Graduate Council Minutes  
Friday, September 26, 2014 at 1:00 pm  
Library 6th Floor Conference Room 603

Present:
All Andrew Sustich, Angela Schmidt, Byron Keys, Dalia Tejada Shawn Drake, Erik Gilbert, Gil Fowler, Janelle Collins (proxy for Debbie Chapel Traylor), Josie Welsh, Malathi Srivatsan, Brandon Kemp, William McLean Russ Jones, Steve Green, Tanja McKay, Tracy Finch

Absent – no proxy

Ed Owen

Call to Order Andrew Sustich 1:05
Will McClean approved unanimously as chair

1. Minutes from May 12 Graduate Council meeting – approved unanimously

2. Requests for Bulletin Changes

   Bulletin Change Transmittal Form
   MA Communication Studies
   (Change grade system for SCOM 660V from letter grade to “Pass/Fail”) approved unanimously

   MAcc (Addition of Grade Requirement in any prerequisite courses not taken as part of undergraduate coursework.) move to approve with revision, Jones, second Green, approved unanimously

Bulletin Change Transmittal Form - Course Deletion Proposal
Request to delete HP5133 Performance Enhancement Metabolism for Sport and Exercise motion to approve, Jones; second, Smith, approved unanimously

Bulletin Change Transmittal Form - New Program Proposal
MS Psychological Science (New Program) – move to approve Jones; second, Fowler, approved unanimously

Includes:
PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 5633 Foundations of Organizational Psychology
PSY 5643 Foundations of Cognitive Psychology
PSY 5653 Foundations of Social Psychology
PSY 6313 Applied Analysis of Psychological Research II
PSY 6333 Advance Psychological Seminar
3. **Motion to table any requests for temporary graduate faculty** that do not list the title of the course being taught: approved unanimously

4. **Requests for Temporary Graduate Faculty**

   **Business – first, Fowler; Second Green**
   - Walter Henley – approved unanimously
   - Marko Korkeakoski – approved unanimously
   - Tyler Zeigler – approved unanimously

   **Education & Behavioral Science first, Fowler; second, Jones**
   - Kami Barkley - tabled
   - Ashley Buchman – approved unanimously
   - Karen Curtner – approved unanimously
   - Craig Johnson – approved unanimously
   - Jonnie Kirkland – approved unanimously
   - Jennifer Malugen – approved unanimously
   - Daniel O’Meara (Dissertation Committee Advisor) – ineligible per faculty handbook
   - Daniel O’Meara (Instructor) – Jones first, Green second to approve the first three courses – approved unanimously
   - Carrie Skipper – tabled
   - Kima Stewart – approved unanimously
   - Lonnie Williams – approved unanimously

   **Humanities & Social Sciences**
   - Brady Banta – Jones move sever and approve courses from dissertation and vote on courses; second Drake – approved unanimously
   - Barbara Combs - tabled
   - Leslie McCallister – approved unanimously

   **Nursing & Health Professions**
   - Mohammad Akhter – tabled for nursing; approved unanimously for PT
   - Christie Black - tabled
   - Shanon Brantley – approved unanimously
   - Casey Charlebois Bush – approved unanimously
   - Cindy Dollins-Rhoades – approved unanimously
   - Staffan Elgelid – approved unanimously
   - Lashond Hill - tabled
   - Karen Olson - tabled
   - Lisa Schafer - tabled
   - Andy Shatley – approved unanimously
   - David Smith – approved unanimously
   - William Mark Smith - approved unanimously
   - Evelyn Taylor – approved unanimously
   - Kristie Vinson – approved unanimously
   - Kathleen Wren - tabled
5. **Graduate Faculty Qualification Standards/Guidelines** – Schmidt motion Jones second

   Humanities & Social Sciences
   English Department – approved unanimously

   Nursing & Health Professions
   Communication Disorders Department – table for clarification of which degrees are included – approved unanimously

   Social Work - tabled asking for change - approved unanimously

6. **Discussion Topics**

   Discussion of SCCT Degree listed under the College of Media and Communication Bulletin

   Information

   Timing of Graduate Assistantship Offers to Incoming Students: CGS Resolution

Respectfully Submitted,
Josie Welsh
October 16, 2014
Role and Scope of the Graduate Council:
The Graduate Council provides guidance and direction for the university’s graduate programs. The Council considers and recommends graduate curriculum changes and new programs; policies on graduate admission, academic standards, and graduation requirements; policies on graduate faculty status; policies regarding graduate assistants; and policies on graduate stipends and assistantships and their distribution to programs. Membership on the Graduate Council consists of one tenured graduate faculty member from each college with graduate programs. Colleges with doctoral programs will have an additional faculty representative from the doctoral program(s). Two graduate students appointed by the Graduate Student Council will serve on the committee. The Graduate Dean and the Director of Assessment Services will serve on the Council as ex-officio, nonvoting members. This council reports to the VCAAR through the Dean of the Graduate School.

Call to Order
Meeting called to order by Dr. Andrew Sustich at 12:02 PM.

Members Present – Allyn Ontko, Andrew Sustich, Angela Schmidt, Byron Keys, Dalia Tejada, David Holman, William Roe, , Erik Gilbert, Greg Hansen, Josie Welsh, Michele McGinnis, Rick Clift, Darlene Baker (Shawn Drake), Steve Green, Tanja McKay, Will McLean, Ed Owen, David Holman, Angie Schmidt, William McLean

Dr. Cooksey thanked members for attending an additional meeting of Graduate Council. There is talk that the grad council is going to be shut down. That is not true. There is anticipated change in structuring of the graduate school. There will be a discussion of that restructuring in August. The Graduate Council will be part of that discussion.

Members Absent – Russ Jones, Tracy Finch

Guests - David Saarnio, Wayne Wilkinson, Kris Biondolillo

Approval of Minutes – April 23

Motion to approve Clifft, Second Bounds – Approved unanimously

Education

LON for the EdD online

Motion to Approve Hansen, Second Bounds

Not Approved (Declined the LON) – unanimously

Motion that SGOC review the Graduate Council’s scope of work to review and approve any LON and make recommendation – Green, Second, Bounds

Approved Unanimously

MS in Psychological Science-new program

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research
PSY 5623 Program Development, Implementation, and Analysis
PSY 5633 Foundation of Organizational Psychology

Motion to table Ed
PSY 5643 Foundations of Cognitive Psychology
PSY 5653 Foundations of Social Psychology
PSY 6313 Applied Analysis of Psychological Research II
PSY 6333 Advanced Psychological Seminar

Motion to table: Steve Green, Second Bounds
Approved unanimously

Humanities and Social Sciences
ENG 5383 Minority Literature bulletin change
Motion to Approve Schmidt, Second McLean; Approved Unanimously

Sciences and Mathematics
Accelerated CS bulletin change; MS CS bulletin change
Motion to Approve: Onkto, Second McKay
Approved unanimously

Graduate Faculty Standards
History – Motion to Approve McClean, Second Clifft, Approved Unanimously
Social Work – Motion to Approve Mckay, Second Bounds, Approved with recommended changes
Mathematics and Computer Science – Motion to Approve Onkto, Second Bounds Not approved – unanimously

Respectfully submitted,
Josie Welsh, May 12, 2014
Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Bulletin Change
Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair

[Signature]  5/6/14

Department Chair:

[Signature]  5/6/14

College Curriculum Committee Chair

[Signature]  5/7/14

College Dean

COPE Chair (if applicable)

[Signature]  ENTER DATE...

General Education Committee Chair (If applicable)

[Signature]  ENTER DATE...

Undergraduate Curriculum Council Chair

[Signature]  6-8-14

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
   Gil Fowler; gfowler@astate.edu; 972-2078/3543

2. Proposed Change
   Change grade system for SCOM 660V(3-6 hours) Internship in Communication Studies from standard letter grade to "Pass/Fail".

3. Effective Date
   6/1/2014

4. Justification
   This is common practice for practical course work such as internships as it is difficult to assign letter grades to subjective criteria.
From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to http://registrar.astate.edu/bulletin.htm and choose either undergraduate or graduate.
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7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

No bulletin changes are requested]
Bulletin Change Transmittal Form

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☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

<table>
<thead>
<tr>
<th>Bulletin Change</th>
</tr>
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<tbody>
<tr>
<td>Please attach a copy of all catalogue pages requiring editorial changes.</td>
</tr>
</tbody>
</table>

**Department Curriculum Committee Chair**
John Robertson 8/29/2014

**College Curriculum Committee Chair**
C. William Roe 9/1/2014

**COPE Chair (if applicable)**

**General Education Committee Chair (if applicable)**

**Undergraduate Curriculum Council Chair**

**College Dean**

**Vice Chancellor for Academic Affairs**

1. **Contact Person** (Name, Email Address, Phone Number)
   John Robertson, jfrobertson@astate.edu, (870) 972-3739

2. **Proposed Change**
   To require a grade of "B" or better from an AACSB accredited college or university in any program prerequisite courses that were not taken as part of the applicant's undergraduate coursework.

3. **Effective Date**
   January 1, 2015

4. **Justification**
   This change is made in response to assessment activities in the spring of 2014. Students who were rated as below expectations in assessment measures had many more passing grades of "C" or "D" in undergraduate prerequisite courses than did those students who were rated as meeting or exceeding expectations.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an AACSB accredited institution with a grade of “B” or better. When a student has completed the foundation course(s) in a specific area, she/he may take the core course in that area. All the foundation courses must be taken before a student is admitted to candidacy.

Non-degree candidates cannot enroll in College of Business graduate courses unless they meet all the admission requirements of the degree candidate. Students who are admitted to Master’s degree programs outside the College of Business will not be permitted to take more than nine semester hours of 6000-Level College of Business graduate courses unless they meet all the admission requirements of the degree candidate.

MASTER OF ACCOUNTANCY (MAcc) DEGREE

The Master of Accountancy Program will provide those with undergraduate training in accounting with knowledge and skills needed to advance beyond the entry-level stage in the accounting profession, provide students who have undergraduate training in accounting with the in-depth understanding of accounting issues needed for success on licensure and certification examinations, and serve as foundation work for those who may choose to pursue advanced graduate work.

Special Admission Requirements

Those admitted to the program must possess an undergraduate degree, meet the same GPA and Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) formula as required in the current MBA program, plus have a C or better in the following key undergraduate accounting courses:

Intermediate Accounting I (or equivalent content)
Intermediate Accounting II (or equivalent content)
Intermediate Accounting III (or equivalent content)
Cost or Managerial Accounting at junior level or above
Tax I
Auditing
Accounting Information Systems

All applicants who enter the program without the necessary undergraduate accounting courses must complete the prerequisite courses at an AACSB accredited institution with a grade of “B” or better. When a student has completed the prerequisite course(s) in a specific area, she/he may take the graduate course in that area. All the prerequisite courses must be taken before a student is admitted to candidacy.
Curriculum Outline

The Master of Accountancy program will require all students to take the following courses in accounting:

ACCT 6023 Ethics and Professional Responsibility
ACCT 6033 Advanced Accounting and Reporting
ACCT 6073, Seminar in Financial Accounting Theory
ACCT 6063, Contemporary Auditing Issues
ACCT 6043, Tax Planning and Research
ACCT 6003, Accounting for Planning and Control
MIS 6543, Business Analytics

Elective Courses

Nine hours of electives may be selected in business or accounting. Students may take two courses at the 5000 level; otherwise elective courses must be taken at the 6000 level. Students who did not take Tax Accounting II (ACCT 4113/6113) and Governmental and Not-For-Profit Accounting (ACCT 4123/5123) as part of their undergraduate program must include these courses in the course of study for the MAcc.

Under special circumstances, a student may substitute a directed individual study for an elective. All directed individual studies must be taken after a student has completed 24 hours of coursework with a GPA of 3.5 or higher. Directed individual studies should be tar-
Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Program and/or Course Deletion
Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Kristie Vinson 8/26/2014
Department Curriculum Committee Chair

COPE Chair (if applicable)

General Education Committee Chair (If applicable)

Undergraduate Curriculum Council Chair

College Dean

College Curriculum Committee Chair

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Program and/or Course Title, Prefix and Number
HP 5133 Performance Enhancement Metabolism for Sport and Exercise

2. Contact Person (Name, Email Address, Phone Number)
Kristie Vinson, kvinson@astate.edu, 870-972-3236

3. Last semester student can graduate with this degree and/or last semester course will be offered
Course has not been offered since 2011. It was an elective and was not required to satisfy graduation requirements.

4. Student Population
a. The program and/or course was initially created for what student population?
The course was created as an elective for students in health related fields interested in sports, exercise and metabolism.
b. How will deletion of this program and/or course affect those students? No adverse affect.

5.

a. How will this affect the department? No adverse affect.

b. Does this program and/or course affect another department? No

c. If yes, please provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

6. (For courses only) Will another course be substituted? No If yes, what course?

Enter text...

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DPEM 665V Internship, Research Project Or Thesis In Disaster Preparedness & Emergency Management A culminating experience that is one of the following: an internship with a subject matter expert, a research project or a thesis in Disaster Preparedness & Emergency Management. Prerequisite: Permission of the faculty.

Health Professions

HP 5103 Patient Education: Teaching and Learning in Health Professions This course provides a framework for understanding the linkage between teaching and learning. Teaching strategies and methodologies that compare and contrast teacher centered versus patient-centered approaches are presented.

HP 5113 Leadership in Health Professions This course examines models of leadership, both historical and contemporary, and how these models can be applied in the health care setting.

HP 5133 Performance Enhancement and Metabolism for Sport and Exercise Provides learners with a basic and applied scientific knowledge base that can be used to enhance human performance, to protect the health and safety of active individuals, and to be a critical consumer.

HP 6013 Interdisciplinary Capstone - Aging Studies Provides the learner with an integrated, multidisciplinary approach to the study of aging and the opportunity to apply issues within the field of aging in a collaborative fashion. Topics investigated include the social, psychological, and physical perspectives of aging, administration issues, and health promotion.
HP 6022 Clinical Education Methods Provides the learner with an integrated, multidisciplinary approach to the study of clinical education and the opportunity to apply issues within the field of clinical education in a collaborative fashion.

HP 6023 Health Policy and Economic Issues This course will focus on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy.

HP 6033 Data Analysis in Health Professions This course addresses the theory and mechanics of data analysis related to basic and applied research in the health professions. The course includes the use of statistical analysis using computerized programs such as SPSS. Topics range from basic descriptive statistics to inferential analysis.

HP 6043 Measurement and Evaluation in Health Sciences This course presents the theories of evaluation as related to the student and the various educational activities. Types of evaluation, appropriate application, preparation, and scoring of evaluation instruments are all critical topics included in this course.

HP 6053 The Professorate The role and responsibilities of faculty in health education including how to access literature, improving teaching skills, correlate health research information, and maintain a balance between scholarship, service and teaching.

HP 6113 U.S. Health Care This course examines the American health care system in terms of how the system is constructed, how it is administered, how it is financed, and how the health care manager can effectively interact within the system.

HP 620V (1-3 hours) Independent Study Student may select, with permission of their adviser and faculty supervision, an area for intensive study, practice or investigation.

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☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Certificate or Degree Program (The following critical elements are taken directly from the Arkansas Department of Higher Education’s "Criteria and Procedures for Preparing Proposals for New Programs"). Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Program Title

Master of Science in Psychological Science

2. CIP Code Requested

42.0101

3. Contact Person (Name, Email Address, Phone Number)

Dr. David Saarnio, dsaarnio@astate.edu, (870) 972-2602
Dr. Wayne Wilkinson, wwillkinson@astate.edu, (870) 680-8129
4. Proposed Starting Date
Fall 2015

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Bulletin changes are shown in Appendix A

Proposal - 1
NEW CERTIFICATE OR DEGREE PROGRAM

1. Proposed Program Title
Master of Science in Psychological Science

2. CIP Code Requested
42.0101

3. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)
Dr. David Saarnio, Arkansas State University, P.O. Box 1560, State University, AR 72467, dsaarnio@astate.edu, (870) 972-2602
Dr. Wayne Wilkinson, Arkansas State University, P.O. Box 1560, State University, AR 72467, wwilkinson@astate.edu, (870) 680-8129

4. Proposed Starting Date
Fall 2015

5. Program Summary
a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.
Program Proposal
Master of Science Degree
Psychological Science

Proposal Committee:
Dr. Kris Biondolillo
Dr. Christopher Peters
Dr. David Saarnio, Co-chair
Dr. Dawn Weatherford
Dr. Wayne Wilkinson, Co-chair
Dr. Karen Yanowitz

Original Proposal Submission April 2014
Revised Proposal Submission September 2014
The MS in Psychological Science Program proposal submitted by the Department of Psychology and Counseling was approved by the Department and the College of Education and Behavioral Science Curriculum Committees in the spring semester of 2014 (April and May, 2014).

The program proposal was presented to the Graduate Council at their May 12, 2014 meeting. The members of this Council requested revisions to the proposal. The revisions requested, and made, are detailed below. These revisions are reflected in the revised proposal.

• The proposal no longer requests funds to provide for new graduate assistantships; rather, it is indicated in the proposal that the Department of Psychology and Counseling will need to, at this time, redistribute its current allocation of GA positions to meet the needs of this program.

