             |             |             |             |             |             |             |      |      |      |      |
|-----------------------|------|------|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------|------|------|------|
|                       |      |      | A                     | A-          | B+          | B           | B-          | C+          | C           | C-          | D+   | D    | D-   | F    |
|                       |      |      | 4.00                  | 3.67        | 3.33        | 3.00        | 2.67        | 2.33        | 2.00        | 1.67        | 1.33 | 1.00 | 0.67 | 0.00 |
| 101 Grade (3 credits) | A    | 4.00 | 4.00                  | 3.81        | 3.62        | 3.43        | 3.24        | 3.05        | 2.86        | <u>2.67</u> | 2.47 | 2.29 | 2.10 | 1.17 |
|                       | A-   | 3.67 | 3.86                  | 3.67        | 3.48        | 3.29        | 3.10        | 2.90        | <u>2.72</u> | 2.53        | 2.33 | 2.14 | 1.96 | 1.57 |
|                       | B+   | 3.33 | 3.71                  | 3.52        | 3.33        | 3.14        | 2.95        | <u>2.72</u> | 2.57        | 2.38        | 2.19 | 2.00 | 1.81 | 1.43 |
|                       | B    | 3.00 | 3.57                  | 3.38        | 3.19        | 3.00        | 2.81        | <u>2.62</u> | 2.43        | 2.24        | 2.05 | 1.86 | 1.67 | 1.20 |
|                       | B-   | 2.67 | 3.34                  | 3.24        | 3.05        | 2.86        | <u>2.67</u> | 2.48        | 2.29        | 2.10        | 1.90 | 1.72 | 1.53 | 1.14 |
|                       | C+   | 2.33 | 3.28                  | 3.10        | 2.90        | <u>2.71</u> | 2.52        | 2.33        | 2.14        | 1.95        | 1.76 | 1.57 | 1.38 | 1.00 |
|                       | C    | 2.00 | 3.14                  | 2.95        | <u>2.76</u> | 2.57        | 2.38        | 2.19        | 2.00        | 1.81        | 1.62 | 1.43 | 1.24 | 0.86 |
|                       | C-   | 1.67 | 3.00                  | 2.81        | <u>2.62</u> | 2.43        | 2.24        | 2.05        | 1.86        | 1.67        | 1.48 | 1.29 | 1.10 | 0.72 |
|                       | D+   | 1.33 | 2.86                  | <u>2.67</u> | 2.47        | 2.28        | 2.210       | 1.90        | 1.71        | 1.52        | 1.33 | 1.14 | 0.95 | 0.57 |
|                       | D    | 1.00 | <u>2.71</u>           | 2.53        | 2.33        | 2.14        | 1.95        | 1.76        | 1.57        | 1.38        | 1.19 | 1.00 | 0.81 | 0.43 |
|                       | D-   | 0.67 | 2.57                  | 2.38        | 2.19        | 2.00        | 1.81        | 1.62        | 1.43        | 1.24        | 1.05 | 0.86 | 0.67 | 0.29 |
| F                     | 0.00 | 2.29 | 2.10                  | 1.90        | 1.71        | 1.53        | 1.33        | 1.14        | 0.95        | 0.76        | 0.57 | 0.38 | 0.00 |      |

## LIST OF PSYCHOLOGY COURSES

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### Required Courses for the Major

These courses provide a foundation in the major domains of psychology and an understanding of the methodologies used to conduct research in these domains.

| <u>NUMBER</u> | <u>TITLE</u>                   | <u>CREDITS</u> | <u>PREREQUISITES</u>  |
|---------------|--------------------------------|----------------|---|
| 101           | Introduction to Psychology     | 3              | None  |
| 210           | Psychological Statistics       | 4              | 101, Quantitative Literacy Part A   |
| 254           | Physiological Psychology       | 3              | 101   |
| 325           | Research Methods in Psychology | 4              | GPA of 2.62 in 101 & 210<br>(see Eligibility Table), Oral and<br>Written Communication Part A |

One of the following four courses:

|     |   |   |     |
|-----|---|---|-----|
| 205 | Personality                                   | 3 | 101 |
| 214 | Introduction to Conditioning & Learning       | 3 | 101 |
| 230 | Social Psychology: Psychological Perspectives | 3 | 101 |
| 260 | Child Psychology                              | 3 | 101 |

### Systems and Foundations Courses

Students must take EITHER four Systems and Foundations courses AND one advanced lab OR three Systems and Foundations and two advanced labs.

