

**Emeriti**

- Farnsworth, Lee W. (1964) BA, MA, U. of California, Berkeley, 1957, 1960; PhD, Claremont Graduate School, 1963.
- Galbraith, David B. (1985) BA, MA, Brigham Young U., 1964, 1965; PhD, Hebrew U. of Jerusalem, 1984.
- Hillam, Ray C. (1960) BS, U. of Utah, 1955; MA, George Washington U., 1958; PhD, American U., 1964.
- Johnson, G. Wesley (1984) AB, Harvard U., 1957; MA, PhD, Columbia U., 1961, 1967.
- Mabey, Melvin P. (1955) BS, MA, Brigham Young U., 1947, 1953; DPhil, Oxford U., England, 1955.
- Midgley, Louis C. (1960) BS, MS, U. of Utah, 1954, 1957; PhD, Brown U., 1964.
- Morrell, Edwin B. (1961) BA, Brigham Young U., 1956; MA, PhD, Harvard U., 1959, 1966.
- Paxman, Monroe J. (1973) JD, U. of Utah, 1949.
- Riggs, Robert E. (1975) BA, MA, U. of Arizona, 1952, 1953; PhD, U. of Illinois, 1955; LLB, U. of Arizona, 1963.
- Slover, Robert H. (1964) BA, U. of Oklahoma, 1935; MA, PhD, Harvard U., 1948, 1950.
- Sorensen, Alma Don (1970) BS, Utah State U., 1960; MA, PhD, U. of Illinois 1962, 1965.
- Taylor, Stanley A. (1968) BS, Brigham Young U., 1959; MA, MALD, PhD, Fletcher School of Law and Diplomacy, 1961, 1962, 1968.
- Thomson, Dennis L (1977) BA, U. of Idaho, 1960; MA, Arizona State U., 1961; PhD, U. of California, Santa Barbara, 1969.
- Tullis, F. LaMond (1969) BA, MA, Brigham Young U., 1961, 1964; MPA, PhD, Harvard U., 1965, 1969.

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**Portuguese**

See Spanish and Portuguese.

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**Psychology**

Ramona Hopkins, Chair  
1082 SWKT, (801) 422-1170

Psychology Undergraduate Advisement Office  
1005 SWKT, (801) 422-5356

Karen Christensen  
Coordinator of Student Programs  
1097 SWKT, (801) 422-4560

College of Family, Home, and Social Sciences Advisement Center  
151 SWKT, (801) 422-3541

**Admission to Degree Program**

All undergraduate degree programs in the Department of Psychology are open enrollment.

**The Discipline**

Psychology is a traditional discipline in the liberal arts and sciences and is rooted in the Western intellectual tradition. Since its founding in the late nineteenth century, psychology has distinguished itself primarily as a science with a wide scope of interests. Many psychologists also provide treatment for a broad range of disorders, and others work to solve pressing social issues. The diverse world community of academic and professional psychologists is devoted to expanding our understanding of individual and collective behavior and applying that understanding toward improving the human condition.

The department joins students and faculty together to make a scientific and applied contribution to the discipline of psychology. Its faculty members and administrators are committed to an educational experience that excites learning and understanding in personal and collaborative settings. At the same time the department honors the restored gospel as vital for psychological theory, as a guide for professional conduct, and as a source of unique insight. Aware of the history of psychology and as active participants therein, faculty members hold students to high standards of individual and collective performance and understanding. Students are expected to respond to multiple styles of teaching and broad opportunities for engagement in research and application with serious and sustained interest and effort. In this way the department distinguishes itself as a community of scholarship, moral principle, and devotion to the elevation of humankind.

**Career Opportunities**

The psychology major is a gateway to professional employment and to advanced study in psychology. Psychologists engage in a variety of academic roles as teachers, researchers, and administrators and also provide counseling, clinical, and consulting services to individuals and organizations. Psychologists are employed by colleges and universities, public and private schools, clinics, and hospitals. They work in private practice and for corporations and government entities. The study of psychology has particular value for family life and for civic and cultural roles generally. The psychology major provides a well-informed perspective on human and organizational behavior in preparation for occupations in law enforcement, law, or business.