• The proposal now includes a funding request for a full time tenure-track Assistant Professor position (this new and vacant line is present in the department budget).

• Three courses originally proposed at the 5000-level have been converted to 6000-level courses to be in line with Graduate School requirements.

• The maximum of 6 thesis hours, to replace the original 9 hours, is now indicated in the program proposal.

• Specific GRE score requirements have been removed from the admissions requirements for the program.

• The number of formal content assessment instruments was reduced, as requested by Dr. Welsh and agreed upon by members of the Graduate Council.

• A clear two-pronged program assessment, consisting of a mandatory written examination (at the end of the students’ second semester) and thesis completion (at the end of the program) has been added. This assessment recommendation was made by Dr. Welsh and agreed upon by the Graduate Council.
• Additional editorial changes were made, none of which involve bulletin changes, to the proposal. Specifically,

The organizational chart was revised to reflect the current program structure within the Department of Psychology & Counseling. (Number 12, physical page 14)

New information on desegregation has been provided. (Number 16, physical page 15)

The budget form has been updated to reflect the funding request changes mentioned above. (Physical page 16)

Minor wording and grammatical changes were made throughout the proposal
General Description

The proposed Master of Science in Psychological science is a 36-semester hour program. The mission of the Master of Science Degree in Psychological Science is to provide education in basic and applied psychological research combined with advanced education in core content areas of psychology.

Overview of Curriculum Additions & Modifications

The proposed program necessitates the creation of seven regular graduate-level courses. In addition, a rotating Advanced Psychological Seminar (which allows for the instruction of various specialty topics) and thesis hours will also be created. Please see item 7 for further details.

Program Costs

Implementation of the proposed program will necessitate the department redistribute existing graduate assistant positions. Student travel support will be an added consideration due to the importance of disseminating research results to appropriate professional venues. In addition, the program will require a new tenure-track Assistant Professor position. Please see item 10 and included budget for further details.

Faculty Resources

The proposed program will require one additional full time tenure-track faculty position within the Department of Psychology and Counseling. The department currently has nine faculty members who are proficient to contribute to the program. Please see item 8 for further details.

Library Resources

The existing ASU library resources are considered sufficient for carrying out the proposed program. No additional resources not already committed to the University or Department are deemed necessary. Please see item 9 for further details.

Facilities & Equipment

No additional resources in terms of facilities or equipment beyond those already possessed by the University or Department are considered necessary for operating the proposed program. Please see item 9 for further details.

Purpose of the Program

The program is designed for graduates of undergraduate psychology programs in the mid-southern region of the United States who desire advanced-level training in psychology before seeking admission to doctoral programs in psychology or before seeking entrance into the labor force as applied researchers or community college faculty.

6. Need for the program

b. List existing degree programs that support the proposed program.

N/A
a. Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program. Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

The impetus for the proposed program has institutional- and field-driven origins. There has been a growing focus on master degree-level training within psychology as a precursor to doctoral study and applied employment positions that do not require doctoral-level training. Indeed, most individuals with a psychology doctorate enter academia, rather than applied positions (e.g., professional survey researcher).

Employer Survey

A total of 10 potential regional employers and psychology doctoral programs were asked to participate in the required employer survey in the autumn of 2013 (we sent two follow-ups to non-responding employers/programs). A total of three doctoral programs responded to the survey. All respondents indicated that the proposed program would provide skills related to gaining admission or assistantships in their programs (with a range of 4-10 such vacancies currently existing). The respondents also answered that they would give increased preference to applicants who completed the proposed program. Finally, several of the content areas stressed in the proposed program (e.g., analytical reasoning, computer applications, and data analysis) were also the skills respondents rated as necessary for their positions. The complete survey responses are included in Appendix B.

Current Student Survey

A number of undergraduate students enrolled in upper-level psychology courses completed a brief survey about the proposed program in March of 2014. Of the 114 psychology majors who completed the survey, 76 indicated they would be interested in the proposed program. Of those respondents, 46 answered that the potential impact on later admission to a doctoral degree program as the most important aspect of the proposed program. The remaining 30 respondents indicated that the proposed program’s impact on gaining a position as an applied researcher as the most important aspect. The complete survey responses are included in Appendix B.

b. Provide names/types of organizations/businesses surveyed.

University of Alabama
University of Arkansas
University of Mississippi
c. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

N/A
d. Indicate if employer tuition assistance is provided or other enrollment incentives.

N/A
7. Curriculum outline
   a. Provide curriculum outline by semester.

<table>
<thead>
<tr>
<th>Curriculum Outline By Semester</th>
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<tbody>
<tr>
<td><strong>Semester 1: Fall</strong></td>
</tr>
<tr>
<td>PSY 5303: Research Methodology</td>
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<tr>
<td>PSY 5313: Applied Analysis of Psychological Research I</td>
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<tr>
<td><strong>Summer Term 1 (Optional)</strong></td>
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<tr>
<th><strong>Semester 3: Fall</strong></th>
<th><strong>Semester 4: Spring</strong></th>
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<tbody>
<tr>
<td>PSY 6633: Foundations of Organizational Psychology</td>
<td>PSY 6663: Advanced Psychological Seminar</td>
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b. Give total number of semester credit hours required for the program.

36

c. Identify new courses (provide course descriptions.)

**PSY 5303 Research Methodology** An overview of research methodology including advanced concepts related to quantitative and qualitative psychological research designs. Emphasis placed on synthesizing contemporary empirical findings to develop an individual research agenda. Prerequisite: Undergraduate statistics course or permission of the instructor.

**PSY 5313 Applied Analysis of Psychological Research I** An advanced course in statistical analysis of psychological data, and application to psychological research. This initial course involves descriptive and inferential statistics, including hypothesis testing; probability; t-tests; between-subjects, within-subjects, or mixed model ANOVAs; post-hoc tests; power and effect size. Prerequisite: Undergraduate statistics course or permission of the instructor.

**PSY 5623 Program Development, Implementation, and Analysis** Planning, development, implementation, and evaluation of programs in behavioral and educational settings (broadly defined). Emphases will include evidence-based approaches, population differences, and cultural competence. Prerequisite: PSY 5313 or equivalent or permission of the instructor.

**PSY 6313 Applied Analysis of Psychological Research II** Rationale and assumptions of linear regression, including simultaneous and hierarchical procedures, coding of categorical variables in experimental designs, moderation and mediation, suppression, and logistic and curvilinear analyses, and the relationship of regression to ANOVA, factor analysis, and multivariate analysis. Prerequisite: PSY 5313 or permission of the instructor.
PSY 6633 Foundations of Organizational Psychology Overview of organizational psychology, including organizational climate and culture, job satisfaction, organization-employee fit, job design and motivation, and organizational justice with emphasis on classic theoretical literature and recent empirical research. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 6643 Foundations of Cognitive Psychology Examination of cognitive processes such as pattern recognition, attention, memory, language, problem-solving and decision making, and concepts and categories with an emphasis on theoretical developments, recent empirical findings, and applications in applied settings. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 6653 Foundations of Social Psychology Detailed examination of various topics of current interest in social psychology including, attitude theory and measurement, social cognition, persuasion and conformity, and social neuroscience, with emphasis placed on recent empirical research and theoretical developments in the field. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 6663 Advanced Psychological Seminar An overview of theoretical perspectives, research methodology, and real world implications of a specific domain area within psychology. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 680V (1-3 hours) Thesis Prerequisite: Acceptance to the Master of Science in Psychological Science program.

d. Identify required general education courses, core courses and major courses.

**Required Coursework:**

PSY 5303 Research Methodology (3 hours)
PSY 5313 Applied Analysis of Psychological Research I (3 hours)
PSY 5623 Program Development, Implementation, and Analysis (3 hours)
PSY 6313 Applied Analysis of Psychological Research II (3 hours)

PSY 6633 Foundations of Organizational Psychology (3 hours)
PSY 6643 Foundations of Cognitive Psychology (3 hours)
PSY 6653 Foundations of Social Psychology (3 hours)
PSY 6663 Advanced Psychological Seminar: Topic (3 hours)

e. Identify courses currently offered via distance technology.

N/A
f. State program admission requirements

Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

g. Describe specified learning outcomes and course examination procedures.

The proposed program was developed as part of a continuing effort to achieve the following goals and outcomes. An important part of the program is the effective assessment of the current status of the program to ensure the mission is being met, and to allow for meaningful adjustments to the program.

To take advantage of the diversity of our faculty and to represent the range of psychological science, the goals of the program are intentionally broad and are designed to be met through students’ completion of the program as opposed to completion of an individual course in the program. Below, we outline the specific goals and learning outcomes of the proposed program, as well as the courses associated with each outcome and the key assessment opportunities associated with each course.

Goal 1: Understand Contemporary Theoretical Approaches & Content Areas in Psychology

Students should possess an in-depth knowledge of current theoretical approaches and substantial content areas of psychological science.

Outcome

Successful graduates of the program should be able to
Understand the substantive content areas and theoretical approaches of psychological science (e.g., cognitive, organizational, and social).

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6633 Foundations of Organizational Psychology</td>
<td>Reinforcement</td>
<td>Examinations</td>
</tr>
<tr>
<td>PSY 6643 Foundations of Cognitive Psychology</td>
<td>Reinforcement</td>
<td>Examinations</td>
</tr>
<tr>
<td>PSY 6653 Foundations of Social Psychology</td>
<td>Reinforcement</td>
<td>Examinations</td>
</tr>
</tbody>
</table>

Goal 2: Develop Advanced Skills in Research Methodology and Data Analysis
Students should have extensive applied knowledge of present-day methods of research and statistical analysis in psychological science.

Outcomes
Successful graduates of the program should be able to

1. Determine the appropriate research design or strategy for specific research questions, and

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5303 Research Methodology</td>
<td>Reinforcement</td>
<td>Research proposal</td>
</tr>
<tr>
<td>PSY 5623 Program Development, Implementation, and Analysis</td>
<td>Reinforcement</td>
<td>Research papers</td>
</tr>
</tbody>
</table>

2. Determine and conduct the appropriate data analysis for a particular research question.

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5303 Research Methodology</td>
<td>Introductory</td>
<td>Research proposal</td>
</tr>
<tr>
<td>PSY 5313 Applied Analysis of Psychological Research I</td>
<td>Introductory</td>
<td>Weekly problem sets</td>
</tr>
<tr>
<td>PSY 6313 Applied Analysis of Psychological Research II</td>
<td>Introductory</td>
<td>Computer analysis assignments</td>
</tr>
</tbody>
</table>
Goal 3: Understand Applications of Psychological Science
Students should have an understanding of the role of psychological science in various real-world situations.

Outcomes
Successful graduates of the program should be able to

1. Explain everyday individual and collective behavior using different psychological theories or models, and

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6633 Foundations of Organizational Psychology</td>
<td>Reinforcement</td>
<td>Organizational assessment project</td>
</tr>
<tr>
<td>PSY 6643 Foundations of Cognitive Psychology</td>
<td>Reinforcement</td>
<td>Reaction papers</td>
</tr>
<tr>
<td>PSY 6653 Foundations of Social Psychology</td>
<td>Reinforcement</td>
<td>Research proposals</td>
</tr>
</tbody>
</table>

2. Apply the principles and theories of psychological science to societal and organizational problems, public policy, and social justice.

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5623 Program Development, Implementation, &amp; Analysis</td>
<td>Reinforcement</td>
<td>Research papers</td>
</tr>
<tr>
<td>PSY 6633 Foundations of Organizational Psychology</td>
<td>Reinforcement</td>
<td>Organizational assessment project</td>
</tr>
<tr>
<td>PSY 6653 Foundations of Social Psychology</td>
<td>Reinforcement</td>
<td>Research proposals</td>
</tr>
</tbody>
</table>

Goal 4: Communicate effectively
Students should be able to communicate effectively as scientists.

Outcome
Successful graduates of the program should be able to

Demonstrate effective communication for multiple purposes

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5303 Research Methodology</td>
<td>Reinforcement</td>
<td>Research proposal</td>
</tr>
<tr>
<td>PSY 5623 Program Development, Implementation, &amp; Analysis</td>
<td>Reinforcement</td>
<td>Research papers</td>
</tr>
<tr>
<td>PSY 6633 Foundations of Organizational Psychology</td>
<td>Reinforcement</td>
<td>Organizational assessment project</td>
</tr>
<tr>
<td>PSY 6643 Foundations of Cognitive Psychology</td>
<td>Reinforcement</td>
<td>Research proposal</td>
</tr>
<tr>
<td>PSY 6653 Foundations of Social Psychology</td>
<td>Reinforcement</td>
<td>Research proposals</td>
</tr>
</tbody>
</table>
Goal 5: Understand Diversity and Culture

Students should be able to recognize and respect the importance of individual and cultural differences in psychological science.

Outcome

Successful graduates of the program should be able to

Understand the role of culture and individual diversity in psychological theories and research.

<table>
<thead>
<tr>
<th>Associated Courses</th>
<th>Outcome Level</th>
<th>Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 5623 Program Development, Implementation, and Analysis</td>
<td>Reinforcement</td>
<td>Short assignments</td>
</tr>
<tr>
<td>PSY 6633 Foundations of Organizational Psychology</td>
<td>Reinforcement</td>
<td>Examinations</td>
</tr>
<tr>
<td>PSY 6653 Foundations of Social Psychology</td>
<td>Reinforcement</td>
<td>Research article critiques</td>
</tr>
</tbody>
</table>

In addition to assessing the program goals and outcomes in the individual courses, there will be two program-wide assessments. Program Goal #2 (Develop Advanced Skills in Research Methodology and Data Analysis) will be assessed by a mandatory examination to be completed at the end of the students’ second semester in the program. The remaining goals will be assessed by the successful proposing, completion, and defense of a student’s mandatory thesis in a substantive area of psychological science.

<table>
<thead>
<tr>
<th>Program Goal</th>
<th>Assessment</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (Develop Advanced Skills in Research Methodology and Data Analysis)</td>
<td>Mandatory Examination</td>
<td>End of second semester</td>
</tr>
<tr>
<td>1 (Understand Contemporary Theoretical Approaches &amp; Content Areas in Psychology)</td>
<td>Thesis</td>
<td>Proposal: End of second semester</td>
</tr>
<tr>
<td>3 (Understand Applications of Psychological Science)</td>
<td></td>
<td>Completion and Defense: End of final semester</td>
</tr>
<tr>
<td>4 (Communicate effectively)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (Understand Diversity and Culture)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Besides assessing the program goals and outcomes during students’ enrollment, a post-graduation program evaluation survey will be sent to all graduates who can be contacted no later than one year after their completion of the program. A copy of the survey is attached in Appendix C.

h. Include a copy of the course evaluation to be completed by the student.

A copy of the standard College of Education and Behavioral Science course evaluation is included in Appendix C.

8. Faculty

a. List the names and credentials of all faculty teaching courses in the proposed program. (For associate and above: A minimum of one full-time faculty member with appropriate credentials is required.)

Dr. Kris Biondolillo (Southern Illinois University – Carbondale; Ph.D.; Psychology -- Experimental)

Dr. Irina Khramtsova (Kansas State University; Ed.D.; Educational Psychology)

Dr. Loretta McGregor (Wichita State University; Ph.D.; Human Factors Psychology)
Dr. Amy R. Pearce (Australian National University; Ph.D.; Neuroscience)

Dr. Christopher Peters (University of Arkansas; Ph.D., Experimental Psychology)

Dr. David Saarnio (University of Michigan; Ph.D.; Psychology)

Dr. Dawn Weatherford (Texas A&M University – Commerce; Ph.D.; Educational Psychology)

Dr. Wayne Wilkinson (Northern Illinois University; Ph.D.; Social & Industrial/Organizational Psychology)

Dr. Karen Yanowitz (University of Massachusetts; Ph.D., Developmental Psychology)

b. Total number of faculty required (number of existing faculty, number of new faculty). For new faculty provide the expected credentials/experience and expected hire date.

10 (9 current, 1 planned)

c. For proposed graduate programs provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date.

Curriculum vitas are attached in Appendix D.

The Department will seek an additional tenure-track faculty member. In addition to holding a terminal degree, we are seeking an individual with expertise in industrial/organizational psychology, social, psychology, and research methodology. It is expected that this new faculty member will contribute to the proposed program in a manner to be determined. The expected hire date is fall 2015.

9. Description of resources

a. Current library resources in the field.

The ASU Dean B. Ellis Library houses a collection of over 530,000 books and bound periodical volumes, with nearly 10,000 psychology titles having been added within the past decade. In addition, the library provides online access to hundreds of psychology-related journals (including the recent acquisition of the journals of the American Psychological Association), and provides additional resources through the interlibrary loan OCLC network. The Department of Psychology and Counseling also has an annual budget for use in requesting the purchase of new materials for the library collection.

b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

The Department of Psychology and Counseling has four dedicated classrooms. In addition, we occasionally utilize facilities in other departments on campus (e.g., the Library). Each of these classrooms has recently undergone renovations, including the installation of current instructional technology. The classrooms contain interactive SMART Boards and projectors, as well as integrated audio/visual presentation systems. In addition, each classroom possesses necessary instructional software such as PowerPoint and SMART Classroom Suite.