<sup>NS</sup> denotes Advanced Natural Science course: BS requires 30 L&S Advanced Natural Science credits (in any L&S department). Does not apply to BA.

| <u>NUMBER</u> | <u>TITLE</u>  | <u>CREDITS</u> | <u>PREREQUISITES</u>                      |
|---------------|---|----------------|---|
| 319           | Gay and Lesbian Psychology  | 3              | Junior standing, 101                      |
| 320           | Psychology of Women   | 3              | Junior standing, 101                      |
| 407           | Personality Theory  | 3              | 205                                       |
| 412           | Abnormal Psychology   | 3              | 101                                       |
| 433           | <sup>NS</sup> Neuropsychology   | 3              | 254, or consent                           |
| 454           | <sup>NS</sup> Psychopharmacology and Addiction  | 3              | 254, or consent                           |
| 503           | <sup>NS</sup> Perception  | 3              | Junior standing, 9 Psych Credits          |
| 510           | <sup>NS</sup> Advanced Psychological Statistics   | 3              | Junior standing, 210                      |
| 540           | Clinical Psychology: Science and Practice   | 3              | Junior standing, 325                      |
| 550           | History of Psychology   | 3              | Junior standing, 9 Psych Credits          |
| 551           | Learning & Motivation Theories  | 3              | Junior standing, 9 Psych Credits          |
| 555           | Health Psychology   | 3              | 254, or consent                           |
| 578           | Psychology of Race, Ethnicity, and Health   | 3              | Junior standing, 101                      |
| 609           | <sup>NS</sup> Motivation (rarely offered)   | 3              | Junior standing, 254, or<br>consent       |
| 610           | <sup>NS</sup> Experimental Design   | 3              | Junior standing, 210                      |
| 611           | Current Topics: (subtitled), topics include:<br><sup>NS</sup> <i>Visual Cognition</i><br><sup>NS</sup> <i>Cellular and Molecular Neuroscience</i> | 3              | Junior standing, others vary by<br>course |

|     |   |   |                                  |
|-----|---|---|----------------------------------|
| 620 | Single-Subject Research Methods                   | 3 | Junior standing, 325, or consent |
| 627 | <sup>NS</sup> Cognitive Neuroscience              | 3 | Junior standing, 210, 254        |
| 645 | <sup>NS</sup> Hormones and Behavior               | 3 | Junior standing, 254             |
| 657 | <sup>NS</sup> Neurobiology of Learning and Memory | 3 | Junior standing                  |
| 680 | <sup>NS</sup> Psychology of Aging                 | 3 | Junior standing, 325 or consent  |
| 682 | <sup>NS</sup> The Aging Brain                     | 3 | Junior standing, 254             |

### **Advanced Laboratory Courses**

These courses provide first-hand laboratory experience with research techniques in a particular area of psychology. You must have passed Psychology 325 with a grade of D- or higher to enroll.

| <u>NUMBER</u> | <u>TITLE</u>                                    | <u>CREDITS</u> | <u>PREREQUISITES</u>      |
|---------------|---|----------------|---------------------------|
| 502           | Applied Behavior Analysis                       | 4              | Junior standing, 325      |
| 505           | Cognitive Processes                             | 4              | Junior standing, 325      |
| 514           | Conditioning and Learning                       | 4              | Junior standing, 325      |
| 623           | <sup>NS</sup> Perceptual Processes              | 4              | Junior standing, 325      |
| 654           | <sup>NS</sup> Advanced Physiological Psychology | 4              | Junior standing, 254, 325 |
| 656           | <sup>NS</sup> Psychophysiology                  | 4              | Junior standing, 254, 325 |
| 660           | Experimental Child Psychology                   | 4              | Junior standing, 325      |
| 677           | Experimental Social Psychology                  | 4              | Junior standing, 325      |

## AREAS OF SPECIALIZATION – SUGGESTED COURSES

There are currently no concentrations or “tracks” in the major. However, students may choose to tailor their program of study to a specific area of psychology if they so desire. The UWM psychology department has strengths in the following areas:

|                            |  |
|----------------------------|--|
| <b>Clinical Psychology</b> | Introduction to psychological disorders, assessment and treatment. **              |
| <b>Health Psychology</b>   | Effects of psychological and behavioral factors on physical health and well-being. |
| <b>Neuroscience</b>        | Exploration of brain-behavior relationships in humans and non-human animals.       |

\*\* You CANNOT become a licensed therapist with a bachelor’s degree; graduate training is required.