Most professional positions require a master's or doctoral degree, although a bachelor's degree may be sufficient to gain employment in mental health care, detention and probation services, auxiliary social work, personnel, or human resources. Further, the psychology major gives students a particularly strong background leading to graduate study in business, law, or medicine.

## Graduation Requirements

To receive a BYU bachelor's degree a student must complete, in addition to all requirements for a specific major, the following university requirements:

- The university core, consisting of requirements in general and religious education (See the University Core section of this catalog for details. For a complete listing of courses that meet university core requirements, see the current class schedule.)
- A minimum of 30 credit hours in residence
- A minimum of 120 credit hours
- A cumulative GPA of at least 2.0

## Undergraduate Programs and Degrees

BS	Psychology
Minors	Psychology Psychology Teaching

Students should see their college advisement center for help or information concerning the undergraduate programs.

## Graduate Programs and Degrees

MS	Psychology
PhD	Psychology
PhD	Clinical Psychology

For more information, see the BYU 2007–2008 Graduate Catalog.

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## BS Psychology (52–53 hours\*)

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### Major Requirements

1. At least 36 of the total major credits must be 300-level or above. (Students can enroll in 500-level courses on a space-available basis.)
2. At least 23 hours of psychology major credit must be received while in residency at BYU.
3. A maximum of 13 hours may be taken as Independent Study (only 8 of which may count as residence hours).
4. Complete the following prerequisite courses:  
Psych 101, 111, 210.  
**Note:** These courses must be completed prior to enrollment in the courses listed in item 6 below.
5. Complete the following prerequisite courses:  
Psych 301, 302, 304.  
**Note:** Psych 301 is prerequisite to both Psych 302 and 304. Psych 301 may be taken concurrently with 210. Psych 301, 302, and 304 are prerequisite to all other 300- and 400-level courses.
6. Complete the following:  
Engl 315.
7. Complete four courses in one of the following clusters, including the required course indicated. In addition, complete three of the courses listed in one or both of the other clusters:  
Cluster A—Developmental and Clinical Psychology:  
Complete the following required course:  
Psych 341.  
Complete three courses from the following:  
Psych 311, 320, 321, 322, 342, 343, 348.  
Cluster B—Social Psychology:  
Complete the following required course:  
Psych 350.  
Complete three courses from the following:  
Psych 306, 311, 330, 338, 341, 352, 353, 354, 356, 358, 359, 376.

Cluster C—Behavior, Brain, and Cognition:

Complete the following required course:

Psych 381.

Complete three courses from the following:

Psych 311, 361, 365, 370, 375, 382.

8. Complete 3 hours from the following capstone seminars:  
Psych 410R, 420R, 430R.

**Note:** To enroll in a capstone seminar students must have completed Psych 101, 111, 210, 301, 302, and 304 (or be concurrently enrolled in 302 or 304); one core course from Cluster A, B, or C; and three other 300-level psychology courses (or be concurrently enrolled in the third course).

9. Complete one course from the following:

Engl 150.

Hours 150.

Phil 150.

**Note:** ~~Waivers based on AP or other test scores do not apply to this requirement. One of the courses must be taken.~~

10. Complete one multicultural issues course from the following:

Anthr 101.

El Ed 351.

MFHD 354.

Soc 113.

11. Complete one gender issues course from the following:

Pl Sc 472.

Psych 306.

Soc 367.

WS 222.

**Note:** If Psych 306 is selected to fill this requirement, it cannot also be used to fill the requirement listed in item 7 above (Cluster B).

\*Hours include courses that may fulfill university core requirements.

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## Minor Psychology (19 hours\*)

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### Minor Requirements

1. Complete the following:  
Psych 111; 301 or equivalent.
2. Complete 12 elective hours from remaining undergraduate and 500-level courses; 9 hours must be 300-level or above. No more than 6 hours of Independent Study credit may count toward the minor.