The Department also maintains a computer classroom, which includes twelve individual student computer stations and current instruction technology and software. This facility’s primary use is in the instruction of research methods and statistics courses, and includes relevant software (e.g., SPSS).

The Department’s research facilities recently underwent a $50,000 renovation and modernization to incorporate current research hardware and software. The facilities allow for research in many areas of psychology, including reaction time tasks, eye-tracking, presentation of subliminal stimuli, and computerized survey administration (including the presentation of audio/visual materials). The research facilities have been equipped with specialized reaction time recording keyboards and current research software (e.g., DirectRT, E-Prime, and MediaLab).

c. New resources required, including costs and acquisition plan

None
10. New program costs – Expenditures for the first 3 years of program operation
   a. New administrative costs
      None
   b. Number of new faculty (full-time and part-time) and costs
      One new full-time tenure-track position will be required with an estimated annual cost of $69,450 (salary and fringe benefits).
   c. New library resources and costs
      None
   d. New/renovated facilities and costs
      None
   e. New instructional equipment and costs
      None
   f. Distance delivery costs (if applicable)
      N/A
   g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)
      None
   h. No new costs (Explain)
      N/A

11. Sources of funding – Income for the first 3 years of program operation
   a. Reallocation from which department, program, etc.
      N/A
   b. Tuition and fees (projected number of students multiplied by tuition/fees)
      
      |                | First Year | Second Year | Third Year |
      |----------------|------------|-------------|------------|
      | Projected Enrollment |  7         |  11         |  15        |
      | Tuition & Fees (assumes a 2% annual increase in tuition and a 5% annual increase in fees) | $38,809 | $64,207 | $89,895 |
   c. State revenues (projected number of students multiplied by state general revenues)
      
      |                | First Year | Second Year | Third Year |
      |----------------|------------|-------------|------------|
      | Projected Enrollment |  7         |  11         |  15        |
      | State revenues ($8500 per FTE) | $59,500 | $93,500 | $127,500 |
d. Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

It is anticipated that faculty members in this program will actively pursue external funding in support of research and program development. A number of support structures exist within the University to help support these actions. Specifically, the Office of Research and Technology’s Summer Institute for Research Development has been helping to guide and support faculty efforts to stimulate grant writing since the summer 2011. This stipend-supported program allows time for grant development and proposal drafting. Further support from the ORTT guides grant submission and handover to office of Sponsored Programs Accounting to assist with budget management.

Additional faculty support structures include the Faculty Research Committee which offers various internal supports (e.g., domestic and international travel for research), the Faculty Reassignment which supports release hours for research, and the Faculty Research Fund, which supports seed money for research projects. Additional soliciting of private funds is supported via college representatives dedicated to marketing and corporate sponsorship.

12. Organizational chart reflecting new program

Proposed program will be housed in (department/college)

13. Specialized requirements

a. Specialized accreditation requirements for program (name of accrediting agency)

N/A
b. Licensure/certification requirements for student entry into the field

N/A

c. Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

Provide the date that the Board approved the proposed program

Enter date...

14. Board of Trustees approval

15. Similar Programs

a. List institutions offering program

i. Proposed undergraduate program – list institutions in Arkansas

N/A

ii. Proposed master’s program – list institutions in Arkansas and region

Arkansas Tech University (M.S. in Psychology)
Avila University (M.S. in Psychology)
University of Tennessee (M.A. in Experimental Psychology)

iii. Proposed doctoral program – list institutions in Arkansas, region, and nation

N/A

b. Why is proposed program needed if offered at other institutions in Arkansas or region?

The current M.S. Program at Arkansas Tech University appears to be less research-focused than the proposed program, and therefore includes broader course content (e.g., history of psychology, developmental psychology, psychopathology, and personality). While the ATU program is more general, the proposed program is specifically designed to focus on research skills, practice, and application.

The programs at Avila University and the University of Tennessee appear to have similar concentrations on developmental and biological psychology, which are not the focus of the proposed program. Indeed, neither program includes the area of organizational psychology similar to the proposed program. In addition, being a religion-affiliated school with less than 2,000 students, enrollment opportunities in the Avila University program is understandably limited.

c. Provide a copy of the written notification to other institutions in the area of the proposed program and their responses.

Enter text...

16. Desegregation

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

Ed.S. Psychology and Counseling: 19.6% of 56 students are African American
M.S.E. School Counseling: 24.1% of 29 students are African American
M.R.C. Rehabilitation Counseling: 42.9% of 28 students are African American
17. Institutional agreements/memorandum of understanding (MOU)

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A

18. Additional information requested by ADHE staff

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**Budget Form**

**Resource Requirements:**

<table>
<thead>
<tr>
<th></th>
<th>1st Year (in dollars)</th>
<th>2nd Year (in dollars)</th>
<th>3rd Year (in dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing(Number)</td>
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<td></td>
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<tr>
<td>Administrative/Professional</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>Full-time Faculty</td>
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<td>$69,450</td>
<td>$69,450</td>
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<tr>
<td>Part-time Faculty</td>
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<td>$0</td>
<td>$0</td>
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<tr>
<td>Graduate Assistants</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Clerical</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment &amp; Instructional Materials</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Other Support Services</td>
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<tr>
<td>Supplies/Printing</td>
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<td>Travel</td>
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<tr>
<td>Distance Technology</td>
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<tr>
<td>Other Services (specify)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td><strong>$69,450</strong></td>
<td><strong>$69,450</strong></td>
<td><strong>$69,450</strong></td>
</tr>
</tbody>
</table>

**Planned Funding Sources:**

<table>
<thead>
<tr>
<th></th>
<th>1st Year (in dollars)</th>
<th>2nd Year (in dollars)</th>
<th>3rd Year (in dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Tuition and Fees</td>
<td>$39,809</td>
<td>$64,207</td>
<td>$89,895</td>
</tr>
<tr>
<td>New State General Revenue</td>
<td>$59,500</td>
<td>$93,500</td>
<td>$127,500</td>
</tr>
<tr>
<td>Redistribution of State General Revenue</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>External Grants/Contracts</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Funding Sources (specify):</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$99,309</strong></td>
<td><strong>$157,707</strong></td>
<td><strong>$217,395</strong></td>
</tr>
</tbody>
</table>
Appendix A

2014-2015 Graduate Bulletin Changes
Master of Science (M.S.)

Majors in
- Biology
- Chemistry
- College Student Personnel Services
- Computer Science
- Disaster Preparedness and Emergency Management
- Early Childhood Services
- Environmental Sciences
- Exercise Science
- Health Sciences
- Mathematics

Psycological Science
- Sport Administration

I. Master of Science in Education Degree
   1. School Counseling
   2. Early Childhood Education
   3. Educational Leadership
   4. Curriculum and Instruction
   5. Theory and Practice
   6. Mid-Level Education
   7. Physical Education
   8. Reading
   9. Special Education
      a. Instructional Specialist Grades P-4
      b. Instructional Specialist Grades 4-12
      c. Gifted, Talented, and Creative

J. Master of Science in Psychological Science

K. Master of Science in Sport Administration

L. Certificate in Mental Health Counseling

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The
program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

**Admission Requirements**

Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

**Program of Study**

**Required Coursework**

- PSY 5303 Research Methodology
- PSY 5313 Applied Analysis of Psychological Research I
- PSY 5623 Program Development, Implementation, and Analysis
- PSY 6313 Applied Analysis of Psychological Research II
- PSY 6633 Foundations of Organizational Psychology
- PSY 6643 Foundations of Cognitive Psychology
- PSY 6653 Foundations of Social Psychology
- PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple
times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

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Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses.

PSY 5303 Research Methodology An overview of research methodology including advanced concepts related to quantitative and qualitative psychological research designs. Emphasis placed on synthesizing contemporary empirical findings to develop an individual research agenda. Prerequisite: Undergraduate statistics course or permission of the instructor.

PSY 5313 Applied Analysis of Psychological Research I An advanced course in statistical analysis of psychological data, and application to psychological research. This initial course involves descriptive and inferential statistics, including hypothesis testing; probability; t-tests; between-subjects, within-subjects, or mixed model ANOVAs; post-hoc tests; power and effect size. Prerequisite: Undergraduate statistics course or permission of the instructor.

PSY 5623 Program Development, Implementation, and Analysis Planning, development, implementation, and evaluation of programs in behavioral and educational settings (broadly defined). Emphases will include evidence-based approaches, population differences, and cultural competence. Prerequisite: PSY 5313 or equivalent or permission of the instructor.

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.
**PSY 6213 Statistics and Research Design in Psychology and Counseling** The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

**PSY 6313 Applied Analysis of Psychological Research II** Rationale and assumptions of linear regression, including simultaneous and hierarchical procedures, coding of categorical variables in experimental designs, moderation and mediation, suppression, and logistic and curvilinear analyses, and the relationship of regression to ANOVA, factor analysis, and multivariate analysis. Prerequisite: PSY 5313 or permission of the instructor.

**PSY 6413 Learning and Cognition in Adulthood** Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

**PSY 6513 Advanced Educational Psychology** A study of learning processes with emphasis on applications to structured situations.

**PSY 6523 Behavior Assessment and Intervention** An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.

**PSY 6543 Psycho-Social Aspects of Development** A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment. PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution.

**PSY 6563 Aspects of Disability** A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

**PSY 6573 Psychological Testing** A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

**PSY 6583 Individual Intelligence Testing** A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

**PSY 6603 Professional School Psychology** Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

**PSY 6613 Professional Consultation** A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113.
PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 6633 Foundations of Organizational Psychology Overview of organizational psychology, including organizational climate and culture, job satisfaction, organization-employee fit, job design and motivation, and organizational justice with emphasis on classic theoretical literature and recent empirical research. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 6643 Foundations of Cognitive Psychology Examination of cognitive processes such as pattern recognition, attention, memory, language, problem-solving and decision making, and concepts and categories with an emphasis on theoretical developments, recent empirical findings, and applications in applied settings. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 6653 Foundations of Social Psychology Detailed examination of various topics of current interest in social psychology including, attitude theory and measurement, social cognition, persuasion and conformity, and social neuroscience, with emphasis placed on recent empirical research and theoretical developments in the field. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 6663 Advanced Psychological Seminar An overview of theoretical perspectives, research methodology, and real world implications of a specific domain area within psychology. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 680V (1-3 hours) Thesis Prerequisite: Acceptance to the Master of Science in Psychological Science program

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach Prerequisite: permission of professor
Appendix B

Employer Survey Results

Current Student Survey Results
Employer Needs Survey Form  
Institutional Summary

(Please compile the data from each Employer Needs Survey and submit the data on this Summary Form. Return the summary form and a copy of each survey form to ADHE with your program proposal.)

**Proposed Degree/Certificate Program**  
Master of Science in Psychological Science

**Institution**  
Arkansas State University

**Name**  
Dr. Wayne Wilkinson  
**E-mail**  
wwilkinson@astate.edu

(person completing this form)

List names of employers responding to survey

University of Arkansas, University of Alabama, & University of Mississippi

List current job titles for the proposed degree/certificate program

Admission to doctoral psychology programs & graduate assistantships

List the degree/certificate required for each job title

Bachelor’s degree or Master’s degree

Indicate number of current positions for each job title

Average of 41

Indicate number of future positions for each job title

Average of 8.5

Indicate salary for each job title

Average of $18,233

Indicate number of employers who gave preference for: on-line/distance technology  
None

evenings  
None

weekends  
None

at company site  
None

Indicate any type of support employers will give for support of the proposed degree/certificate program

Generally none

Summarize the skills needed for employment in the positions listed
Interpersonal communications, written/oral communication, independent worker, analytical reasoning, problem solver, data analysis

Summarize any additional information provided by prospective employers

None
### Employer Survey Results

**Q1.** List of job titles that require employees to have knowledge and the skills obtained from the proposed degree program.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to clinical or experimental psychology doctoral program</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Graduate student/graduate assistant (could be teaching or research assistant)</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Q2.** List the degree required for each job title listed in #1

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least a Bachelor’s degree. Often accept students with a Masters degree</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>B.A., B.S., M.A., or M.S. plus admission to the Ph.D. program</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>BA or MA</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Q3.** Indicate the certification/licensure required for each job title listed in #1

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Q4.** How many positions do you currently have for each job title listed in #1?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 per year</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Currently have about 62 doctoral students</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Q5.** How many positions openings do you currently have for each job title listed in #1?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Usually about 10 per year</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Q6.** How many position openings will you have in 2-5 years for each job title listed in #1?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>About 10 per year</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>About 7 per year</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Q7. What is the annual salary for each job title listed in #4 & #5?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10500</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Approx $37000</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Stipends around $7200 for a 10 hour assistantship and full tuition waiver</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q8. If no openings now, when do you anticipate on having openings for the job titles listed in #1?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>(No response)</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q9. Would you give hiring preference to applicants with the proposed degree?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maybe-depends on match with faculty research interests</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Perhaps, if skills learned matched need of faculty</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Yes, possibly</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 per year</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>10 per year roughly</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>(No response)</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q10a. If yes (to Q10), would you provide tuition assistance?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>66.6</td>
</tr>
</tbody>
</table>

Q11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q11a. Indicate your preference

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Traditional classes</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>(No response)</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Q12. Indicate the type of support your company will provide for the proposed degree program, such as start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time or equipment.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Stipend and tuition waiver</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q13. Will you or a co-worker serve on an institution’s program advisory committee? (Please provide name of employee and email address)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>?</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Clinical program: Dr. Alan Gross</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:pygross@olemiss.edu">pygross@olemiss.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental program: Dr. Matt Reysen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:reysen@olemiss.edu">reysen@olemiss.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q14. Indicate the skills individuals would need for employment for the job titles listed in #1

<table>
<thead>
<tr>
<th>Skill</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal communications</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Written/oral communications</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Team work</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td>Independent worker</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Analytical reasoning</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Computer programming</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td>Supervision/Management</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Leadership/initiative</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Planning/Organizing</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Problem Solver</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Computer applications</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td>Budgeting</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Data analysis</td>
<td>3</td>
<td>100.0</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Marketing</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Teacher/Trainer</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>PowerPoint Presentations</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>Foreign Language (specify)</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other skills not listed (identify)</td>
<td>None</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Q15. How would the proposed degree program benefit your local community, the state, region, or nation?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better trained graduate students who could go on to be teachers and researchers</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>It would likely be most useful for preparing students for our doctoral program in experimental psychology</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>(No response)</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Q16. Provide any additional comments about the proposed degree program.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our PhD program would be interested in applicants with background in statistics and research methods</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>We often take Masters students as they have a stronger background than students right out of a bachelor’s program. But how well a student “fits” with faculty interests is perhaps the most important factor</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>(No response)</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Current Student Survey Results

We are thinking about developing a 36-hour **Master of Science in Psychological Science** program. The mission of the M.S. in Psychological Science is to provide an emphasis in basic and applied psychological research combined with advanced training in core content areas of psychology. The program is designed for graduates of undergraduate psychology programs who desire additional training in psychology before seeking admission to doctoral programs in psychology or before seeking entrance into the labor force as applied researchers.