**Suggested Coursework:** The following courses would be appropriate for students seeking an emphasis in one of these three areas of specialization. Note that these lists are not exhaustive (see p. 8-9).

| <b>Clinical Psychology / Mental Health Emphasis</b> |                 |   |
|---|-----------------|---|
|   | <b>Course #</b> | <b>Course Name</b>                        |
| <b>Introductory Content</b>                         | 205             | Personality                               |
|   | 214             | Conditioning and Learning                 |
|   | 260             | Child Psychology                          |
| <b>Systems and Foundations</b>                      | 319             | Gay and Lesbian Psychology                |
|   | 320             | Psychology of Women                       |
|   | 407             | Personality Theory                        |
|   | 412             | Abnormal Psychology                       |
|   | 433             | Neuropsychology                           |
|   | 454             | Psychopharmacology and Addiction          |
|   | 540             | Clinical Psychology: Science and Practice |
| <b>Advanced Labs</b>                                | 680             | Psychology of Aging                       |
|   | 502             | Applied Behavior Analysis                 |
|   | 514             | Conditioning and Learning                 |
|   | 660             | Experimental Child Psychology             |
| <b>Health Psychology Emphasis</b>                   |                 |   |
|   | <b>Course #</b> | <b>Course Name</b>                        |
| <b>Introductory Content</b>                         | 230             | Social Psychology                         |
| <b>Systems and Foundations</b>                      | 319             | Gay and Lesbian Psychology                |
|   | 320             | Psychology of Women                       |
|   | 555             | Health Psychology                         |
|   | 578             | Race, Ethnicity, and Health               |
|   | 609             | Motivation                                |
| <b>Advanced Labs</b>                                | 656             | Psychophysiology                          |
|   | 677             | Experimental Social Psychology            |

| Neuroscience Emphasis   |          |   |
|-------------------------|----------|---|
|                         | Course # | Course Name   |
| Introductory Content    | 254      | Physiological Psychology ( <i>required class for all majors</i> ) |
| Systems and Foundations | 433      | Neuropsychology   |
|                         | 454      | Psychopharmacology and Addiction                                  |
|                         | 503      | Perception  |
|                         | 611      | Current Topics (check for current listings)                       |
|                         | 627      | Cognitive Neuroscience  |
|                         | 645      | Hormones and Behavior   |
|                         | 657      | Neurobiology of Learning and Memory                               |
|                         | 682      | The Aging Brain   |
| Advanced Labs           | 505      | Cognitive Processes   |
|                         | 623      | Perceptual Processes  |
|                         | 654      | Advanced Physiological Psychology                                 |

## HONORS IN THE MAJOR

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Psychology majors who meet the following criteria are awarded Honors in the major:

1. Cumulative GPA of 3.0 or higher on all attempted credits.
2. Average GPA of 3.5 or higher in all psychology classes.
3. Average GPA of 3.5 or higher in advanced psychology coursework (300-level or higher).

## GENERAL EDUCATION REQUIREMENTS – COLLEGE OF LETTERS & SCIENCE

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To graduate with a Bachelor's Degree from the College of Letters & Science, students must complete the requirements for the major and the [L&S degree requirements](#). Students should meet regularly with their assigned [L&S advisor](#) to ensure appropriate progress toward the degree.

## TRANSFER STUDENTS AND COURSE EQUIVALENCIES

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Transfer students must complete 15 UWM credits in upper level classes (300-level or higher) in the psychology major. For a minor, transfer students must complete at least nine upper level credits (300-level or higher) in psychology at UWM. For additional information about requirements that apply to transfer students (beyond the major or minor) please consult the [L&S degree requirements](#) or ask your L&S advisor.

UWM will count transfer courses from other institutions as UWM equivalents if we offer the same (or a very similar course). Sometimes psychology courses do not automatically transfer as UWM equivalents despite strong overlap in course content. To request consideration for such courses to be counted as equivalent to a UWM Psychology course, please send a copy of the course syllabus along with the name/number of the class that you'd like credit for to the Associate Chair, Deborah Hannula ([hannula@uwm.edu](mailto:hannula@uwm.edu)). Please note that Professor Hannula can only make equivalency decisions about Psychology classes.

## STUDY ABROAD COURSE EQUIVALENCIES

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Students who study abroad must be sure to earn at least 15 upper level (300-level or higher) non-transfer UWM credits in Psychology. To request consideration for study abroad courses to count as UWM equivalents, obtain the necessary form from the [Study Abroad](#) program in the Center for International Education. Then, contact the Associate Chair, Deborah Hannula at [hannula@uwm.edu](mailto:hannula@uwm.edu) to determine whether the courses in your study abroad program satisfy UWM Psychology requirements.

## RETAKEING COURSES

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Students who would like to take a course for the third time should request permission from the Associate Chair, Deborah Hannula ([hannula@uwm.edu](mailto:hannula@uwm.edu)). You may not retake a course more than twice (three times total).

Psychology 101 (Introduction to Psychology) and Psychology 210 (Psychological Statistics) are among the most frequently retaken courses. This is because an average GPA of 2.62 across these two courses is required to enroll in Psychology 325 (Research Methods), a required course in the major. Please be aware of the grade you need to earn in 101 and 210 (see table on p. 7). If you avoid retaking these courses, it will save time and money!