\*Hours include courses that may fulfill university core requirements.

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## Minor Psychology Teaching (21 hours\*)

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### Minor Requirements

1. Complete the following:  
Psych 111, 321, 361.
2. Complete 12 elective hours of psychology (Psych 240, 320, 350 are recommended).

**Note:** The psychology teaching minor is intended for students who are pursuing secondary education licensure through the David O. McKay School of Education.

\*Hours include courses that may fulfill university core requirements.

## Psychology (Psych)

### Undergraduate Courses

\*Designates courses containing content featured in the Graduate Record Examination (GRE) Subject Test.

**101. Orientation to the Psychology Major.** (1:1:0) F, W, Sp, Su  
Required seminar for all students entering major. Overview of curriculum and major requirements, faculty research programs and specialties, campus resources, and career possibilities.

**111. General Psychology.** (3:3:0) Honors also.  
Basic course in modern scientific psychology.

**170. Understanding and Improving Your Memory.** (1:0:0)  
Independent Study only.  
Principles of human learning and memory; study skills and methods for improving memory.

**\*210. History of Psychology.** (3:3:0) F, W, Sp, Su  
Overview of psychological thinking from ancient Greece to present. Emphasizes a critical stance toward assumptions and implications of major psychological theories.

**212R. Special Topics in Psychology.** (1–3:Arr.:Arr. ea.)  
Small-group seminar focusing on a classic text or on readings related to a contemporary issue in theory and research.

**220. Human Development: Life Span.** (3:3:0)  
Interaction of psychological, biological, and social influences on behavior and psychological development through the life span.

**240. Personal and Social Adjustment.** (3:3:0) Independent Study also.  
Concepts of adjustment and application of psychological principles for coping with stress and interpersonal, emotional, and psychosexual difficulties.

**270. Improving Mental Skills.** (3:3:0)  
Improving one or more of the following skills: remembering, studying, problem solving, or rapid reading.

**300. Applying to Graduate School.** (1:1:0)  
Overview of graduate programs in psychology; preparing application materials, including the Graduate Record Examination (GRE).

**\*301. Psychological Statistics.** (4:4:0) Independent Study also.  
Prerequisite: Math 110 or equivalent.  
Descriptive analysis and hypothesis testing applied to psychological research data.

**\*302. Psychological Research Design and Analysis.** (3:2.5:1) F, W, Sp, Su Prerequisite: Psych 301.  
Basic principles of designing, conducting, and reporting psychological investigations.

**304. Psychological Testing.** (3:2.5:1) F, W, Sp, Su Prerequisite: Psych 301.  
Construction and validation of standardized psychological tests.

**306. Psychology of Gender.** (3:3:0) Independent Study also.  
Biological and social contributions to sex role development, sexual self-concept, and complementarity of sex roles.

**311. Critical Issues in Psychology.** (3:3:0) F, W, Sp, Su Prerequisite: Psych 111, 210.  
Critical and comparative examination of underlying theoretical and philosophical issues relevant to contemporary social, personality, and cognitive psychology, neuroscience, and psychotherapy.

**\*320. Developmental Psychology: Childhood.** (3:3:0)  
Independent Study also. Prerequisite: Psych 111 or instructor's consent.  
Physical, mental, emotional, and social development of the child.

**\*321. Developmental Psychology: Adolescence.** (3:3:0)  
Independent Study also.  
Development and maturation during adolescence; research methodology.

**\*322. Developmental Psychology: Adulthood.** (3:3:0)  
Independent Study also.  
Stability and change in psychological, physiological, and interpersonal processes through early, middle, and late adulthood.

**330. Organizational Psychology.** (3:3:0) Independent Study also.  
Personal, interactional, and structural aspects of organizations; motivation, decision making, problem-solving communication, leadership, organizational structure, change. Students taking this class should not take Org B 321.

**338. Sport Psychology.** (3:3:0)  
Application of psychological principles to sporting activities.

**\*341. Personality.** (3:3:0) Independent Study also.  
Individual patterns of behavior, thought, and emotion; personality theories and their associated strategies of research, assessments, and personality change.