1. Would you be interested in such a program?

<table>
<thead>
<tr>
<th>Response</th>
<th>Psychology Majors</th>
<th>All Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>YES</td>
<td>76</td>
<td>66.7</td>
</tr>
<tr>
<td>NO</td>
<td>38</td>
<td>33.3</td>
</tr>
</tbody>
</table>

2. If you selected “yes” in #1, in which of the following program goals would you be most interested:

<table>
<thead>
<tr>
<th>Response</th>
<th>Psychology Majors</th>
<th>All Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Receiving advanced training to eventually apply to a doctorate program</td>
<td>46</td>
<td>40.4</td>
</tr>
<tr>
<td>Receiving advanced training to seek a job as an applied researcher</td>
<td>30</td>
<td>26.3</td>
</tr>
<tr>
<td>Not asked (skip pattern)</td>
<td>38</td>
<td>33.3</td>
</tr>
</tbody>
</table>

3. What is the highest level of education you would like to attain?

<table>
<thead>
<tr>
<th>Response</th>
<th>Psychology Majors</th>
<th>All Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>6</td>
<td>5.3</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>58</td>
<td>50.9</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>50</td>
<td>43.9</td>
</tr>
<tr>
<td>(No response)</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Appendix C

Proposed Program Evaluation Survey

Standard College Course Evaluation Survey
Arkansas State University
Psychological Science Master’s Degree Program
Alumni Survey

Month & Year of Graduation: ______________________
Gender: Female_____Male_____
Ethnicity: 
___African American non-Hispanic 
___American Indian or Alaskan Native 
___Asian or Pacific Islander 
___White, non-Hispanic 
___Hispanic 
___Multiracial 
___Other

1. What was your primary reason for choosing to attend the Psychological Science Master’s Program at Arkansas State University?
   a. The curriculum 
   b. Reputation of the Program 
   c. Location 
   d. Recommendation of faculty, colleague, etc. 
   f. Other:

2. If you could start graduate school over, would you choose to attend the Psychological Science Master’s Program?
   a. Definitely yes 
   b. Probably yes 
   c. Maybe/Unsure 
   d. Definitely no 

3. Would you recommend the program to others looking for a graduate degree?
   a. Definitely yes 
   b. Probably yes 
   c. Maybe/Unsure 
   d. Definitely no 

4. Have you become employed after completing your ASU Master’s degree?
   a. Yes ______
   b. No ______
   c. I did not attempt to seek a position. _________
   If you answered (b) or (c) above, please explain your response:

5. Have you become enrolled in a doctoral after completing your ASU Master’s degree?
   a. Yes ______
   b. No ______
   c. I did not attempt to seek a doctoral degree. _________
The next section asks you to assess how effective the program was in meeting its objectives. Please circle a number that represents your assessment ranging from very ineffective (1) to very effective (5).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Very Ineffective</th>
<th>Somewhat Ineffective</th>
<th>No Opinion</th>
<th>Somewhat Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Aiding your understanding of the major content areas of psychological science (e.g., cognitive, organizational, social, and research methodology).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Helping you to learn how to determine the appropriate research design or strategy for specific research questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Helping you learn how to conduct a theory-driven review of the scientific literature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>Learning how to determine and conduct the appropriate data analysis for a particular research question.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>Enhanced your abilities to explain everyday individual and collective behavior using different psychological theories or models.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>Taught you how to apply the principles and theories of psychological science to societal and organizational problems and public policy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>Helped you to write effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Assisted you in understanding and effectively use American Psychological Association writing style.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>Helped you learn to effectively communicate orally.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>Taught you to understand the role of culture and individual diversity in psychological theories and research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>Improved your understanding of the role of culture in your own identity, beliefs, and values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Question</td>
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<td>------------------------</td>
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<tr>
<td>How satisfied were you with the following aspects of your program of study?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17. The teaching competence of the faculty</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18. The commitment of the faculty to teaching</td>
<td>1 2 3 4 5</td>
<td></td>
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<td>19. Faculty responsiveness to student concerns</td>
<td>1 2 3 4 5</td>
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<td>20. Fairness of faculty in evaluation of student performance</td>
<td>1 2 3 4 5</td>
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<tr>
<td>21. Availability of academic advisor</td>
<td>1 2 3 4 5</td>
<td></td>
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<td>22. Quality of academic advising</td>
<td>1 2 3 4 5</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>23. Quality and timeliness of communication about program policies and procedures</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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<td>24. Academic level and rigor of courses</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>25. Class size (i.e., number of students in courses)</td>
<td>1 2 3 4 5</td>
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<tr>
<td>26. Classrooms in which courses were taught</td>
<td>1 2 3 4 5</td>
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<td>27. Technological resources available for learning</td>
<td>1 2 3 4 5</td>
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<tr>
<td>28. Availability of support services (e.g., counseling, financial aid, library, etc.)</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>29. Quality of support services (e.g., counseling, financial aid, library, etc.)</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>30. Please rate your overall satisfaction with the Master's in Psychological Science Program at Arkansas State University.</td>
<td>1 2 3 4 5</td>
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</table>
Standard College Course Evaluation Survey

Special Code Here —

Enter the Special Code in the box at the right of this page. You will be given this special code by the evaluator. Thank you.

ARKANSAS STATE UNIVERSITY
COLLEGE OF EDUCATION

STUDENT COURSE/INSTRUCTOR
EVALUATION QUESTIONNAIRE

Start Here

This questionnaire gives you an opportunity to anonymously express your opinions of this course and the way it has been taught. Using a soft lead #2 pencil, indicate the response closest to your opinion by marking the appropriate box to the right of this answer sheet according to the following key.

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<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

This instructor in this course...

1. demonstrated knowledge of field.
2. aroused and broadened my interest in the field.
3. was interested in teaching me.
4. utilized clear and understandable explanations and examples.
5. was prepared for each class.
6. presented material in an organized manner.
7. explained significance of material.
8. was tolerant of my views and opinions.
9. was available for assistance and advice.
10. was at ease and comfortable with students
11. spoke clearly and distinctly.
12. met class regularly as scheduled.
13. communicated objectives for the course clearly.
14. made assignments which were appropriate.
15. clearly stated his/her system of evaluation.
16. My overall rating of this course is ...
17. My overall rating of the instructor is ...

Comments: Please use the reverse side of this sheet to add your personal comments on issues such as teacher effectiveness, course content, general value of the course, improvements you suggest, etc. Your instructor will not see the results of this evaluation until after final grades have been turned in.

Revised — 3/11
Appendix D

Faculty Vitae
Kristin D. Robertson-Biondolillo

Department of Psychology and Counseling
P.O. Box 1560
State University, AR
(870) 972-3064
E-mail: kdbiondo@astate.edu

Arkansas Biosciences Institute
504 University Loop East
Jonesboro, AR 72401
(870) 680-4330

Education

Advisor: Dr. Donald Meltzer

Advisor: Dr. Donald Meltzer

Bachelor of Arts, Psychology, West Virginia University, Morgantown, 1986.

Research Experience

Current Research
Arkansas State University (1991-present)
Arkansas State University and the Arkansas Biosciences Institute (2002-present)

My current research interests focus on establishing environmental factors that lead to unhealthy behaviors using nonhuman models. Studies have focused on voluntary self-administration of nicotine in laboratory rats and, more recently, consumption of high sugar diets. The voluntary self-administration model was designed to allow for critical and experimental evaluation of long term environmental and developmental factors that contribute to initial and chronic voluntary self-administration of nicotine and consumption of other dietary stimuli by using an intact organism that is freely consuming. My laboratory is also used as a formal tool for mentoring undergraduate students preparing for graduate level work.

Teaching Experience

Professor of Psychology
Department of Psychology and Counseling, Arkansas State University (2010 - present).

Associate Professor of Psychology
Department of Psychology and Counseling, Arkansas State University (1997 - 2010).

Assistant Professor of Psychology
Department of Psychology and Counseling, Arkansas State University (1992-1997).

Temporary Instructor of Psychology,
Publications

Names in bold font are those of undergraduate students


**Presentations at Professional Research Forums**

Names in bold font are those of undergraduate students


McGregor, L.N., Biondolillo, K.D., Christensen, C.M., Charlton, S. (April 3 2008). Entering the academic workplace. Panel presentation as part of an APA/SWPA Workshop, during the 54th annual meeting of the Southwestern Psychological Association, Kansas City, MO.


**Lawson, B.L.,** Biondolillo, K.D., **Boyett, K.B.** Extra session food affects within session responding in the male Sprague-Dawley rat. Poster presented at the 16th annual meeting of the American Psychological Society. Chicago, IL. May 28, 2004.’


Pearce, A.R., **Lawson, B.L., Boyett, K.B.,** & Biondolillo, K. (2003, November 09). Nicotine-induced conditioned taste aversions are blocked by self-administration of oral nicotine in female rats. Faculty for Undergraduate Neuroscience Social, Annual Meeting of the Society for Neuroscience, New Orleans, LA.

Biondolillo, K., Buckner, J., Houston, J. (2002). Experimentally controlling operant behavior in the zebra finch. Poster presented at the 14th annual meeting of the American Psychological Society, New Orleans, LA.


**Undergraduate Forums**
(undergraduate student projects under my supervision)

Louder, M.C., & Larsen, L. The impact of maternal oral nicotine exposure on behavior in the EPM. (April 8 2008). The influence of nicotine on rough and tumble play. Presented at the 9th annual Undergraduate Scholars Day, Arkansas State University, State University, AR.

Himmler, B., & Louder, M.C. (April 8 2008). The influence of nicotine on rough and tumble play. Presented at the 9th annual Undergraduate Scholars Day, Arkansas State University, State University, AR.

Harper, P. Sound perception: A comparative analysis. (April 8 2008). Presented at the 9th annual Undergraduate Scholars Day, Arkansas State University, State University, AR.

Bailey, S., Hood, M. (April 8 2008). Maternal exposure to oral nicotine increases voluntary consumption in adult rats. Presented at the 9th annual Undergraduate Scholars Day, Arkansas State University, State University, AR.

Louder, M.C., Himmler, B. (April 10 2007). The influence of environmental variables on the voluntary consumption of nicotine. Presented at the 8th annual Undergraduate Scholars Day, Arkansas State University, State University, AR.

Fentress, T. (April 10, 2007). Name perception. Presented at the 8th annual Undergraduate Scholars Day, Arkansas State University, State University, AR.

Smith, L.G., Louder, M.C., Midkiff, W., Biondolillo, K. D., & Pearce, A.R. (October 17 2006). The impact of voluntary oral nicotine on operant responding for food. Poster presented during the Faculty for Undergraduate Neuroscience Forum held during the 36th annual meeting of the Society for Neuroscience. Atlanta, GA.


*names in bold font are those of undergraduate students.
University Service
Institutional Animal Care and Use Committee, (member 2003-2013; vice chair 2008; chair 2009-2011)
Senate Representative for Psychology and Counseling 2001-2004
Diversity Committee (member, 2000, 2004)
University Sponsored Programs Committee (member, 2007-2011)
General Education Committee (member 1999-2003)
Honorary Doctorate Committee (member, 2012-2013)

University Library Committee (member, 2007-2011)
Academic Advisement Committee on Excellence (AACE), (member 2007-2011)
AACE Advisor Award Selection Committee (member 2008)
Academic Affairs Background Check Task Force (member, 2007)
A.A. Background Check Task Force Sub-Committee (chair, 2007)
ABI Search Committee, professor of immunology (member, 2008)
ABI Executive/Advisory Committee (member, 2004)
ABI Educational Working Group (member 2004)
Wilson Award Selection Committee (member, 2003)
ASU Who’s Who Award Selection Committee (member, 2003)
University Academic Hearing Committee (member, 2001-2003)
Higher Learning Commission Steering Committee (member, 2002-2003)
Strategic Planning Task Force on Graduate Education and Research Initiatives (member 2003)
General Education Student Learning and Outcomes Subcommittee (chair, 1999)
Student Union Advisory Board (member 1998-2000)
Search Committee, Director of Student Counseling and Psychological Services (member, 1999)
Advisory Group, Selection of Associate Vice President of Academic Affairs (member, 1999)
Nathan Deutsch and Eleanor Lane Faculty Development Fund Committee (chair, 1994-1996)
Student Affairs Committee (chair, 1994; member, 1992-1996)
Strategic Planning Environmental Threats Team (recorder, 1996)
Advisory Committee for Selection of Vice President of Student Affairs (member, 1995)
General Education Social Studies Assessment Committee (1994)

College of Education Service
COE Curriculum Committee (member, 2011-2013)
COE Admissions and Credits Committee (member, 1992-1994; 2008-2009)
COE Diversity Committee (member, 2009)
COE Faculty Development Committee (member 2001-2005)
COE PRT Committee (member, 1999-2003)
COE Education Technology Committee (member, 1996-1998)
COE Research Committee (1997)
Tactical Plan Steering Committee and Teaching Subcommittee (member, 1995)

Department of Psychology and Counseling
Bachelor of Science in Psychology Program Committee (member, 1991-2013; chair, 2009-2013)
Department Curriculum Committee (member, 1993-2013; chair, 2011-2013)
B.S. Psychology Program Review Task Force (member, 2007)
Faculty Development Committee (member, 2002-2004; chair 2001-2003)
Student Grievance Committee (member, 2005)
Faculty Development Committee (member, 2004)
Search Committee, School Counseling (member, 2009-2012)
Search Committee, Cognitive Psychology (chair, 1994-1995)
Search Committee, Department chair (member 2004-2005)
B.S. Psychology Faculty Position Search Committee (co-chair, 2001-2002)
Psychology and Counseling Faculty Position Search (member, 1996)
Ad Hoc Committee on Diversity, (member, 2003)
Task Force on Undergraduate Education (participant, 2003)
Ad Hoc B.S. Psychology Review of Contemporary Psychology (chair, 2002)
General Education Subcommittee on Textbook Selection (chair, 1996)
General Education Subcommittee on Assessment Instrument (chair, 1996)

Professional Membership
Arkansas Psychological Association [ArPA] (2008-2011)
Director of Publications for the ArPA (2008-2011)
ArPA Constitution/By-Laws Committee, Member (Spring-Fall 2011)
ArPA Policy and Procedure Committee, Member (Spring-Fall 2011)
MPA local representative (2005-2007)
Southwestern Psychological Association (2007-2013)
Arkansas Academic Advising Network (2008-2011)
Association for Psychological Science (2004-2013)
American Psychological Association (2004-2009)
American Association for Laboratory Animal Science (2012-2013)
Arkansas Chapter of the AALAS (2012-2013)
Irina Khramtsova

ACADEMIC DEGREES

Ed. D. Kansas State University 1996
Major: Educational Psychology

M.A. and B.A. Moscow State University 1982
Major: Philology and Education

PROFESSIONAL EXPERIENCE

Arkansas State University Teaching Psychology 2009-present
Associate Professor (Educational, Positive, 2002-2009
Department of Psychology and Cultural, Psychology as a Science
Counseling and Profession)

Department of Psychology and
Counseling

Arkansas State University Teaching Psychology 2002-2009
Assistant Professor (Educational, Positive, 2001-2002
Department of Psychology and Cultural, Contemporary, First Year Experience)

Counseling

Kansas State University, Manhattan, KS Teaching Educational Psychology 1996-2001
Part-Time Instructor

Department of Counseling and Ed Psych

Wichita Public Schools, Wichita, KS Full-Teaching ESOL (Grades K-5) 1991-1996
Time ESOL Teacher

Part-Time Graduate Teaching Assistant Teaching Ed Psych; 1996-present

Department of Counseling and Ed Psych Statistical Consulting

AWARDED GRANTS

Khramtsova, I, & Pearce, A. (2010). A positive psychology perspective on mate preferences in the United States and Turkey. Arkansas State University Middle East Studies Grant, $12,000.

PUBLICATIONS


**PRESENTATIONS AT LEARNED FORUMS**


INTERNATIONAL INVITED SPEECHES AND LECTURES

Presentation (in Russian) at the Higher School of Economics on Mindfulness Research (October 25, 2011)

Magellan Faculty Exchange Program (September 12-26, 2011) made presentations on Positive Psychology and Mindfulness, Biofeedback, and Musical Rhythms at Rovaniemi University of Applied Sciences and Satakunta University of Applied Sciences

Presentations on Positive Psychology and Mindfulness (in Russian) in Ufa, Russia (May 2011) at Bashkir State Pedagogical University and at Bashkir State University

Plenary speech about ASU and student involvement in research at the opening of the 6th Republican Scientific-Applied Conference “Innovative Potential of Youth Science” (May 25, 2011) Ufa, Russia

Plenary speech on multicultural education at the opening of the All-Russia Scientific-Applied Conference “Spiritual-Moral Potential and Socio-Psychological Determinants of Ethnocultural Development of Peoples of Modern Russia” (May 19, 2011), Ufa, Russia

Presentation on positive psychology and mindfulness at Psychology Faculty of Moscow State University (May 16, 2011)

UNDERGRADUATE STUDENTS’ PAPERS SPONSORED FOR PUBLICATION


UNDERGRADUATE STUDENTS’ PAPERS SPONSORED FOR A CONFERENCE PRESENTATION


Adams, B., Arnold, T., White, S., McClanahan, B., & Gibson, G. (2013, April). Inside the minds of ASU: How cross-cultural students perceive their university. ASU Symposium of Research, Scholarship, & Creativity Create @ Astate, Jonesboro, AR.

Sadler, H. (2013). Cross-cultural perception of common colors. ASU Symposium of Research, Scholarship, & Creativity Create @ Astate, Jonesboro, AR.

Butler, A., Gurley, M., & Mothershed, M. (2011, March). Drumming and rhythmic medicine: Group mindfulness sessions on the ASU campus. ASU Symposium of Research, Scholarship, & Creativity Create @ Astate, Jonesboro, AR.


Baugh, J. (2010, April). The effects of art therapy on children and adolescents. ASU Undergraduate Scholars’ Day, Jonesboro, AR.

Robbins, A. (2008, April). A grateful outlook may decrease materialism and increase life satisfaction. ASU Undergraduate Scholars’ Day, Jonesboro, AR.


Howard, L., Roland, R., & Watson, A. (2005, April). *Traditional versus positive psychology: A content analysis of the current trend in psychology as perceived by professionals in the field.* ASU Undergraduate Scholars’ Day, Jonesboro, AR.

Estes, J., Gearson, S., & Shortnacy, M. (2005, April). *Job satisfaction in psychology related professions: Well, the pay could be better.* ASU Undergraduate Scholars’ Day, Jonesboro, AR.


**PROFESSIONAL REVIEWS**

Review of textbook proposal Positive Psychology: Scientifically Seeking the Good Life, by L. Kirby and C. Smith (June, 2010).