## ADVISING

Students will choose a faculty member to serve as their psychology advisor when declaring the major or minor. However, there is no need to wait until declaring the major to request advise. Psychology faculty advisors are best able to assist with opportunities in the psychology program, questions about graduate school, and career planning. L&S advisors (see p. 13) can help with questions about general degree requirements. Students are encouraged to meet with their advisors regularly.

## CHOOSING A FACULTY ADVISOR

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Students should choose a faculty advisor from the area that is of most interest to them (see table below), as these faculty will be most knowledgeable regarding career planning in that area. However, students are free to choose any faculty member in the department to serve as their advisor.

| Area of Interest           | Description   | Faculty Advisors   | UWM Email  |
|----------------------------|---|--|--|
| <b>Clinical Psychology</b> | Introduction to clinical or counseling psychology (psychological disorders, assessment and treatment).<br><br><u>NOTE:</u> You CANNOT get licensed as a therapist with a bachelor's degree. | Cahill<br>Davies<br>Klein-Tasman<br>Larson<br>Lee<br>Lisdahl<br>Ridley<br>Shorey | <a href="mailto:cahill@uwm.edu">cahill@uwm.edu</a><br><a href="mailto:hobart@uwm.edu">hobart@uwm.edu</a><br><a href="mailto:bklein@uwm.edu">bklein@uwm.edu</a><br><a href="mailto:larsoncl@uwm.edu">larsoncl@uwm.edu</a><br><a href="mailto:leehj@uwm.edu">leehj@uwm.edu</a><br><a href="mailto:medinak@uwm.edu">medinak@uwm.edu</a><br><a href="mailto:rridley@uwm.edu">rridley@uwm.edu</a><br><a href="mailto:shorey@uwm.edu">shorey@uwm.edu</a> |

|                          |  |   |  |
|--------------------------|--|---|--|
| <b>Health Psychology</b> | Effects of psychological and behavioral factors on physical health & well-being. | Merritt<br>Fleming  | <a href="mailto:merrittm@uwm.edu">merrittm@uwm.edu</a><br><a href="mailto:mundo@uwm.edu">mundo@uwm.edu</a>   |
| <b>Neuroscience</b>      | Exploration of brain-behavior relationships in humans and non-human animals.     | Driscoll<br>Frick<br>Hannula<br>Helmstetter<br>Moyer<br>Swain | <a href="mailto:driscoli@uwm.edu">driscoli@uwm.edu</a><br><a href="mailto:frickk@uwm.edu">frickk@uwm.edu</a><br><a href="mailto:hannula@uwm.edu">hannula@uwm.edu</a><br><a href="mailto:fjh@uwm.edu">fjh@uwm.edu</a><br><a href="mailto:jrmoyer@uwm.edu">jrmoyer@uwm.edu</a><br><a href="mailto:rswain@uwm.edu">rswain@uwm.edu</a> |
| <b>General</b>           | General interest in Psychology ( <i>any faculty member is appropriate</i> )      | Lenz<br>Lima  | <a href="mailto:plenz@uwm.edu">plenz@uwm.edu</a><br><a href="mailto:suelima@uwm.edu">suelima@uwm.edu</a>   |

## L&S ADVISING

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Your L&S (or other college/school) advisor is the ideal person to assist with general degree requirements and course planning. They can help ensure that you have taken all of the appropriate general education and breadth courses, and that you have satisfied other L&S and university-wide requirements for graduation. They also can assist you with the requirements for the Psychology major and minor. Your psychology faculty advisor can assist you with planning your psychology courses and career development, but they will not be able to assist you with the general degree requirements.

The name of your advisor is available on the top right of your unofficial transcript in PAWS. You may also contact the [L&S advising office](#) to schedule an appointment. We strongly encourage you to meet with your L&S advisor regularly.

## DIRECTOR OF UNDERGRADUATE STUDIES

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Students may also consult with the Associate Chair of Psychology, Deborah Hannula, [hannula@uwm.edu](mailto:hannula@uwm.edu), who handles inquiries about undergraduate matters, including course transfers, career options, admission to graduate programs in psychology, course-related questions, and special problems and grievances that arise.

## UNDERGRADUATE RESEARCH OPPORTUNITIES

### RESEARCH ASSISTANTSHIPS

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Serving as a research assistant in a faculty-directed research lab is a valuable opportunity. Research experience allows students to develop a portfolio of valuable skills, such as problem solving, interpersonal awareness, critical evaluation, and general research experience. Research assistantships also are an excellent way to get to know a faculty member better, which can be of great use for letters of recommendation for graduate school or jobs. Such experience is excellent preparation for the job market and crucial for students who would like to pursue graduate training, especially for Ph.D. programs. In fact, the earlier you start the better – freshman and sophomores are encouraged to get involved.