**\*342. Abnormal Psychology.** (3:3:2) Prerequisite: Psych 111 or instructor's consent.  
Dynamics of maladjustment; major psychological disorders and therapeutic procedures. Fieldwork required.

**343. Child Psychopathology.** (3:3:0)  
Mental disorders of childhood.

**348. Clinical Psychology.** (3:3:0)  
Personality theories, psychopathology, diagnostic interviewing and testing, psychotherapy techniques; research methods. Not a practicum.

**\*350. (Psych-Soc) Introduction to Social Psychology.** (3:3:0)  
Independent Study also.  
Conformity and obedience; socialization, norms, roles; attitudes, leadership, group processes.

**352. (Psych-Soc) Applied Social Psychology.** (3:3:0) Prerequisite: Psych-Soc 350.  
Applying social psychological theory, research, and methods to such domains as law, business, education, the media, mental health, and physical health.

**353. LDS Perspectives and Psychology.** (3:3:0)  
Relationships between theories of psychology and LDS thought.

**354. Psychology of Religion.** (3:3:0)  
Classification of religious behavior and experience; source of religious motivation; religion and the growth process.

**356. Introduction to Health Psychology.** (3:3:0) F, W  
Psychology focusing on the Biopsychosocial Model, i.e., health issues from standpoint of biological, psychological, and social factors.

**358. Leadership Development.** (3:2:2) Independent Study also.  
Principles and practices of successful leadership: decision making, communications, planning, team building, motivation, and interpersonal skills.

**359. Environmental Psychology.** (3:3:0) Independent Study also.  
Prerequisite: Psych 111.  
Interaction between people and their physical context.

**\*361. Principles of Learning.** (3:3:0) Prerequisite: Psych 302.  
Principles of learning; representative experiments.

**\*365. Motivation.** (3:3:0)  
Determinants of motivation, relationship of motives to emotion, thought, personality, and action. Implications for understanding self and others.

**\*370. Sensation and Perception.** (3:3:0) Prerequisite: Psych 302; or Neuro 105 for neuroscience majors.  
Sensory basis of perception and principles of perceptual organization.

**\*375. Cognition.** (3:3:0) Prerequisite: Psych 302.  
Perceptual organization; information processing; cognitive development; relationships between sensory analysis, perception, memory, learning, language, and problem solving.

## Psychology

### 376. Language Development. (3:3:0)

Principles of language acquisition including communicative development in infancy, semantic and syntactic development, language and literacy in the school years, and effects of brain damage.

\*381. **Behavioral Neurobiology.** (3:3:0) Prerequisite: Psych 302 or Neuro 205.

Basic physiological, anatomical, and chemical foundations of psychology.

\*382. **Stress Psychobiology.** (3:3:0) Prerequisite: Psych 302 or Neuro 205.

Behavioral neurobiology of stress.

### 386R. Behavioral Neurobiology Laboratory. (1–3:Arr.:Arr. ea.)

Prerequisite: Psych 381, 382, or concurrent enrollment and instructor's consent.

387. **Introduction to Primate Behavior.** (3:3:0) W Prerequisite: introductory psychology.

Overview of primate behavior; the role of parental care on developmental outcome, functional neurobiology, and psychopathology.

390R. **Special Topics in Psychology.** (1–3:3:0 ea.) Prerequisite: instructor's consent.

399R. **Academic Internship.** (1–9:Arr.:Arr. ea.) Prerequisite: Psych 111 and department's consent.

410R. **Senior Practicum: Teaching of Psychology.** (1–8:Arr.:Arr. ea.) F, W, Sp, Su Prerequisite: instructor's consent.

Capstone experience as an undergraduate teaching assistant or Psych Central tutor or in other teaching-related activities, including research.

420R. **Senior Practicum: Community Projects.** (1–8:Arr.:Arr. ea.) F, W, Sp, Su Prerequisite: instructor's consent.

Capstone experience in community-based service learning related to practice of psychology. Structured record of student's experience required.