Review of the manuscript *Guitar playing, right frontal activation, and contentment: Evidence for positive emotion in the presence of behavioral withdrawal motivation* for Journal of Integrative Biosciences (April, 2008)


Review of the proposal for *Positive Psychology* by Franzoi for Wiley Publishing Company (2006, August)


Review of the 2nd draft of *What is Psychology?* for Wadsworth Publishing Company (2003, June)

Review of the final draft manuscript *Positive Psychology* for Wadsworth Publishing Company (2003, October)

**INTERVIEWS**

Was interviewed for two ASU Wellness Radio Shows: “Tips for Positive Lifestyle Change” (December 12, 2011) and “Stress Reduction” (April 2, 2012)

Was interviewed for the #7 (36) newsletter of Psychology Faculty of Bashkir State Pedagogical University, Ufa, Russia (published in June 2011)
Loretta Neal McGregor, Ph.D.
1608 Whitehaven Ct
Jonesboro, AR 72401
Lmcgregor@astate.edu; DRLNMC@gmail.com
Phone: 870-972-3064 (Work) 870-926-8334 (Cell) 870-972-0860 (Home)

EDUCATION

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<td>Human Factors Psychology, Ph.D.</td>
<td>Wichita State University</td>
<td>Wichita, KS</td>
<td>67260-0034</td>
<td>Conferred May, 2000</td>
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<tr>
<td>General Experimental Psychology, M.S.</td>
<td>Emporia State University</td>
<td>Emporia, KS</td>
<td>66801</td>
<td>SREB Doctoral Scholar</td>
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<td>Psychology, B.A.</td>
<td>Ouachita Baptist University</td>
<td>Arkadelphia, AR</td>
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<tr>
<td>General Experimental Psychology, M.S.</td>
<td>Emporia State University</td>
<td>Emporia, KS</td>
<td>66801</td>
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<tr>
<td>Psychology, B.A.</td>
<td>Ouachita Baptist University</td>
<td>Arkadelphia, AR</td>
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<td>Conferred May, 1988</td>
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<tr>
<td>Psychology, B.A.</td>
<td>Ouachita Baptist University</td>
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TEACHING EXPERIENCES

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<td>July 2005-present</td>
<td>Professor and Department Chairperson of Psychology</td>
<td>Department of Psychology and Counseling</td>
<td>Arkansas State University, Jonesboro</td>
<td>State University, AR 72467-1560</td>
</tr>
<tr>
<td>August 2001-May 2005</td>
<td>Associate Professor of Psychology</td>
<td>Department of Psychology</td>
<td>Ouachita Baptist University</td>
<td>Arkadelphia, AR 71998-0001</td>
</tr>
<tr>
<td>August 2000- May 2001</td>
<td>Assistant Professor of Psychology</td>
<td>Department of Behavioral and Social Sciences</td>
<td>Southern Arkansas University</td>
<td>Magnolia, AR 71753</td>
</tr>
<tr>
<td>August 1999- December 1999</td>
<td>Adjunct Instructor</td>
<td>Department of Psychology</td>
<td>Newman University</td>
<td>Wichita, KS 67213</td>
</tr>
<tr>
<td>August 1996-August 2000</td>
<td>Graduate Teaching Assistant</td>
<td>Department of Psychology</td>
<td>Wichita State University</td>
<td>Wichita, KS 67260-0034</td>
</tr>
<tr>
<td>May 1995-May 1996</td>
<td>Assistant Professor</td>
<td>Department of Psychology</td>
<td>Southern Arkansas University</td>
<td>Magnolia, AR 71753</td>
</tr>
<tr>
<td>August 1990-May 1995</td>
<td>Instructor</td>
<td>Department of Psychology</td>
<td>Southern Arkansas University</td>
<td>Magnolia, AR 71753</td>
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McGregor
1/11
COURSES TAUGHT

Abnormal, Psychology General Psychology/Laboratory Research Methods
Adjustment Life Span Human Development Social Psychology
Adulthood and Aging Professional Issues in Psychology Statistics
Advanced Statistics Psychology and Diversity Theories of Personality
Contemporary Psychology Race and Religion Seminar

SELECTED ACADEMIC SERVICE

Jan 2012-present Ford Fellowship Foundation Reviewer
Jan-April 2012 Arkansas State University (ASU) Chancellor Search Advisory Committee
2011- Present ASU Academic Chairs’ Council, Convener
2011-Present Academic Affairs and Research Council,
   ASU Chair’s Representative
2011-Present ASU Shared Governance Oversight Committee
2011 ASU Campus Facilities Master Planning Committee
2010-Present Council of Colleges of Arts & Sciences,
   Department Chair Workshop Facilitator
2010-2011 ASU College of Education NCATE Steering Committee/Writing Team
2008-2010 Web Design Committee, ASU Chair’s Council Representative
2008-Present Computer/Technology Committee, ASU Chair’s Council Representative
Summer 2008 APA National Conference on Undergraduate Education in Psychology Task
   Force Participant, University of Puget Sound, Tacoma, WA
2006-2008 McNair Program Director, ASU
2004-2005 Director of Multicultural Student Services, Ouachita Baptist University
   (OBU)
2003-2005 Secretary/Treasurer, OBU chapter of AAUP
2004-2005 Pi Gamma Mu Co-Advisor, OBU
2003-2006 Honors Thesis Advisor, OBU
2002-2005 Scholarship Comm. Representative, School of Social Science, OBU
2001-2005 Psi Chi Co-Faculty Advisor, OBU
2001-2005 Psychology Club Co-Faculty Advisor, OBU
2001-2005 Special Projects Coordinator: TRIO Program, OBU
2000-2001 Faculty Senate Representative, Southern Arkansas University (SAU)
1998-2002 Test Development Committee: Advance Placement in Psychology, College Board
1995-2004 Reviewer, Psi Chi Journal of Student Research
1994-96 Freshman Academic Advising Center, SAU
1992-95 University Sub-committee on Telecommunications, SAU
1992-95 SAU Intercollegiate Athletic Committee, SAU
1991-92 North Central Association Sub-committee on Assessment, SAU
1990-96 Psi Chi Founder and Faculty Advisor, SAU

McGregor
2/11
COMMUNITY SERVICE

2011-Present  ASU Museum Board of Directors
2010-2011  Craighead County Literacy League Board of Directors
2006-Present  Rotary Club of Jonesboro,
2007  Membership Committee
2009  District Membership Committee
2010  Young Rotarian Recruitment Committee
2012-Present  Board of Directors
2004-2010  Arkansas Single Parent Scholarship Board of Directors
2006-2008  State Board President
2006-2007  State Board Vice President
1995-1996  BPW President
1995-1996  Vice District Director, Southwest District
1994-1995  BPW Vice President
2002-2005  American Cancer Society Relay for Life Organizer

LEADERSHIP TRAINING

2009-2010  Leadership Jonesboro Class of 2010
2011-2013  American Psychological Association Leadership Institute for Women in Psychology

ACADEMIC AND PROFESSIONAL AFFILIATIONS

2009-2014  European Teacher Education Network,
            Arkansas State University ECO Leader
2008-2009  Association for Psychological Science (APS)
1988-Present;  American Psychological Association (APA)
2001  Advisory Panel: Task Force on Undergraduate Psychology Major Competencies
1988–present  Society for the Teaching of Psychology: Division 2 of APA (STP)
2007-2010  Associate Program Chair for APA
1995-1997  G. Stanley Hall Lecture Selection Committee
1993-1994  Advisory Task Force for the Center for Teaching Resources in Psychology
1989-90; 1993-94  Task Force on Minority Issues
2004-2008  Teaching of Psychology in Secondary Schools (TOPSS)
            Executive Advisory Board; College Representative
1985–present  Southwestern Psychological Association (SWPA)
2005-2009  Convention Manager
2003-2009  Program Chairperson  
1995  Executive Committee, Arkansas Representative  

1997-1999  The Association for Research in Vision and Ophthalmology (ARVO)  

1990  Council for Teaching of Undergraduate Psychology (CTUP)  
1990  Association for Psychology and Educational Research in Kansas  

**AWARDS AND HONORS**  

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<tr>
<td>2012</td>
<td>Promoted to Professor, Arkansas State University (ASU)</td>
</tr>
<tr>
<td>2009</td>
<td>TRIO McNair Post Baccalaureate Achievement Program Grant; $880,000</td>
</tr>
<tr>
<td>2004</td>
<td>Awarded Tenure, Ouachita Baptist University (OBU)</td>
</tr>
<tr>
<td>2004</td>
<td>Faculty Development Grant, OBU</td>
</tr>
<tr>
<td>2003</td>
<td>The College of St. Scholastica/NIA Research Training Program in Psychology of Aging: Fellowship Recipient</td>
</tr>
<tr>
<td>2002</td>
<td>Faculty Development Grant, OBU; $1000</td>
</tr>
<tr>
<td>2001</td>
<td>Promoted to Associate Professor, OBU</td>
</tr>
<tr>
<td>1996-2000</td>
<td>Southern Regional Education Board (SREB) Doctoral Scholar, Arkansas Fellow</td>
</tr>
<tr>
<td>1996-2000</td>
<td>Graduate Teaching Assistantship, Wichita State University (WSU)</td>
</tr>
<tr>
<td>1995</td>
<td>Promotion to Assistant Professor, Southern Arkansas University (SAU)</td>
</tr>
<tr>
<td>1995</td>
<td>Outstanding Young Careerist Award, Arkansas Federation of Business and Professional Women</td>
</tr>
<tr>
<td>1991</td>
<td>Faculty Research Grant, SAU</td>
</tr>
</tbody>
</table>

**THESIS/ DISSERTATION COMMITTEE SERVICE**  


**PUBLICATIONS**


McGregor

5/11


**INVITED RESEARCH PRESENTATIONS AND ADDRESSES**

McGregor, L.N. (August, 2013). Ready, set go: How to prepare for the transition from GTA to FTA (Full – Time Faculty). Invited presentation at the annual meeting of the American Psychological Association, Honolulu, Hawai’i


McGregor, L.N., Biondolillo, K.D., Christensen, C.M., and Charlton, S. (2008). Graduate training In Nicolle Singer’s (Chair), *Entering the academic workplace.* Presented in the Symposium at the annual meeting of the Southwestern Psychological Association, Kansas City, Mo.


McGregor, L.N. & Townsend J.I. (2002). (Co-chair), *EXTRA! EXTRA! Graduate students tell all!* Symposium accepted for presentation at the annual meeting of the Southwestern Psychological Association, Corpus Christi, TX.


McGregor, L.N. (1993). *Mamie Phipps Clark.* In L. H. Matthew’s (Chair), *Psychologists as thespians: Bringing psychology to life.* A dramatic presentation presented at the annual meeting of the Southwestern Psychological Association, Corpus Christi, TX.


McGregor, L.N. (1992). What new teachers need to know. In T. A. Wozencraft’s (Chair), *What new teachers want and need to know.* Paper presented in the Symposium at the annual meeting of the Southwest Regional Conference for Teachers of Psychology, Fort Worth, TX.


**RESEARCH AND PRESENTATIONS**


McGregor, L.N. (2001). The case for teaching ethnicity and culture in psychology. In L.N. McGregor's (Chair), Teaching ethnicity and culture in psychology. Paper accepted for presentation in the Symposium at the annual meeting of the Southwestern Psychological Association, Houston, TX.


McGregor, L.N. (1996), (Chair), The "psychology student success lab." A model for undergraduate success. Symposium presented at the annual meeting of the Southwestern Psychological Association, Ft. Worth, TX.


McGregor, L.N. (1995), (Chair). The challenges of mentoring in the '90's, presented at the annual meeting of the Southwestern Psychological Association, Houston, TX.


McGregor, L.N. (1993). (Chair), Teaching our students about the professional side of psychology. Paper presented at the annual meeting of the Southwestern Psychological Association, Corpus Christi, TX.
McGregor, L.N. (1992). How do we retain ethnic minority students as psychology majors? In L.N. McGregor’s (Chair), The recruitment, retention, and training, of ethnic minority students. Paper presented at the Symposium at the annual meeting of the American Psychological Association, Washington, DC.


McGregor, L.N. (1992). (Chair), The ultimate undergraduate experience. Symposium presented at the annual meeting of the Southwestern Psychological Association, Austin, TX.


AMY R. PEARCE, PhD

Arkansas State University
Department of Psychology and Counseling
PO Box 1560, State University, AR 72467
Tel: 870-972-3282
Fax: 870-972-3962
Email: apearce@astate.edu

ACADEMIC DEGREES

PhD in Neuroscience, Research School of Biological Sciences, Australian National University, Canberra, Australia, 2001
Dissertation: *Functional and Ultrastructural Development of the Thalamic Projection to Visual Cortex in the Wallaby (Macropus eugenii)*

BS in Psychology, Minor in Biology, Arkansas State University, Jonesboro, Arkansas, 1995
Graduated with Honors and *magna cum laude*
Honors Thesis: *The Effects of Trimethyltin-Induced Hippocampal Damage on Serial Learning*

Certificates

Communicating Research: The Public, Conferences and Personal Communication Skills, National Centre for the Public Awareness of Science, ANU. Graduate course addressed importance of awareness of science by general public and provided training in the verbal and written communication of scientific research.

Multi-Media Design and Communication, Multi-Media Interactive Learning Laboratory, ANU. Developed an interactive digital module describing the important contributions the study of wallabies can make to neurobiological research.

Graduate Teaching Program Certificate, Graduate School, ANU. Participated in workshops, seminars and other instructional activities designed to improve leadership and teaching skills in the context of the lecture and science laboratory.

PROFESSIONAL EXPERIENCE

Arkansas State University, Jonesboro 2001-present
Associate Professor of Psychology with tenure 2008-present
Faculty advisor in the Molecular Biosciences PhD Program 2010-present
Adjunct Assistant Professor of Biology 2006-present
Faculty affiliate of the Arkansas Biosciences Institute 2002-present
Faculty affiliate of the Graduate Program in Environmental Sciences 2003-2010
Assistant Professor of Psychology, tenure-track 2002-2008
Visiting Assistant Professor of Psychology 2001-2002

La Escuela Bilingüe Honduras, Comayagua, Honduras 2000-2001
Instructor of Mathematics and private tutor
Afternoon volunteer at Niños de la Calle, a home for street kids

Neurosciences Graduate Program, Australian National University 1997-2000
Assistant to the Convenor

2XX Community Radio, Canberra, Australia 1997-2000
Producer, and writer for Fuzzy Logic, a science education program
PEARL REVIEWED PUBLICATIONS

* student contributor


Pearce, A.R., & Marotte, L.R. (2003). The first thalamocortical synapses are made in the cortical plate in the developing visual cortex of the wallaby (*Macropus eugenii*). *Journal of Comparative Neurology, 461*, 205-216.


Student-authored works under my mentorship


*Dickson, Brennon (2008). The brain that changes itself: Discovering the science of brain plasticity. *Journal of Integrative Biosciences, 5*(1), 44-46.

Book Contributions


Pearce, A.R., & Khramtsova, I. (2010). A positive psychology perspective on mate preferences in Japan, pp. 136-140. In a collection of conference papers titled Subyekt deyatelnosti,
obscheniya I professionalnogo razvitiya: teoreticheskie i prakticheskie aspekty (The subject of activity, communication and professional development: theoretical and practical aspects), Ufa, Bashkir, Russia.


Software


Professional Evaluation Reports


Pearce, A.R. (June, 2011). Connecting the Dots: Content, Research and Practice in Primary Grades Mathematics, External Evaluator’s Three Year Summative Report, ADE, Grant Project

Pearce, A.R. (June, 2011). Connecting the Dots: Content, Research and Practice in Primary Grades Mathematics, Year 3 External Evaluator’s Final Report, ADE, Grant Project

Pearce, A.R. (July, 2010). Connecting the Dots: Content, Research and Practice in Primary Grades Mathematics, Year 2 External Evaluator’s Final Report, ADE, Grant Project

Pearce, A.R. (July, 2009). Connecting the Dots: Content, Research and Practice in Primary Grades Mathematics, Year 1 External Evaluator’s Final Report, ADE, Grant Project

Pearce, A.R. (January, 2009). Healthy Heart, Healthy Lungs, Healthy Brain, Internal Evaluator’s Final Report, ADHE NCLB Grant Project

Pearce, A.R. (January, 2008). Spanish for Educators Internal Evaluator’s Final Report, Fall 2007, ADHE NCLB Grant Project

Pearce, A.R. (January, 2008). Integrating Space Science and Mathematics Internal Evaluator’s Final Report, Fall 2007, ADHE NCLB Grant Project

PRESENTATIONS TO LEARNED FORUMS


*Halder, S., Trauth, S., & Pearce, A.R. Long term oral nicotine exposure is associated with changes in sera cotinine and uterine histology but not the estrous cycle in female rats. Society for Neuroscience Conference, October 14, 2012, New Orleans, LA.


*Holloway, H., Pearce, A.R., *Davis, E., *White, E., & Khramtsova, I. Character strengths are prominent as mate preferences of Turkish students. Association for Psychological Science Conference, May 2011, Washington, DC.


*Lynch, J., & Pearce, A.R. Nearing the concentration threshold for voluntary oral nicotine intake in rats. Mid-South Psychology Conference at Christian Brothers University, February 25, 2011, Memphis, TN.


*Cagle, G., & Pearce, A.R. (April, 2010). Detecting nicotine in serum samples utilizing thin-layer chromatography, Arkansas Symposium for Psychology Students, Conway, AR.


Pearce, A.R., Romero, A., & Zibluk, J. (February, 2008). Bridging the paradigm gap: An interdisciplinary science communication class. New Agendas in Science Communication Mini-Conference, University of Texas-Austin, Austin, TX.