## COURSE CREDIT AND PAID RESEARCH OPPORTUNITIES

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Students may earn credit for their research assistantships by enrolling in Psych 290, Undergraduate Research Lower Division (freshman and sophomores), and Psych 690, Undergraduate Research Upper Division (juniors and seniors). Some paid opportunities are available in the form of Stipend for Undergraduate Research Fellowships ([SURF](#)) awarded by the [Office of Undergraduate Research](#). However, most research assistantships are unpaid. Talk with your faculty research supervisor to see if you should apply for a SURF award.

\*Please note that most labs are currently closed or operating at much-reduced capacity (i.e., limited to essential personnel) because of the Covid-19 pandemic. We are hopeful that lab operations will resume soon, but right now, faculty might not be able to accommodate research assistantship requests. The Associate Chair will be in touch when additional news is available.

## FINDING A RESEARCH ASSISTANTSHIP

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1. Find a faculty member or members whose research is of most interest to you and most relevant to your career goals.
  - Think about what aspects of psychology interest you. Read scientific articles in this area.
  - Check the psychology department website's [list of faculty members](#) and their research interests. Some professors have a lab webpage that describes what they do in more detail. Links to these webpages can be found under each faculty member's page on the departmental faculty listing.
  - Other departments, such as Social Work, Counseling Psychology, Human Movement Sciences, etc. also offer research opportunities that may be of interest to you. Consult their websites if you are not finding relevant options in the Psychology department.
  - Check the [Office of Undergraduate Research](#) webpage for listings of research opportunities.
2. Apply to work in the lab(s) that interest you.
  - Do NOT send a mass email to several faculty at once.
  - Contact the faculty member you are interested in working with directly. Send a *brief* email message that includes a description of your background (e.g., major, year in school) and information about why you are interested in their lab. Do your homework before you send an email message! Read recently published papers from the lab and make sure that you understand the kind of research that they do.
  - Some faculty have prepared specific instructions for students interested in working in their labs. Make sure to check lab webpages for this kind of information and then follow any posted instructions.
3. If opportunities are not currently available, don't be afraid to inquire again in a few months, or to ask the faculty member if they may have spots available in future semesters.

## SENIOR THESIS

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In addition to providing research assistantships, the department allows especially talented seniors to complete a thesis. Completion of Psychology 698, Senior Thesis, allows a student to demonstrate his or her ability to formulate a research idea and develop an original, independent investigation. Completing a senior thesis may make a student more competitive for admission to graduate school.

### **Procedures for Completing a Senior Thesis**

Undergraduate theses should be supervised by a psychology faculty member. Students must have a 3.5 overall GPA to do a thesis. The remaining procedures (next paragraph) for completing a thesis are guidelines. Consult your intended thesis advisor about the expectations for completing your thesis.

Students should form a thesis committee consisting of their research advisor and at least one other UWM faculty member. Before conducting the thesis research, students are strongly encouraged to write a thesis proposal and orally defend it at a meeting of the thesis committee. After the research is completed, students are required to write a thesis and orally defend it at a meeting of the thesis committee.

## FIELD PLACEMENTS

Psychology is one of the most popular majors in the United States. Thousands of graduates each year will have completed basic coursework in psychology. Field Placement work provides students with an opportunity to set themselves apart and get some real-world experience outside of the traditional classroom setting. Field Placements are essentially like internships – they are typically volunteer positions with community organizations or companies that have psychology-relevant missions (e.g., organizations that provide refuge for troubled youth, crisis hotlines). Students who earn Field Placement credit are typically very satisfied with the experience – many students use the Field Placement as a springboard for identifying an eventual career path, as it permits them to *try out* or *get a feel for* a profession before they've graduated. If things don't work out and you decide that this kind of work just isn't for you, then try something else (Field Placement can be repeated). Keep in mind that professionalism is paramount in these positions. The placement site is a great place to have meaningful interactions with professionals in the community who could write a letter of recommendation on your behalf or provide critical advice about career opportunities.

\*Please note that in response to the Covid-19 pandemic current Field Placement activities must be completed virtually (i.e., from home) rather than at the worksite. We realize that this is an inconvenience and that some placement sites may not be able to accommodate this provision, but this decision was made with the health and safety of our students in mind. The Associate Chair, Professor Hannula, will send updates when new information is available, and will alert you when in-person Field Placement activities can resume.

### **GENERAL FIELD PLACEMENT REQUIREMENTS**

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With the permission of a faculty sponsor, students can register for field placement credit by enrolling in Psych 292 (freshman, sophomores), 692 (juniors), or 697 (seniors). Field placements are 3 credits, which corresponds to 9-10 hours per week, or no fewer than 135 hours over the course of a semester.