430R. **Senior Practicum: Research in Psychology.** (1–8:Arr.:Arr. ea.) F, W, Sp, Su Prerequisite: instructor's consent.

Capstone experience in psychological research—laboratory-based, field-based, or otherwise. Students typically work with a research team.

492R. **Supervised Instructional or Research Experience.** (1–3:0:0 ea.) Prerequisite: instructor's invitation to register.

Course-related instructional activities or laboratory/field research.

495R. **Independent Readings.** (1–3:Arr.:Arr. ea.) Independent Study also. Prerequisite: instructor's consent.

499R. **Independent Research.** (1–3:0:0 ea.) Prerequisite: instructor's consent.

## 500-Level Graduate Courses (available to advanced undergraduates)

501. **Data Analysis in Psychological Research 1.** (4:3:1)

Prerequisite: Psych 301 or Stat 222; or Stat 221, 223; or equivalents.

Using and interpreting major quantitative methods in psychology; some commonly used computer methods.

502. **Data Analysis in Psychological Research 2.** (4:3:1)

Prerequisite: Psych 501 or instructor's consent.

Analysis of variance and experimental design; multiple regression; introduction to multivariate methods.

503. **Research Measurement.** (3:3:0)

Classical true score and item response theories; estimation procedures for instrument reliability and validity.

504. **Research Design.** (3:3:0)

Overview of designs used in psychotherapeutic literature, emphasizing critical analysis of empirical research.

505. **Clinical Research.** (3:3:0) Prerequisite: Psych 503, 504.

Overview of research examining processes and outcomes of psychological treatments for psychological disorders.

\*510. **History and Systems of Psychology.** (3:3:0)

Survey of origins and development of modern psychology, including consideration of the schools and theoretical systems.

511. **Philosophy of Science for the Social Sciences.** (3:3:0)

Prerequisite: instructor's consent or admission to PhD program.

Issues in philosophy of science as they apply to social sciences, including methods, epistemology, and construction of knowledge.

512. **Qualitative Research Methods.** (3:3:0)

Theories and methods of qualitative research emphasizing philosophical assumptions, question formulation, data gathering, interpretation, and presentation of findings.

520. **Advanced Developmental Psychology.** (3:3:0)

Major research in developmental psychology, emphasizing theory, content, and methodology.

531. **Organizational Psychology.** (3:3:0)

Personal and interpersonal aspects of organizational life: goal setting, decision making, problem solving, communication, control, leadership, motivation, and change.

535. **Behavior Modification Techniques.** (3:2:2)

Practical application of behavior modification to academic discipline; emotional target behaviors of individuals and groups.

540. **Personality Theory.** (3:3:0) Prerequisite: Psych 341 and 5 additional hours in psychology.

Contemporary theories of personality developed within the framework of major psychological systems.

550. **Theory and Research in Social Psychology.** (3:3:0)

Prerequisite: graduate standing or instructor's consent.

Current theories and research on how the thought, feelings, and behavior of individuals are influenced by the real or imagined presence of others.

552. **Applied Social Psychology.** (3:3:0) Prerequisite: Psych-Soc 350 or equivalent; graduate standing or instructor's consent.

Overview of domains in which social psychological theory and research have been applied in field settings.

555. **Group Dynamics.** (3:3:0) Prerequisite: Psych-Soc 350 or equivalent.

Theories and research on small-group processes and mass behavior.

560. **Learning Theory.** (3:3:0) Prerequisite: Psych 361 and 5 additional hours in psychology.

Critical review of current theories and persistent issues.

565. **Motivational Psychology.** (3:3:0) Prerequisite: Psych 365 or equivalent; graduate standing or instructor's consent.

Theoretical, historical, and empirical overview; recent trends and issues; role of animal studies; methodological issues.

575. **Cognitive Processes.** (3:3:0) Prerequisite: Psych 370, 375, or equivalent; graduate standing or instructor's consent.

Theory and research in perception, attention, language, problem solving, and other thinking processes.