Pearce, A.R., Srivatsan, M. & student members of SFN. (October, 2006). Brain Awareness Days involve everyone: Insights from volunteers and community members of Jonesboro, AR. Brain Awareness Week Social at the Society for Neuroscience Conference, Atlanta, GA.


*Ramsey, A.N., & Pearce, A.R. (April, 2006). What’s hot and what’s not when choosing a romantic partner. Southwestern Psychological Association 52nd Annual Convention, Austin, TX.


GRANTS and AWARDS

Desired Characteristics in the Quest for a Long-Term Romantic Partner
PI/PD: *White & Pearce* Grantor: ADHE SURF
Award Amount: $2750 Date: 01/01/14-06/30/14

Impact of Chronic Nicot ine Exposure on its Metabolism by CYP2B1 in Female Rats
PI: Pearce Grantor: Arkansas Biosciences Institute
Amount: $49,633 Date: 08/16/2013-06/30/2015

Launching the Delta Science Network
PI/PD: Pearce Grantor: Alfred P. Sloan Foundation
Amount: $10,000 + $10,000 match Date: 10/01/2013-12/31/14

Radioactive! A Summer Camp for Elementary Students Focused On Radiation
PI/PD: Pearce & Grippo Grantor: Arkansas Community Foundation
Amount: $1890 Date: 07/01/12-07/31/13

Radioactive! Scientists and Artists Celebrate Marie Curie’s Legacy
PI/PD: Pearce & Grippo Grantor: Arkansas Community Foundation
Amount: $3810 Date: 07/06/11-03/31/12

PI/PD: *Cagle & Pearce* Grantor: ADHE SURF
Award Amount: $4000 Date: 01/01/11-12/31/11

Neuroscience Outreach Activities to Improve Inquiry-Based Science Education in NE Arkansas
PI/PD: Pearce Grantor: Arkansas Biosciences Institute
Award Amount: $2700 Date: 01/01/11-12/31/11

A Positive Psychology Perspective on Mate Preferences in the United States and Turkey
PI/PD: Khramtsova & Pearce Grantor: ASU Middle East Studies Committee
Award Amount: $12,000 Date: 02/10-12/10

Determination of nicotine and cotinine in biological samples by ELISA and GC-MS
PI/PD: Pearce Grantor: ASU Faculty Research Fund
Award Amount: $5000 Date: 07/01/09-06/30/10

Establishing the Stimulus Properties of Nicotine, Part II
PI/PD: Biondolillo & Pearce Grantor: ASU Arkansas Biosciences Institute
Award Amount: $150,000 Date: 07/01/04-06/30/05
Establishing the Stimulus Properties of Nicotine, Part I
PI/PD: Biondolillo & Pearce  
Grantor: ASU Arkansas Biosciences Institute  
Award Amount: $50,000  
Date: 07/01/03-06/30/04

Role of Lithium Chloride in Conditioned Taste Aversion and Radial Arm Maze Tasks
PI/PD: Pearce  
Grantor: ASU Faculty Research Fund  
Award Amount: $5300  
Date: 07/01/03-06/30/04

The Developing Wallaby: An Interactive CD-ROM
PI/PD: Pearce  
Grantor: Centre for Public Awareness of Science, ANU  
Award Amount: ~AU$1000  
Date: 1997

Grants submitted but unfunded

Pearce, A.R. & Srivatsan, M. Improving access to hands-on inquiry-based science education in the Northeast Arkansas community. Winthrop Rockefeller Foundation, 2009

PUBLIC OUTREACH

Specials to The Sun, Northeast Arkansas’ largest newspaper
Get fired up to improve your brain function  
03/05/2010
Arkansas State University prepares for Brain Awareness Day  
04/05/2009
ASU professor reflects on psychobiology work  
12/21/2008
Arkansas State University students share koala knowledge gained on Australia trip  
09/21/2008
With spring in your step, keep look out for snakes  
04/13/2008
A-State aims to improve science communication  
03/16/2008
ASU offers biology and psychology courses in Australia  
02/11/2007
Arkansas State to offer course on science communication  
06/11/2007
Scientists promoting brain awareness  
07/08/2007
ASU to begin offering summer study-abroad program in Australia  
02/11/2007
Researchers show wet wipes purify hands, soul  
10/08/2006
Italians discover biology of romance, recipe for love  
06/25/2006
Do funny guys get more girls?  
02/12/2006

Science in the Natural State, a radio program broadcast on KASU 91.9 FM
Koalas  
Science Communication Course
Fear of Snakes  
Science Communication for Scientists
Brainy Days are Here Again  
Humor
Italians Discover Biology of Love

TEACHING EXPERIENCE

PSY 2013  
Introduction to Psychology
PSY 2023  
Contemporary Psychology/Psychology as a Science & Profession
PSY 4323/5323  
Physiological Psychology
PSYC 2007  
Biological Basis of Behaviour Laboratory
PSY 3103  
Quantitative Methods for Behavioral Sciences
PSY 3101  
Quantitative Methods for Behavioral Sciences Laboratory
ZOOD 4613/5613  
Mammalian Neurobiology
PSY 3303  
Motivation
PSY 4853  
Evolutionary Psychology
BIOL 4243/5243  
Pharmacology
BIOL/ENVI Science Communication for Scientists
PSY Cultural Psychology (in Australia)
BIOL Australian Flora and Fauna (in Australia)
MBS 713V Molecular Biosciences Graduate-level Independent Study
PSY European History of Psychology (in Europe)

Other Teaching

*Developed, advised, and led program for study abroad in Europe.* Taught a course on European History of Psychology and tour included sites in Switzerland, Austria, Czech Republic, Germany, France and England; hosted June 2013.

*Developed, advised, and led program for study abroad in Australia.* Taught courses in Cultural Psychology and Australian Flora and Fauna for 11 student participants ranging from ages 16 to 55 from Arkansas State University and the University of Arkansas-Fayetteville; hosted June 2008.

*Mentor to Arkansas School for Mathematics, Sciences and the Arts Scholar.* Anveshi Guha was a senior at ASMSA in Hot Springs, AR. She was interested in psychology as a field of study and requested that I mentor her for a required science fair research project. Her project on mate preferences of Germans began Summer 2010 and continued through Summer 2011.

*Mentor to McNair Scholar.* Mentor to McNair Scholar Shaela Wright, Summer 2010-Spring 2012.

*Mentor to URM Scholar* Kiacia Hicks Fall 2010-Fall 2011. She was in the Science of the Environment-University Program, (RISE-UP) and supported by NSF grant #0731603. URM: Cross-disciplinary Research at the Intersection of Biotechnology and the Environment, Roger Buchanan (PI).

*Mentor to Brazil Science Without Borders* student. Felipe Odorcyk was sponsored by the Brazilian Ministry of Education, January 2012-December 2012.

*Honors College Contributions.* Have taught more than 10 Honors Options courses, mentored Honors thesis projects, and served on 2 Honors thesis committees.

*Special Problems and Independent Study Courses.* These are 1-3 hour credit courses in which students are immersed in research projects. The hours are not counted toward teaching or advising load. I have taught over 30 such courses.

Students' Achievements

Swapnali Halder: 3rd place in 3 Minute Thesis Competition, April 2013; 2nd place graduate research division at Create@State, April 2012 and April 2013
Anveshi Guha: 1st place behavioral science division of the Junior Academy of Sciences Science Fair Competition, Spring 2011
Grant Cagle and Alexis Taylor: 1st place in the undergraduate paper competition at the Mid-South Psychology Conference, February 2010
Robbie Cline: 1st place in the undergraduate paper competition at the Southwestern Psychological Association Conference, March 2005
Natalie Burkhart: 1st place in the undergraduate poster competition at the Mid-South Psychology Conference, February 2004

ACADEMIC SERVICE

**Departmental committees**

- Bachelor of Science Degree Program
- General Education
- Student Travel Award Ad-
- Hoc Human Research
- Faculty Grievance
College committees
- Student Grievance, Former Chair
- Faculty Awards
- Technology
- Faculty Grievance

University committees
- Institutional Review Board for the Protection of Human Subjects, Vice Chair (2011-2012), Chair (2013-present)
- 3 Minute Thesis Competition Coordinator, (2013-present)
- Arkansas Biosciences Institute Environmental, Social and Behavioral Work Group Development, Communications and Alumni (Vice Chair, 2013-present)
- Biological Safety Manual Committee

Other University Service
- Women’s Foundation of Arkansas, Girls of Promise, Speaker Comm. Co-chair (2011-present)
- Create@State College of Education Representative (2011-2012)
- Master of Science in Biology thesis committee for John Artim (2013-present)
- Molecular Biosciences PhD Program advisor for Swapnali Halder (2010-present)
- Molecular Biosciences Program dissertation committee for Alejandra Ratti (2005-2010)
- Master of Science in Biology thesis committee for Nagavenkata Kunala (2009-2011)
- ASU Society for Neuroscience-Faculty Co-Sponsor (2003-present)
- New Student Orientations, Select-A-Major Fairs, Preview Days, Welcome Wednesdays Panelist and faculty sponsor for ASU Undergraduate Scholars Day (2002-2010)
- Academic Advisor to approximately 50 undergraduate psychology majors
- Faculty and Administrative Search Committees

Other Professional and Community Service
- Science Communication Ethics Partner for Iowa State University’s National Science Foundation Project (2013-2014)
- National Science Foundation Graduate Research Fellowship Program Panelist (2013)
- South Coordinator of the Association of Australian National University Alumni, USA (2011-present)
- Northeast Arkansas Regional Science Fair Judge (2012, 2013)
- 19th annual Arkansas Symposium for Psychology Students (April 18-19, 2008)
- Two Saints Soup Kitchen, Volunteer (Fall 2011-present)
- Habitat for Humanity, Volunteer (Fall 2011)

PROFESSIONAL DEVELOPMENT AND EDUCATIONAL WORKSHOPS

Developed and Presented
- Communicating Science: A workshop for science faculty and graduate students
- Communicating Science, Part II: Practical Issues
- Achieving GREATness: A basic math refresher for the GRE. Presented for the McNair Achievement Program
- Great Scat: Supermath strategies for the computer adaptive GRE. Presented for the McNair Achievement Program
- GRE Basic Math Refresher Course, an intensive 2-day course.
- Brain Awareness Booth, St. Bernards Health and Fitness Expo (2012-2013)
Brain Awareness Day Co-Coordinator, Craighead County Jonesboro Public Library (2004-2011)
Northeast Arkansas Regional Brain Bee Co-Coordinator (2007-2011)
If I Only Had A Brain, neuroanatomy workshop for science teachers and middle school students
My Pet Rat: Lessons in the Learning and Shaping Lab. Presented for the Northeast Arkansas-
Association for Women in Technology and Science Workshop.
Shaping Morph: Learning in the operant chamber. 5th Annual Women in Technology and Science
Workshop, Arkansas State University.

Attended
ASU Faculty and Staff Safe Zone Training for LGBTQ Support, October 2013
University of Glasgow Science Festival, Glasgow, Scotland, June 2010
Special meeting with Dr. Simon Gage, director of Edinburgh’s International Science Festival, June
2010
Special meeting with outreach coordinators of the Dundee Science Centre, Dundee, Scotland, June
2010
Special meeting with Dr. Jane Haley on science communication, University of Edinburgh, Edinburgh,
Scotland, June 2010
USA Department of Education Mathematics and Science Partnerships Program: Regional
Conference, San Diego, CA, February 22-24, 2010
National Science Foundation Bean Beetle Curriculum Workshop, Emory University, Atlanta, GA, May
20-22, 2009
Society for Neuroscience, Teaching Neuroscience for Deep Learning, Washington, DC, Nov. 16, 2008
Assessing Impact: Evaluating Staff Development, University of Central Arkansas, Conway, AR,
October 8, 2008
Instrument Dissemination Workshop, Content Knowledge for Teaching Mathematics/
Learning Mathematics for Teaching, University of Michigan School of Education,
Ann Arbor, MI, July 21, 2008
Experiments and models for teaching undergraduate neuroscience–Curriculum development
workshop, University of Missouri-Columbia, Columbia, Missouri, August 7-8, 2008
Preparing faculty to teach online: Fundamentals of teaching online and Basic Blackboard training
for online faculty by Charles R. Harris, April 2006

Invited talks
ASU College of Business Fall Faculty Conference, Peer-to-Peer writing, August 2013.
Southwestern Psychological Association’s State Representative Symposium for Arkansas, Modeling
nicotine self-administration: Why low tech is sometimes best, Fort Worth, TX, April 2013.
How do you differentiate the learning experience of students who take multiple courses from the
same instructor? Global teaching conference: Improving teaching & learning in K-12 higher
education, Arkansas State University, March 2013.
Women’s Foundation of Arkansas, Girls of Promise Alumnae Track Speaker, Build a winning résumé
through volunteerism, Arkansas State University, Jonesboro, AR, March 2012.
Bahçeşehir Üniversitesi, Istanbul, Turkey, Cross-cultural perspectives on mate preferences.
November 2010.
Williams Baptist College, Walnut Ridge, AR, Environmental influences on nicotine consumption by
University Heights Lions Club, Arkansas Biosciences Institute: An overview of projects for 2006 with
emphasis on nicotine research, June 2006.
Bienvenidos a Comayagua: Seminar with Nathifa Morris of New York State on teaching in Honduras,
Central America. Arkansas State University, March 2003
Wallaby brains and women: What one taught me about the other. Arkansas State University Chapter of Women in Science, November 2002.

PROFESSIONAL ORGANIZATIONS

The Honor Society of Phi Kappa Phi, Life Member
The Society for Neuroscience
Association for Psychological Science
Faculty for Undergraduate Neuroscience
Southwestern Psychological Association
American Association for the Advancement of Science
Science Festival Alliance

EDITORIAL SERVICES

Allyn & Bacon Pearson Education
Prentice Hall Wadsworth Publishing
Scientific Journals International Journal of Integrative Biosciences
Houghton Mifflin Journal of Psychological Inquiry

Drug and Alcohol Dependence

Special volume editor with Dr. Steven Haggbloom of Western Kentucky University for Psychobiology in the Sun Belt in the Journal of Integrative Biosciences, December 2009.

AWARDS & DISTINCTIONS

ASU Faculty Mentorship Program, Invited Mentor, Fall 2013

DugDug, a group whose mission is to report significant advances in cutting edge scientific research to the general public, highlights oral nicotine research: http://www.dugdug.com/swapnali-halder-discusses-multiple-bottle-effect, September 2013

United States Department of Education highlight of Connect the Dots evaluation in its PP 2010 performance report, see http://www.ed-msp.net

Advanced Placement Reader for Psychology, Kansas City, MO, June 2011

ASU compensated faculty leave for project titled, Meeting the Growing Demand for Science Communication in the UK, US-and ASU? A Feasibility Study, Fall 2010

ASU “You Made A Difference”, Academic Advisor Award Nominee, 2008

ASU College of Education Award for Outstanding Teaching, 2006-2007

ASU Outstanding Faculty Advisor Award Nominee, 2004-2005, 2008-2009

ANU Neurosciences Graduate Program Student Travel Award, 2000

Overseas Postgraduate Research Scholarship, DEETYA, Australia, 1996-2000

PhD Scholarship, The Australian National University, 1996-1999
EDUCATION


Bachelor of Arts: Psychology. University of North Texas, Denton, TX. Graduated: Dec., 2004

CURRENT EMPLOYMENT

Assistant Professor, Arkansas State University, Jonesboro, AR  08/2013-present

PUBLICATIONS


**PRESENTATIONS**


Peters, C., Sweeney, L., & Lampinen, J. (2009). *Improving our chances of finding missing children: Motivating shoppers to attend to supermarket posters.* Poster session presentation at Association for the Treatment of Sexual Abuse, Dallas, Texas.