Some field placements may not be able to accommodate this time commitment (e.g., they may only have 5 hours of work for you per week). If this is the case, you may meet the work hour requirement over the course of two semesters. To do this, you would register for field placement credit during the second semester, in two semesters of work. Note that your plan must be approved in advance by the faculty member who will serve as your Field Placement advisor. If you find a placement that you are very interested in, but are unsure about whether it meets these basic requirements, please contact your faculty sponsor or the Associate Chair for Undergraduate Studies, Deborah Hannula, [hannula@uwm.edu](mailto:hannula@uwm.edu).

## HOW DOES IT WORK?

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*Step 1: Identify a Field Placement site.* It is your job to identify a worksite where you will complete Field Placement activities (see p. 17). If you have questions about whether the placement site you have in mind is appropriate or need advice about how to find a placement site, please see the relevant section below and/or write the Associate Chair.

*Step 2: Make sure that the Field Placement site can accommodate a 9-hour work week.* The Field Placement is a 3-credit course. Consistent with the [UWM credit hour policy](#), this means that you must be on site (at the workplace) no fewer than 9 hours per week (i.e., 9 hours/week x 15-week semester = 135 hours total). If you have identified a placement site that cannot accommodate this schedule, then one solution would be to volunteer for two semesters (e.g., in the fall and spring terms) and then register for credit in the second semester, with total time spent on the job no less than 135 hours. In addition, *it is critical that you have an assigned supervisor at the worksite and that this person can complete required paperwork* (e.g., evaluations of your performance) – make sure that you communicate this to the person that you speak with at the potential placement site.

*Step 3: Find a Faculty Advisor.* Once you have secured a Field Placement position, you will need to identify a [faculty member or lecturer](#) from the Psychology Department who is willing to serve as your Field Placement advisor. Ideally, this will be someone with relevant expertise, but it could also be an instructor that you've had and especially liked – any of our faculty or lecturers can serve in this capacity, but you *must get their permission* before you register. The best way to do this is to reach out by email, explain that you're interested in doing a Field Placement, and what that will entail (i.e., where you'll be working), and ask whether they have time to serve as your faculty advisor.

*Step 4: Register for Field Placement Credit.* After you have identified a faculty member willing to serve as your Field Placement advisor, you can *request permission* to register for the class (your faculty advisor can help with this):

- Freshman/Sophomores → Psych 292
- Juniors → Psych 692
- Seniors → Psych 697

*Step 5: Speak with your Faculty Advisor about Expectations.* Everyone who completes the Field Placement is required to submit some basic paperwork – 1) [Field Placement Contract](#), which should be completed by you and your placement site supervisor and given to your faculty advisor in advance of the first day of the semester; 2) [Mid-Semester Evaluation](#), which is to be completed by your

placement site supervisor and returned to your faculty advisor mid-semester; 3) [End-of-Semester Evaluation](#), which is to be completed by your placement site supervisor and returned to your faculty advisor at the end of the semester. Your faculty advisor may have additional requirements (e.g., submission of progress reports along with information about your work hours, a final paper). You should check with the faculty member who is serving as your advisor about their expectations.

*Step 6: Be Punctual and Professional on the Job – Make the Most of this Experience!* As indicated above, the Field Placement is a great opportunity to meet and interact with professionals in the community. These people can offer important career advice and may be able to write letters of recommendation when you apply for a job. Therefore, it is critical that you make the best possible impression while you are working at the placement site.

## FINDING A FIELD PLACEMENT SITE

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It is your responsibility to find a placement site and to confirm that there are volunteer (or sometimes, paid) positions available that would meet the Field Placement requirements (e.g., 9 hours/week on site over the course of a 15-week semester, roughly 135 hours on site, a supervisor willing to complete required paperwork). Sometimes, businesses, non-profits, and healthcare organizations in the community reach out to us directly with opportunities that are available. This information is typically passed along to Psychology Majors, Intended Majors, and Minors in email messages from the Associate Chair (Deborah Hannula), so please make sure to read your email and confirm that messages from the Associate Chair are not ending up in your “Clutter” folder. In addition, a list of potential sites – some that our students have partnered with in the past – is provided [here](#). It is important to note that placements are not limited to the list of sites here; this is just meant to serve as a starting point. If you identify a placement site that is not on this list, please send an email message to your faculty advisor or to the Associate Chair (Deborah Hannula: [hannula@uwm.edu](mailto:hannula@uwm.edu)) and ask whether the organization is appropriate for Field Placement work. If the answer is yes, then you will need to contact them and confirm that they have volunteer positions available, that they can accommodate the required number of on-site hours, and that you will have an assigned supervisor who can fill out the required paperwork. **Students who are completing the degree entirely online are absolutely encouraged to take advantage of the Field Placement option** – in this case, you would identify a placement site near home. As indicated above, you should contact the Associate Chair to make sure that the organization you have in mind is appropriate for Field Placement work.