583. **Biological and Health Psychology.** (3:3:0) Prerequisite: Psych 381, 382, or equivalent.

In-depth examination of biological bases of behavior from perspective of health and disease.

584. **Cognitive Neuroscience.** (3:3:0) Prerequisite: graduate standing or instructor's consent.

Critical analysis of neurobiological bases of perception and cognition.

585. **Human Neuropsychology.** (3:3:0) Prerequisite: Psych 381, 382, or instructor's consent.

Critical study of brain-behavior relationships.

**586. Hormones and Behavior.** (3:3:0) Prerequisite: Psych 381, 382, or equivalents.

Neural and endocrine mechanisms underlying behavior.

**587. Sensory and Perceptual Processes.** (3:3:0) Prerequisite: Psych 370, 381, 382; or instructor's consent.

Critical examination of sensory mechanisms and perceptual organization.

**592R. Supervised Teaching Experience.** (1–3:Arr.:Arr. ea.) For students receiving supervised teaching experience. F, W, Sp, Su

## Graduate Courses

For 600- and 700-level courses, see the BYU 2007–2008 Graduate Catalog.

## Psychology Faculty

### Professors

- Ballif-Spanvill, Bonnie (1994) BS, PhD, Brigham Young U., 1962, 1966.  
 Barlow, Sally H. (1978) BA, MSW, PhD, U. of Utah, 1971, 1973, 1978.  
 Bigler, Erin D. (1990) BS, PhD, Brigham Young U., 1971, 1974.  
 Bloch, George J. (1989) BA, Brandeis U., 1962; MA, Claremont Graduate School, 1965; PhD, Stanford U., 1968.  
 Brown, Bruce L. (1968) BS, MS, Brigham Young U., 1965, 1968; PhD, McGill U., Canada, 1969.  
 Burlingame, Gary M. (1983) BS, Andrews U., 1978, MS, PhD, U. of Utah, 1981, 1983.  
 Higley, James Dee (2006) BS, Brigham Young U., 1980; MS, PhD, U. of Wisconsin, 1983, 1985.  
 Lambert, Michael J. (1971) BS, MS, PhD, U. of Utah, 1967, 1968, 1971.  
 Miller, Harold L., Jr. (1975) BS, Arizona State U., 1970; PhD, Harvard U., 1975.  
 Slife, Brent D. (1994) BA, William Jewell Coll., 1976; MS, PhD, Purdue U., 1977, 1981.  
 Wells, M. Gawain (1972) AS, Dixie Coll., 1964; BS, MS, Brigham Young U., 1967, 1968; PhD, Purdue U., 1972.  
 Williams, Richard N. (1981) BS, Brigham Young U., 1974; MS, PhD, Purdue U., 1978, 1981.

### Associate Professors

- Carpenter, Bruce N. (1996) BS, Brigham Young U., 1974; MS, PhD, U. of Wisconsin, Madison, 1977, 1980.  
 Flom, Ross A. (2001) BS, U. of Minnesota, 1992; MEd, Idaho State U., 1993; PhD, U. of Minnesota, 1999.  
 Gantt, Edwin E. (1998) BS, Brigham Young U., 1992; MS, PhD, Duquesne U., 1994, 1998.  
 Hedges, Dawson W. (2000) BS, Weber State Coll., 1984; MD, U. of Utah, 1998.  
 Hopkins, Ramona O. (1999) AS, Brigham Young U., 1975; BS, Westminster Coll., 1988; MS, PhD, U. of Utah, 1992, 1996.  
 Ridge, Robert D. (1992) BS, Brigham Young U., 1987; PhD, U. of Minnesota, 1992.  
 Spackman, Matthew P. (1998) BS, MS, Brigham Young U., 1994, 1996; PhD, Georgetown U., 1998.  
 Spangler, Diane L. (1997) BA, Pomona Coll., 1989; MS, PhD, U. of Oregon, 1991, 1994.  
 Steffensen, Scott C. (2001) BS, PhD, U. of Utah, 1980, 1987.