**AWARDS/GRANTS**

**Presenter Travel Award,** American Psychology – Law Society 03/2012

**Doctoral Academy Fellowship,** University of Arkansas 2008-2012

**TEACHING EXPERIENCE**

**Assistant Professor** 08/13-05/14
Arkansas State University
Department Chair: Dr. Loretta McGregor
Classes: Abnormal Psychology, Introductory Psychology, Cognitive Psychology

**Instructor of Record** 01/09-12/12
University of Arkansas
Supervisor: Dr. David Schroeder
Classes: General Psychology, Cognitive Psychology, Statistics for Psychologists
Graduate Teaching Assistant 08/08-05/09
University of Arkansas
Faculty sponsors: Dr. Joel Freund, Dr. David Schroeder
Classes: General Psychology, Statistics for Psychologists, Research Methods

Visiting Instructor 08/07-6/08
Western Carolina University, Department of Psychology
Supervisor: Dr. David McCord
Classes: Undergraduate Introduction to Psychology

Visiting Instructor, Academic Success Program 06/07-8/08
Western Carolina University, ASP Department
Supervisor: Ms. Janina DeHart
Class: Undergraduate Introduction to Psychology

Instructor of Record 08/06-12/06
Western Carolina University
Supervisor: Dr. Winford Gordon
Class: Undergraduate Introduction to Psychology

Graduate Teaching Assistant 08/05-12/05
Western Carolina University
Faculty sponsor: Dr. Shawn Acheson
Class: Undergraduate Research Methods & Statistical Design

PROFESSIONAL EXPERIENCE
North Carolina Center for the Advancement of Teaching 03/07
Guest Lecturer: Online Video Game Addiction

Journal of Cyberpsychology and Behavior 08/07-12/10
Ad Hoc Reviewer

Page 5 of 5
Contact Information

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Home Phone: (870) 935-4767
Office Cell: (870) 273-9700
E-Mail: dsaarnio@astate.edu

Education

B.A., Psychology, 1978, Florida Atlantic University
M.A., Experimental Psychology, 1980, Florida Atlantic University
Ph.D., Psychology, December, 1986, University of Michigan
   (Academic Concentration: Developmental Psychology; Secondary Concentration: Cognitive Science)

Positions Held

Present: Professor of Psychology
         Arkansas State University
         August 1993-August 1998, Associate Professor
         August 1998-present, Full Professor

         Founder & Co-Director, Office of Behavioral Research and Evaluation, 2005-present

         Founder & Director, Center for Community Engagement, 2011-present

Former: Assistant Professor of Psychology
         Northern Illinois University
         August 1987-August 1993

         Research Associate
         Sparks Center for Developmental and Learning Disorders
         University of Alabama at Birmingham
         October 1986-June 1987

Honors and Awards

B.A. with Honors, Florida Atlantic University
USPHS (NICHD) Predoctoral Trainee, 1980-1982
University Fellowships, Department of Psychology/Rackham Graduate School, University of Michigan, 1985 (Spring), 1986 (Spring)
1996-1997 Award for Excellence in Teaching, College of Education, Arkansas State University
2004-2005 Student Affairs “Hero,” Arkansas State University (awarded for my work with the office of Disability Services)
Nominated for the “You Made a Difference" Faculty Advisor Award, Fall, 2009, Fall, 2011, and Fall, 2012
Professional Affiliations

American Association for the Advancement of Science
American Educational Research Association
American Evaluation Association
American Psychological Association
Association for Psychological Science
National Council on Family Relations
Sigma Xi
Society for the Teaching of Psychology

Professional Experience (Partial Listing)

University Service
Coordinator, Bachelor of Science Degree Program in Psychology, Arkansas State University
Member and chair, Psychology and Counseling Promotion, Retention, and Tenure committee, Arkansas State University.
Member and chair, College of Education Promotion, Retention, and Tenure committee, Arkansas State University.
Member, University Promotion, Retention, and Tenure committee, Arkansas State University.
Member and chair, Institutional Review Board, Arkansas State University.
Faculty Associate, Interdisciplinary Gerontology Program, Northern Illinois University
Member, Interdisciplinary Committee on Child Welfare, Arkansas State University
Cofounder, Interdisciplinary Minor in Family Studies, Arkansas State University
Member and Chair, Psychology & Counseling Diversity Committee, Arkansas State University
Member, College of Education Diversity Committee, Arkansas State University
Member, Ed.S. Program Committee for Mental Health Counseling and School Psychology
Member and/or Chair, Thesis and/or Dissertation Committees, Northern Illinois University and Arkansas State University
Member and/or chair, various (20+) departmental, college, and university committees, Arkansas State University
Psi Chi Advisor, Psychology Research Club co-founder/advisor, Arkansas State University.

Other Professional Service
Occasional Reviewer, Child Development; Developmental Psychology; International Journal of Behavioral Development; Behavior Research Methods, Instruments, & Computers; American Journal on Mental Retardation, Journal of Genetic Psychology
Former Advisory Editor, Journal of Educational Psychology
Review Panel Chair, Conference on Human Development (multiple conferences)
Co-convener, 16th Annual Arkansas Symposium for Psychology Students (undergraduate research conference), April, 2000.
Textbook reviewer and consultant, various publishers.
Former Member, Arkansas Comprehensive School Improvement Plan committee, Westside School District, Jonesboro, AR
Member, Regional Cultural and Linguistic Competence Board, Delta Counties, ACTION for Kids (Arkansas System of Care)
Grant & Contract Activity*

Safe Schools/Healthy Students Grant (Evaluation Component), Arkansas State University, with Jonesboro, AR, area schools. 1999-2002 Funded at 93% (approx. $280,000 over 3 years for evaluation component; $8 million for complete grant).

Westside School District 21st Century Community Learning Center Grant. Co-principal author of grant ($1.4 million/3 years to the school system). Director, evaluation component, Arkansas State University. 2001-2004. Funded ($135,000 over 3 years).


Carol M. White Physical Education Grant (with 4 local school districts and the Parks and Recreation Department [Jonesboro, AR]). Co-principal author; Director of the Evaluation Component. 2002-2003. Funded. ($315,000 for 1 year).


Westside 21st Century Community Learning Center Grant (with a local school district).

Co-principal author of grant (approximately $150,000 for year one, with reduced funding for multiple subsequent years upon renewal; $540,000 across 5 years). 2004. Funded.

Local Evaluation of Grant to Integrate Schools and Mental Health Systems (with Arkansas Dept. of Education and Nettleton Public Schools)—evaluation component. Evaluation totals $25,000 over 18 months, 2005-2007. Funded.

SAMHSA Child Mental Health Initiative Grant (with the local community mental health agency)—evaluation component. The evaluation component totals approximately $1.3 million over 6 years. Funded, 2005-2011.


Multiple small (< $5,000) grants/contracts with local organizations (e.g., with the Rural Institute for Math and Science Education for evaluation of science programs, the City of Jonesboro [AR] for data reports, Jonesboro [AR] Public Schools for data reports, the Southwest Church of Christ [Jonesboro, AR] for evaluation of “Building Healthy Marriages”).

Six grant applications with undergraduate students in the last 10 years (SILO Undergraduate Research Grants, statewide interdisciplinary competitions). Two funded.

SEE ADDITIONAL PROJECTS IN APPENDIX.

*Most grants, even those I have written or helped to write, have been collaborative efforts with community organizations or university units and have been awarded to those organizations or units. My program responsibilities and funding have primarily revolved around evaluation of the programs; hence the focus above on the evaluation components. Additional, recent activities are presented in the Appendix.
Publications


Khramtsova, I., Saarnio, D., Gordeeva, T., & Williams, K. (2007, February 20). Happiness, life satisfaction, and depression in college students: Relations with student behaviors and
Invited Presentations


Presentations


domestic violence. Paper presented at the meetings of the Mid-South Educational Research Association, Nashville, TN.


Research Association, Memphis, TN.


Association, Austin, TX.

Breckenridge, R., & Saarnio, D.A. (2006, April). The relations between components of jobs and life satisfaction. Paper presented at the 52nd annual Meeting of the Southwestern Psychological Association, Austin, TX. (Also presented at Undergraduate Scholar's Day, Arkansas State University, April, 2006.)


**Sample of Recent Papers with Undergraduate Students at Student Conferences/Forums (Last 5 years only)**


Paper presented at the Arkansas State University Undergraduate Scholars Day.
Tyler, L., & Witt, T. (2012, April). The perception of online classes vs. traditional classes. Paper presented at Create@STATE, Arkansas State University.

*Many of the student presentations were subsequently developed further for presentation in other forums. Most paper presentations at Regional or National conferences include undergraduate students.

**Teaching Experience (Courses Taught)**

**Undergraduate**
- Adolescent Psychology
- Adult Development and Aging
- Child Psychology
- Cognitive Development
- Cultural Psychology
- Current Issues in Developmental Psychology
- Human Research/Research Methods
- Introduction to Psychological Testing
- Introductory Psychology
- Life-span Development
- Motivation
- Nature/Nurture (Behavior Genetics and Evolutionary Psychology Seminar)
- Quantitative Methods for Behavioral Sciences (Basic statistics)
- Today’s Families: Interdisciplinary Approaches

**Graduate**
- Behavioral Development (Graduate Seminar)
- College Teaching
- The Development of Cognition and Memory (Graduate Seminar)
- The Development of Perception and Learning (Graduate Seminar)
- Developmental and Differential Psychology (Graduate Seminar)
- Statistics and Research Design in Psychology and Counseling
- Research Design and Multivariate Analysis in Psychology and Counseling
APPENDIX (STARTING ON NEXT PAGE)

Sample recent grant and contract activities are presented on subsequent pages, using Fiscal Year 2012 activities. These reflect activities across the last year. A more complete listing of project, contracts, and grant activities is available upon request.
<table>
<thead>
<tr>
<th>Name of Grant</th>
<th>Principal Investigator(s)</th>
<th>Duration</th>
<th>Amount (OBRE / CCE)</th>
<th>Amount (overall)</th>
<th>Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION for Kids</td>
<td>MidSouth Health Systems</td>
<td>10/2005 – 9/2012 (with extension)</td>
<td>1,387,904</td>
<td>6,100,000</td>
<td>Evaluation of program for children with emotional disturbances</td>
</tr>
<tr>
<td>Science Academy for Middle School Teachers</td>
<td>ASU Rural STEM Center</td>
<td>3/2009 – 7/2012</td>
<td>27,000</td>
<td>120,826</td>
<td>Evaluation of STEM education</td>
</tr>
<tr>
<td>Beck PRIDE Center</td>
<td>Beck PRIDE Center</td>
<td>4/2011 – 3/2016</td>
<td>50,000</td>
<td>1,398,000</td>
<td>Evaluation of program for veterans</td>
</tr>
<tr>
<td>Experiential Learning Fellowships</td>
<td>ASU College of Sciences and Mathematics</td>
<td>8/2011 – 7/2016</td>
<td>26,065</td>
<td>567,185</td>
<td>Evaluation of program for college STEM pursuits</td>
</tr>
<tr>
<td>Project Intercept / Second Chance</td>
<td>MidSouth Health Systems</td>
<td>2/2011 – 12/2012</td>
<td>14,695</td>
<td>269,135</td>
<td>Evaluation of program to help severely mentally ill adults who have been arrested</td>
</tr>
<tr>
<td>Project LIFT</td>
<td>Craighead County (with extension)</td>
<td>10/2011 – 12/2012</td>
<td>3,494</td>
<td>49,443</td>
<td>Evaluation of planning grant for juvenile mental health court</td>
</tr>
<tr>
<td>College Preparatory Academy for the Delta</td>
<td>ASU College of Education</td>
<td>10/2011 - present</td>
<td>10,500</td>
<td>150,000</td>
<td>Evaluation of STEM education</td>
</tr>
<tr>
<td>Enriching Biotech in a Box</td>
<td>ASU Rural STEM, CDI, ABI</td>
<td>3/2012 – 7/2012</td>
<td>0</td>
<td>15,502</td>
<td>Evaluation of STEM education</td>
</tr>
<tr>
<td>Weaving Together Science...</td>
<td>ASU Rural STEM Center</td>
<td>3/2012 – 6/2013</td>
<td>2,672</td>
<td>66,835</td>
<td>Evaluation of STEM education</td>
</tr>
<tr>
<td>Retail Study for Paragould</td>
<td>ASU Delta Center for Economic Development</td>
<td>9/2012 – 10/2012</td>
<td>2,625</td>
<td>8,500</td>
<td>Study of retail needs and improvement for Paragould</td>
</tr>
<tr>
<td>Project Description</td>
<td>Contact Information</td>
<td>Start Date - End Date</td>
<td>Total Funding</td>
<td>Total Outcomes</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Systems of Care Outcomes</strong></td>
<td>Arkansas Dept. of Human Services</td>
<td>10/2012 – 9/2013</td>
<td>114,264</td>
<td>724,676</td>
<td>Developing outcome measures for systems of care in AR</td>
</tr>
<tr>
<td><strong>Systems of Care Evaluation</strong></td>
<td>Arkansas Dept. of Human Services</td>
<td>10/2012 – 9/2013</td>
<td>70,092</td>
<td>724,676</td>
<td>Evaluation of planning grant for systems of care in AR</td>
</tr>
<tr>
<td><strong>Common Core Bootcamp (Year 2)</strong></td>
<td>ASU Rural STEM Center</td>
<td>10/2012 - 9/2013</td>
<td>15,000</td>
<td>157,547</td>
<td>Evaluation of STEM education using RTOP</td>
</tr>
<tr>
<td><strong>Fostering Science</strong></td>
<td>ASU Rural STEM Center</td>
<td>3/2013 – 2/2014</td>
<td>3,075</td>
<td>67,345</td>
<td>Evaluation of STEM education</td>
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<tr>
<td><strong>Measure Up 7th and 8th</strong></td>
<td>ASU Delta STEM Center</td>
<td>3/2013 – 6/2014</td>
<td>2,510</td>
<td>54,962</td>
<td>Evaluation of STEM education</td>
</tr>
<tr>
<td><strong>Greene County Head Start</strong></td>
<td>Center for Community Engagement</td>
<td>6/2012-8/2012</td>
<td>4,000</td>
<td></td>
<td>Wrote grant for BRAD HeadStart</td>
</tr>
<tr>
<td><strong>Youth MOVE Evaluation</strong></td>
<td>MidSouth Health Systems</td>
<td>10/2012 – 6/2013</td>
<td>3,000</td>
<td>74,161</td>
<td>Evaluation of Youth MOVE expansion and activities</td>
</tr>
<tr>
<td><strong>Community Engagement Research Curriculum Development</strong></td>
<td>UAMS</td>
<td>2/2013 – present</td>
<td>3,925</td>
<td></td>
<td>Creation of workgroup to develop course (minor?) in community research</td>
</tr>
<tr>
<td><strong>3D Tools &amp; the Humanities</strong></td>
<td>ASU CDI</td>
<td>6/2013 – 7/2013</td>
<td>1,658</td>
<td>198,503</td>
<td>Evaluation of institute</td>
</tr>
<tr>
<td><strong>Craighead County Juvenile Drug Court</strong></td>
<td>Craighead County</td>
<td>8/2013 – 7/2016</td>
<td>117,701</td>
<td>958,426</td>
<td>Evaluation of expanded juvenile drug &amp; mental health court</td>
</tr>
<tr>
<td><strong>Enhancing Student Financial Education</strong></td>
<td>ASU Graduate School</td>
<td>7/1/13 – 6/30/15</td>
<td>0</td>
<td>40,000</td>
<td>Assist with participation as a Research Partner in the CGS Initiative.</td>
</tr>
</tbody>
</table>
VITA

Dawn Rachelle Weatherford

Department of Psychology and Counseling
Arkansas State University
P.O. Box 1560
State University, AR 72467
Email: dweatherford@astate.edu
870-972-3171

Professional Education
B.S. Psychology, Oklahoma State University – Stillwater 2005
Highest Honors - Summa Cum Laude
M.S. Experimental Psychology, Texas A&M University – Commerce 2011
PhD Educational Psychology, Texas A&M University – Commerce, 2013
Specialty: Cognition and Linguistics

Research Interests
The influence of language on cognition, memory, and perceptual expertise

Professional and Academic Affiliations
American Psychological Society
Society for Judgment and Decision Making
Society for Applied Multivariate Research
Society for Applied Research in Memory and Cognition
Vision Sciences Society
Psi Chi Psychological Honor Society
Phi Kappa Phi Honor Society
Golden Key Honor Society

Teaching Experience

Instructor
2013, Fall, ASU, Introduction to Psychology
2013, Fall, ASU, Research Design
2012, Spring, TAMUC, Cognitive Psychology
2011, Fall, TAMUC, Psychological Statistics
2010, Fall, TAMUC, Social/Cultural Bases of Behavior
2010, Spring, TAMUC, Social/Cultural Bases of Behavior
2009, Fall, TAMUC, Social/Cultural Bases of Behavior
2009, Spring, TAMUC, Social/Cultural Bases of Behavior

Teaching Assistant
2013, Spring, TAMUC, Experimental Psychology
2012, Fall, TAMUC, Psychological Statistics
2012, Fall, TAMUC, Experimental Psychology
2011, Spring, TAMUC, Experimental Psychology
2010, Fall, TAMUC, Experimental Psychology
2010, Fall, TAMUC, Cognitive Psychology
2010, Summer, TAMUC, Cognitive Psychology
2010, Spring, TAMUC, Cognitive Psychology
2009, Fall, TAMUC, Introduction to Psychology
2009, Summer, TAMUC, Cognitive Psychology
2009, Summer, TAMUC, Introduction to Psychology
2005, Spring, OSU, Psychological Testing

Research Experience
Director, Current
Memory, Attention, and Perception (MAP) lab
Graduate Lab Manager, Summer 2009 – May 2013
Professor: Dr. Curt Carlson
Applied Cognition Laboratory
Graduate Research Assistant, Spring 2008 – Summer 2009
Professor: Dr. Shulan Lu
Cognitive Science Lab
Work funded by National Science Foundation
Undergraduate Research Assistant, Spring 2005
Oklahoma State University
Professor: Dr. Melanie Page
Lifespan Development Lab
Undergraduate Research Assistant, Spring 2004
Oklahoma State University
Professor: Dr. Maureen Sullivan
Child Behavior Lab
Honors and Awards
Dr. Paul Zelhart Distinguished Graduate Researcher Award. Academic Year 2012-2013
Psychology/Counseling Graduate Student Association Outstanding Doctoral Student Award. Academic Year. 2012-2013
First Place, Talk, Graduate Research Competition (Southwestern Psychological Association). April 2011.