\*Please note that the department does not sponsor Field Placements involving observation or work with non-human vertebrate animals without a protocol approved by the Institutional Animal Care and Use Committee.

Here are a few examples of the Field Placement Sites where students from our program have volunteered in recent years.

Children’s Hospital  
COPE Services Crisis Line  
Easter Seals of Southeast Wisconsin

Sojourner Family Peace Center  
Walker’s Point Youth and Family Center  
The Center for Autism Treatment

### CAREERS IN PSYCHOLOGY

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Students should start preparing early for their career after UWM and make the best use of resources available to support them in achieving their professional goals. Many students go on to graduate school to pursue psychology-related careers. Others find careers in business, education, human resources, and other professions. Sometimes choosing a career is the hardest decision students make. There are many online resources available to explore career options. You may find the [Careers in Psychology](#) website helpful, and [UWM's Career Planning and Resource Center](#) maintains a variety of online tools (e.g., [Handshake](#)) for exploring careers, identifying potential internship sites, and preparing yourself to be competitive for jobs in your chosen field. The Career Planning and Resource Center also offers informational events and in-person (or virtual) advising on issues related to career planning and development. Finally, you might consult web-based platforms like [Indeed](#) or [Jobs that Help](#) for information about current positions for student who graduate with a degree in psychology.

#### Career options with a B.A. or B.S. in psychology

A bachelor's degree in psychology does not make you a "psychologist." The term psychologist is reserved for those who have completed a doctoral degree in psychology. Many careers in the field of psychology, particularly those that involve providing psychological treatments, require a masters or doctoral level degree. While there are few bachelor's degree employment options directly in psychology, a B.A. or B.S. in psychology is excellent preparation for many careers in which an understanding of human behavior is important. Psychology is an incredibly broad field and offers training in human behavior, cognition, perception, development, neuroscience, health, and treatment. The American Psychological Association (APA) is the largest organization in support of professionals in the field. The APA has put together lots of resources for undergraduate students who want to know what they will be able to do with an undergraduate degree in psychology. For instance, you might check out this interview series (<https://www.apa.org/careers/resources/guides/undergraduate-interview-series>), that examines the career paths and on-the-job responsibilities of 13 people with degrees in psychology. In addition, the following list contains examples of the types of careers available to those with bachelor's degrees in psychology.

- **Community and Social Services:** Program Director, Volunteer Coordinator, Social Worker (in Wisconsin a "social worker" must have a social work degree, but many states use this title for people with psychology backgrounds).
- **Human Resources:** Employee Development, Training Coordinator, Claims Administrator, Employment Interviewer. A minor in [Business](#) is recommended if your desired career is in this area.
- **Scientific Research:** Laboratory Manager, Research Specialist, Marketing Research, Opinion Survey Researcher. If you are interested in a career in research be sure to become a research assistant in a faculty laboratory (see p. 13-14, above). Taking additional courses in statistics or computer programming may also be useful. If you want to pursue research as a professor or director of your own laboratory you will need a Ph.D.
- **Residential Care:** Residential/Human Services Worker (for many populations, including developmentally delayed, juvenile offenders, elderly). If you are interested in working with juvenile (or other offenders) a double major or minor in [Criminal Justice](#) would be useful; if you

are interested in healthcare, then consider a double major or minor in [Health Care Administration](#).

- **Management and Business:** Banking, Customer service, Sales, Public Relations, Restaurant and hotel work in a variety of capacities. Several different minors may be useful for careers in this area, including [Business](#) and [Communications](#).
- **Student Affairs/Services:** Student activities/housing, Alumni relations and development work, College Student Personnel Worker.
- **Probations/Parole/Law Enforcement:** Parole Officer, Corrections Officer, Juvenile Intake Worker. Consider a double major or minor in [Criminal Justice](#) if you are interested in careers in this field.
- **Education:** Child Care Worker, Peace Corps volunteer, Teacher's aide, Parent Educator. If you are interested in working with children, consider UWM's certificate in [Childhood and Adolescence Studies](#). If your goal is to become a K-12 teacher in the public-school system (and some private schools) you will need to complete an [Education](#) degree.

UWM has just over 140 different minors and certificate programs. Check out the [listings](#) and see whether there's something that would complement your training in Psychology.

### What do psychologists do?

The Bureau of Labor and Statistics is a government resource that offers detailed information about thousands of careers, including [Psychology](#). It details what psychologists do on a daily basis, typical work settings, average income, prospective job market, credentials and skills needed to succeed. The [psychologydegrees.org](#) site is also a helpful resource – here's a link to their [Careers page](#).