### Associate Clinical Professor

- Maughan, Michael L. (1972) BS, MS, EdD, Utah State U., 1966, 1968, 1970.

### Assistant Professors

- Allen, Mark D. (2000) BS, U. of Utah, 1993; MA, U. of Washington, 1995; PhD, Johns Hopkins U., 2002.  
 Baldwin, Scott A. (2006) BS, Brigham Young U., 2001; MS, PhD, U. of Memphis, 2002, 2006.  
 Clayton, Claudia J. (1991) BS, Brigham Young U., 1970; PhD, U. of Utah, 1976; PhD, Brigham Young U., 1991.  
 Holt-Lunstad, Julianne (2001) BS, MS, Brigham Young U., 1994, 1998; PhD, U. of Utah, 2001.

Steffen, Patrick R. (2000) BS, Brigham Young U., 1993; MS, PhD, U. of Miami, 1996, 1998.

Warren, Jared (2003) BS, Brigham Young U., 1996; MA, PhD, U. of Kansas, 1999, 2003.

### Assistant Clinical Professor

Nielsen, Stevan L. (1988) BS, Brigham Young U., 1976; PhD, U. of Washington, 1984.

### Executive Coordinator of Clinical Psychology

Norton, Elizabeth J. (1994) BS, PhD, Brigham Young U., 1972, 1978.

### Emeriti

- Bennion, Robert C. (1961) BA, Brigham Young U., 1956; MA, PhD, Ohio State U., 1959, 1961.  
 Bergin, Allen E. (1972) BS, MS, Brigham Young U., 1956, 1957; PhD, Stanford U., 1960.  
 Budge, Harold S. (1960) BS, MS, Utah State U., 1958, 1960; PhD, U. of Utah, 1981.  
 Bunker, Gary L. (1970) BA, MA, Brigham Young U., 1960, 1961; PhD, U. of California, Berkeley, 1966.  
 Cundick, Bert P. (1962) BA, MS, U. of Utah, 1957, 1959; PhD, Ohio State U., 1962.  
 Daniels, Philip B. (1961) BS, MS, Brigham Young U., 1954, 1957; PhD, Harvard U., 1962.  
 Fleming, Donovan E. (1971) BS, MS, Brigham Young U., 1956, 1957; PhD, Washington State U., 1962.  
 Hardy, Kenneth R. (1954) BA, MA, U. of Utah, 1948, 1949; PhD, U. of Michigan, 1954.  
 Higbee, Kenneth L. (1970) BS, MS, Brigham Young U., 1965, 1966; PhD, Purdue U., 1970.  
 Howell, Robert J. (1952) BA, MA, PhD, U. of Utah, 1948, 1949, 1951.  
 Jensen, Larry C. (1965) BS, MS, Brigham Young U., 1960, 1961; PhD, Michigan State U., 1966.  
 Payne, I. Reed (1964) BS, Brigham Young U., 1956; MS, PhD, Pennsylvania State U., 1958, 1963.  
 Pedersen, Darhl M. (1962) BS, MS, Brigham Young U., 1957, 1958; PhD, U. of Illinois, 1962.  
 Robinson, Burton W. (1955) BS, MS, Utah State U., 1951, 1951; PhD, Purdue U., 1954.  
 Robinson, Paul W. (1969) BS, MS, PhD, Utah State U., 1965, 1967, 1973.  
 Smith, Kay H. (1961) BA, MA, Brigham Young U., 1957, 1958; PhD, Wayne State U., 1962.  
 Stimpson, David V. (1964) BS, MS, Brigham Young U., 1959, 1960; PhD, U. of California, Berkeley, 1964.  
 Sullivan, Clyde E. (1981) BA, PhD, U. of California, Berkeley, 1948, 1958.  
 Weight, David G. (1969) BA, MS, Brigham Young U., 1963, 1965; PhD, U. of Washington, 1969.

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## Public Management

See Romney Institute of Public Management in the Marriott School of Management.

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## Quechua

See Center for Language Studies.

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## Quiche

See Center for Language Studies.

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## Rarotongan

See Center for Language Studies.