### Careers like psychology

During your time as an undergraduate student, you will have opportunities to learn about several subfields of psychology. This wide range of exposure to different specialties may solidify your interest in becoming a psychologist but might also lead to other potential career paths. An undergraduate degree in psychology can lead to jobs from social work to academia; from academia to policy making; from project management to administration. Students will be more likely to succeed if they consider, early on, the types of credentials and training that will be needed to succeed in their chosen profession; the Field Placement is a great way to test the waters and determine what you're most passionate about. It can also be useful to speak with professionals in your chosen field about their career paths.

## PREPARING FOR GRADUATE SCHOOL

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A graduate degree, either at the masters or doctoral level, is required for some careers in psychology. For example, a Ph.D. is required to be a professor or a scientist. A graduate degree is also required for many careers that involve providing services to individuals with mental health or similar concerns. Choosing the right graduate program can be tricky, especially for students interested in pursuing a career in clinical practice. Students who are interested in a career in clinical practice should be aware that there are several different types of degrees, including a masters, Psy.D., or Ph.D., that can lead to a career in therapy or other types of mental health work. The Psy.D. is a more clinically-oriented version of the Ph.D. and there are different requirements associated with these programs of study. Master's degrees can be particularly confusing because some will allow you to gain licensure to

practice psychotherapy independently and some will not. Students should contact their psychology advisor for help exploring the possibility of applying to graduate programs in psychology.

### **Becoming a Competitive Applicant for Graduate School**

Students should be aware that Ph.D. programs in psychology and neuroscience are extremely competitive. A strong GPA, a well-written personal statement, letters of recommendation (typically three), extensive research experience, and (in many cases) high GRE scores are necessary to be a competitive applicant. Psy.D. and master's programs may be less competitive, but still require good grades, letters of recommendation, and experience outside the classroom (such as research or relevant volunteer work in the field). Start gaining research experience early! Students should discuss how best to maximize their chances of admission with their faculty advisor. The [Graduate School Planning](#) section of the department website also includes lots of helpful resources and strategies for developing a competitive application. Something to keep in mind is that you will typically (especially in Ph.D. programs) apply to work with a specific faculty mentor; therefore, you should have firm ideas about your interests, choose programs to apply to based on those interests, and do your homework so that you are knowledgeable about the research that is being conducted by a faculty member you'd like to work with. Your psychology advisor here at UWM can make suggestions about how to include this information in your personal statement.

## **OTHER RESOURCES FOR STUDENTS AND FACULTY**

### **TUTORING AND ACADEMIC SUPPORT - PASS**

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The [Student Success Center](#) offers a wide range of tutoring options, particularly for 100- and 200-level courses. In Psychology, supplemental Instruction is often (but not always) available for 101, 205, 210, 254, and 260. In addition, weekly small group tutoring is available for these same courses. The Student Success Center also offers walk-in tutoring, tutoring by appointment, and online tutoring.

### **APPEALS, GRIEVANCES & CONCERNS**

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L&S has a [formal policy](#) for handling grievances, concerns and grade appeals. Generally speaking, and as outlined in the policy, the first course of action is to discuss the matter with your instructor. Should that not resolve the issue, grievances and appeals may be brought to the Associate Chair, Dr. Deborah Hannula ([hannula@uwm.edu](mailto:hannula@uwm.edu)) within 30 days of the event/matter that prompted the appeal or grievance.

### **ACCESSIBILITY RESOURCE CENTER**

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The [Accessibility Resource Center](#) (ARC) serves students with disabilities. They provide a wide range of support services. Students should consult with staff at the ARC about services offered and how to work with instructors to ensure that services are appropriately implemented in their courses.

### **WRITING CENTER**

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Some Psychology courses are writing intensive. The UWM [Writing Center](#) offers both online and face-to-face assistance for students in all subjects and at any point in the writing process.

## NORRIS HEALTH CENTER

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The [Norris Health Center](#) offers services to students for health problems of all types, including psychological distress. Their website also includes a link to [ULifeline](#), an online resource for mental health issues that is designed especially for college students. Norris offers many other helpful services and programs. Covid-19 testing is available to students at the Norris Health Center, please see this site for additional information: [https://uwm.edu/norris/covid\\_testing/](https://uwm.edu/norris/covid_testing/)

## STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

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One of UWM's principle Guiding Values highlights the importance of [diversity, equity, and inclusion](#) "in all of its definitions, including who we are, how we think, and what we do." The Psychology Department takes this very seriously and we are actively working to ensure that all of our students have an outstanding academic experience, with the support and guidance of faculty and staff who care deeply about the needs of each and every individual student. With the needs of a diverse student body in mind, we have strengthened our resolve to help you succeed, by committing additional time and resources to our Diversity Committee, chaired by Professors Bonnie Klein-Tasman and Rodney Swain. If you have concerns, suggestions, or questions that you would like to bring to our attention, we would be very grateful to hear them. We are here to be of service and to help all of you succeed and thrive at UWM and out in the community!