Grants
Internal
$4583 – Texas A&M University-Commerce Graduate Summer Research Support, May 2012.

Presentations

National

Regional


**Publications**


**Service**

CHEC Student Enrichment Committee, TAMUC, June 2011 – present

Institutional Review Board Departmental Graduate Representative, TAMUC, August 2011 – August 2012

Psychology/Counseling Graduate Student Association, Founder and President, TAMUC – August 2011 – August 2012

Psychology/Counseling Graduate Student Association, Interim Treasurer, May 2012 – August 2012
Psychology/Counseling Graduate Student Association, Treasurer, August 2012 - present  Co-organizer for the ARMADILLO academic conference hosted by Texas A&M University-Commerce. November 2011.

Skills and Proficiencies

Research oriented
E-Prime (experimental design software), PEBL (experimental design software), Survey Monkey (online data collection), SONA (experimental pool and data collection), SPSS/PASW (statistical analysis package), Microsoft Office Products

Instruction oriented
Adobe Presenter, Jing, VoiceThread, ECollege (Virtual Learning Platform), Annotate CE
Dr. Wayne W. Wilkinson
Curriculum Vita

Department of Psychology & Counseling
Arkansas State University
P.O. Box 1560
State University, AR 72467

Office Phone: (870) 680-8129
E-mail: wwilkinson@astate.edu
Office: Education Building 307

Education

Ph.D. Social and Industrial/Organizational Psychology
Northern Illinois University 2008
M.A. Social and Industrial/Organizational Psychology
Northern Illinois University 2005
M.A. Cognitive and Social Processes
Ball State University 2002
B.A. Psychology and History
Mount Vernon Nazarene College 1999

Professional Experience

Assistant Professor Department of Psychology & Counseling
Arkansas State University 2013-present
Research Associate Public Opinion Laboratory
Northern Illinois University 2007-2011
Faculty Associate LGBT Studies
Northern Illinois University 2008-2011
Staff Assistant Office of Research Compliance
Northern Illinois University 2003-2006
Instructor Department of Psychology
Northern Illinois University 2002-03 & 2006-07
Instructor Department of Psychological Science
Ball State University 2000-2001

Service Positions

Member Departmental General Education Committee
Arkansas State University 2013-present
Member Departmental Human Research Committee
Arkansas State University 2013-present
Member Departmental B.S. Program Committee
Arkansas State University 2013-present
Co-Chair Departmental M.S. Proposal Committee
Arkansas State University 2013-present
Member Presidential Commission on Sexual Orientation
Northern Illinois University 2001-2006
Member Committee for LGBT Studies
Northern Illinois University 2002-2008
Member Research Standards Investigation Committee
Northern Illinois University 2004-2006
Member Psychology Graduate Education Committee
Ball State University 2000-2001
Reviewer American Journal of Orthopsychiatry
Basic and Applied Social Psychology
International Journal for the Psychology of Religion
Journal for the Scientific Study of Religion
Journal of Applied Social Psychology
Journal of Community and Applied Social Psychology
Journal of Homosexuality
Personality and Individual Differences
Personality and Social Psychology Bulletin
Sex Roles
Social Cognition
Publications


Manuscripts under Review


Conference Presentations not Subsequently Published


**Courses Taught**

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Theories of Personality</td>
<td>Arkansas State University</td>
<td>2014</td>
</tr>
<tr>
<td>Psychological Tests &amp; Measurements</td>
<td>Arkansas State University</td>
<td>2014</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>Arkansas State University</td>
<td>2013</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>Arkansas State University</td>
<td>2013</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>Ball State University</td>
<td>2001</td>
</tr>
<tr>
<td>Theories of Personality</td>
<td>Ball State University</td>
<td>2001</td>
</tr>
</tbody>
</table>

**Grants Submitted**


Karen L. Yanowitz  
Department of Psychology and Counseling  
Arkansas State University  
State University, AR, 72467  
kyanowitz@astate.edu  
(870) 972-3064

PROFESSIONAL EXPERIENCE:

University Fellow, Arkansas State University, Center for Learning and Teaching  
Interim Chair, Department of Psychology & Counseling  
Associate Professor, Arkansas State University  
Assistant Professor, Arkansas State University  
Assistant Professor, University of Kentucky (sabbatical replacement position, 1 year contract)

EDUCATION:

Ph.D., Department of Psychology, University of Massachusetts/Amherst  
_Thesis:_ Representation of domain structure and analogical reasoning with elementary school and college students.

M.S., Department of Psychology, University of Massachusetts/Amherst  
_Thesis:_ The effects of generating inferences about a solution principle on analogical transfer in children and adults.

B.A., with honors, Department of Biology, Brandeis University, Waltham, Massachusetts

REFEREED PUBLICATIONS (reverse chronological order, student co-authors are bolded)


**SELECTED NATIONAL CONFERENCE PRESENTATIONS, reverse chronological order (full list available upon request):**

Note: BOLDED names are undergraduate/graduate students, ITALICIZED names are K-12 classroom teachers/ K-12 science specialists


education on adolescents’ STEM career goals. Paper presented at the annual meeting of the Association for Psychological Science, Boston, MA


**STATE-WIDE/REGIONAL CONFERENCES (2009-12, reverse chronological, earlier presentations available upon request, students’ names are bolded)**


Russell, C. (April, 2009). Do college students hold negative beliefs about old people? Poster presented at
the annual meeting of the Southwestern Psychological Association, San Antonio, TX.


FACULTY MENTOR FOR CREATE@ASTATE RESEARCH PRESENTATIONS (FORMERLY UNDERGRADUATE SCHOLAR’S DAY AND GRADUATE SCHOLAR’S DAY) (2009-12, reverse chronological, earlier presentations available upon request)

April, 2011
- John Roberston, Impact of anxiety on analogy production and retrieval
- Eleny Davis, Race and perceptions of stalking
- Lauren Tyler, Kristy Liles, and Tonya Witt, Perceptions of stalkers personality and motivation as a function of stalker gender

April, 2010
- Allen C., Perceptions of pursuit tactics as a function of relationship status and gender
- Davis, E., Racial differences in public relationship behavior

April, 2009
- Leah Buford, Analogical Reasoning
- Crystal Godwin & Arika Qualls, The effect of fathers’ level of education on adolescents’ STEM career goals
- Julie Jones & Crystal Griffith, Multi-tasking between genders at stop lights
- Tamarah McGaughey, Need for achievement and job longevity in college students
- Crissy Russell, College students attitudes about older adults
- Michael West & Dana Winters, Perception of obsessive relational intrusion tactics as a function of varied relationship states
- Amanda Bollinger, The CSI: Arkansas program- helping Arkansas teachers explore student centered instruction.

April, 2008
- Chaudhry, S. Memory Research
- Sharp, B., Godwin, C., Qualls, T., & Lynn, J. Who do you want to be when you grow up? Adolescents’ possible selves
- Schreck, W., Love, L., & Bacon, A. Language and Cognition

FELLOWSHIPS AND GRANTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>PI, ITEST program (NSF# 1031679) Classroom Student Investigations, $1,014,630</td>
</tr>
<tr>
<td>2009</td>
<td>Co-PI, Robert Noyce Scholarship Program (NSF# 0934904) Creating STEM Teachers for Arkansas’ future, $899,988</td>
</tr>
<tr>
<td>2006</td>
<td>PI, ITEST program (NSF# 0624440,) CSI: Arkansas, $1,006,393</td>
</tr>
<tr>
<td>2005-</td>
<td>Multiple funded NCLB grants to improve math/science pedagogy for in-service teachers. Part of grant- writing teams to develop workshops and graduate courses for in-service teachers.</td>
</tr>
</tbody>
</table>
2005 Howard University/Evaluation Training Institute Fellow, NSF sponsored workshop
2005 Arkansas State University Faculty Research Project Grant, $2,000
2004 Middle level mathematics content and instructional enhancement for the Northeast Arkansas Delta, Arkansas Department of Higher Education, (part of grant-writing team), $100,000
2003 Psi Chi Faculty Advisor Research Grant, College and Adolescents schemas about stalking, $2,000.
2003 SILO/SURF Research award, Gender differences in perceptions of relational aggression, (co-investigators: Rodney Baker, Emily Wright), $3,900
2002 Office of Teaching Resources in Psychology Instructional Resource Award, for Gender Bias in Introductory Psychology Textbooks, $1,500
2001 American Educational Research Association Public Policy Fellow, AERA Public Policy Workshop
2000 National Center for Education Statistics Fellow, AIR Summer Institute for NCES databases

INVITED PRESENTATIONS/PUBLIC AUDIENCES


Yanowitz, K.L., McKay, T., Vanderpool, S.S., & Ross, C.A. (October, 2009). Youth motivation, interest and identity and STEM career development. ITEST Webinar sponsored by the EDC, Boston, MA.


TEACHING EXPERIENCE:

Adolescent Psychology, Arkansas State University.
Developmental Psychology (both life-span and child), University of Kentucky and Arkansas State University.
Directed Readings, University of Kentucky. Rotated (with other faculty members) responsibility for presenting various topics in cognitive and developmental psychology and facilitating discussion in a graduate level seminar class.
Cognitive Psychology, Arkansas State University.
Educational Psychology, Arkansas State University.
History of Psychology, Arkansas State University.
Research Design in Psychology, Arkansas State University.
Introductory Psychology, University of Kentucky and Arkansas State University (class size ranged from 40-200 students). Supervised graduate students' teaching of associated laboratory sections at University of Kentucky.
Psychology of Women Seminar, Arkansas State University.
New/Special Course Proposal-Bulletin Change Transmittal Form

- **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
- **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

<table>
<thead>
<tr>
<th>New Course</th>
<th>Special Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New Course</td>
<td>☐ Special Course</td>
</tr>
</tbody>
</table>

*Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Curriculum Committee Chair</td>
<td>COPE Chair (if applicable)</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chair:</td>
<td>General Education Committee Chair (If applicable)</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>College Curriculum Committee Chair</td>
<td>Undergraduate Curriculum Council Chair</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>College Dean</td>
<td>Graduate Curriculum Committee Chair</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Vice Chancellor for Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

   PSY 5303

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Research Methodology
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

An overview of research methodology including advanced concepts related to quantitative and qualitative psychological research designs. Emphasis placed on synthesizing contemporary empirical findings to develop an individual research agenda.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?
   Undergraduate statistics course or permission of the instructor

b. Why?
   Course content assumes knowledge typically acquired in undergraduate statistics courses

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
   N/A

10. Contact Person (Name, Email Address, Phone Number)

   Dr. Dawn Weatherford, dweatherford@astate.edu, (870) 972-3064

11. Proposed Starting Term/Year
   Fall 2015

12. Is this course in support of a new program? Yes
    If yes, what program?
    M.S. in Psychological Science

13. Does this course replace a course being deleted? No
    If yes, what course?
    N/A

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.
14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
   Student will understand and identify the appropriate application of a variety of psychological research designs to answer theory-driven research questions in student's area of interest.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
   The proposed course addresses the following program goals: Goal #2 (outcomes 1 and 2) and Goal #4 - see program proposal for further details.

c. Student population served.
   Graduate

d. Rationale for the level of the course (lower, upper, or graduate).
   Designed for highly advanced students in psychology to expand on their undergraduate experiences and prepare for doctoral programs and/or the work force.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit 1: Research Basics</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Foundations &amp; Developing a Research Interest</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Ethics in Research</td>
<td><strong>Outside ethics reading</strong></td>
</tr>
<tr>
<td>3</td>
<td>Technical writing &amp; APA style</td>
<td>Chapter 15; APA manual 1-4</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 2: Observation and Measurement</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sampling considerations</td>
<td>Chapter 2</td>
</tr>
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<td>5</td>
<td>Validity and Reliability</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>Surveys and scaling</td>
<td>Chapter 4; Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Qualitative and Unobtrusive Measures</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 3: Design and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Design</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>Qualitative and Mixed Methods Designs</td>
<td>Chapter 8</td>
</tr>
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<td>10</td>
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</tr>
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<td>11</td>
<td>Quasi-Experimental Design</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>12</td>
<td>Advanced Design Topics</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 3: Analysis and Synthesis</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Basics of Analysis</td>
<td>Chapter 12; Chapter 13</td>
</tr>
<tr>
<td>14</td>
<td>Analysis for Design</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>15</td>
<td>Final Examinations</td>
<td></td>
</tr>
</tbody>
</table>

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Knowledge
   Quizzes on content

Comprehension
Literature search and research topic selection exercise
Ethical considerations exercise
Appropriate design selection exercise

Application
Short written assignments responding to design elements found in contemporary literature

Analysis and Synthesis
Critiquing and synthesizing contemporary research in student’s area of interest
Developing a research proposal

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No

20. What is the primary intended learning goal for students enrolled in this course?
Student will understand and identify the appropriate application of a variety of psychological research designs to answer theory-driven research questions in student’s area of interest.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year

b. Number of pages of reading required per week: varies, no less than 30

c. Number of pages of writing required over the course of the semester: 50

22. High-Impact Activities (Check all that apply)
☒ Collaborative assignments
☒ Research with a faculty member
☐ Diversity/Global learning experience
☐ Service learning or community learning
☐ Study abroad
☐ Internship
☐ Capstone or senior culminating experience
☐ Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Connecting theoretical research questions to the appropriate research designs and analyses

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
lecture, discussion, group work, and writing
Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) quizzes and writing assignments

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**
Developing skills in technical writing and scientific expressions

Learning Activity:
lecture, discussion, group work, and writing

Assessment Tool:
writing assignments and research proposal

**Outcome #3:**
Analysis and synthesis of research literature in student's area of interest

Learning Activity:
lecture, discussion, group work, and writing

Assessment Tool:
writing assignments and research proposal

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness
   - ☒ Indirectly
   - □ Minimally
   - □ Directly

b. Thinking Critically
   - □ Minimally
   - □ Indirectly
   - ☒ Directly

c. Using Technology
   - □ Minimally
   - □ Indirectly
   - ☒ Directly

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5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of "C".

Applicants are required to submit the following materials:
- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 6313 Applied Analysis of Psychological Research II
PSY 6633 Foundations of Organizational Psychology
PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

2013-2014 Graduate Bulletin (p. 158-159)

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses.

PSY 5303 Research Methodology An overview of research methodology including advanced concepts related to quantitative and qualitative psychological research designs. Emphasis placed on synthesizing contemporary empirical findings to develop an individual research agenda. Prerequisite: Undergraduate statistics course or permission of the instructor.

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

PSY 6213 Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics course or equivalent, or permission of instructor.

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations.

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in
PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment. PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution.

PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
Required Text:

Additional Readings:

Description:
An overview of research methodology including advanced concepts related to quantitative and qualitative psychological research designs. Emphasis placed on synthesizing contemporary empirical findings to develop an individual research agenda.

Course Goals and Learning Outcomes:
Primary Learning Outcome
Student will understand and identify the appropriate application of a variety of psychological research designs to answer theory-driven research questions in student’s area of interest.
1. **Overall Learning Outcomes**  
   Connecting theoretical research questions to the appropriate research designs and analyses  
2. Developing skills in technical writing and scientific expression  
3. Analysis and synthesis of research literature in student’s area of interest

Course Format:  
This is a lecture-discussion-activity course. You must be prepared for each class by reading assignments in advance. You must be in class to participate in activities and take quizzes (all of which will be graded). There will be multiple writing assignments, as well as student presentations.

Grading:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Value</th>
<th>Number</th>
<th>Total</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and In Class Work</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Research Assignments</td>
<td>100</td>
<td>4</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td>APA Style Research Proposal</td>
<td>300</td>
<td>1</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Research Proposal Presentation</td>
<td>200</td>
<td>1</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>1000 possible points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**A:** 900-1000  **B:** 800-899.99  **C:** 700 – 799.99  **D:** 600 – 699.99  **F:** below 600

Academic Integrity:  
Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious academic misconduct and may result in severe penalties. Sanctions for Academic Misconduct may be imposed by the faculty member or instructor discovering the Academic Misconduct except in the case of dismissal from a particular program which shall be made by the department chair or program director, or suspension or expulsion from the university, which shall be made by the dean. A Student may not avoid academic sanctions by withdrawing from a class, a program, or the university. A student disagreeing with the sanction issued based on Academic Misconduct should follow the Academic Grievance Procedure. Be certain that you clearly differentiate your work from the works of others. Unless otherwise specified, direct quoting is discouraged in lieu of cited paraphrasing. Any document, individual or group, submitted with portions lifted from the works of others will be given a zero, regardless of references or intent along with a letter to the academic dean providing the details of the offense. Any subsequent infractions will result in more severe consequences as detailed in the Student Bulletin.

Accommodations:  
The director of Disability Services (DS) is the university’s compliance coordinator for Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Appropriate arrangements are made for qualified students with disabilities to receive academic adjustments, auxiliary aids, and support services on campus. Auxiliary aids include various modes of communication, assistive devices, and technology which will also encompass computer aids. Students are assisted with adaptive testing, note taking, reader services, and special seating arrangements in the classroom. Arrangements are also made for workplace access and accommodations. Procedures are followed to remove barriers that block physical access to buildings and facilities on the ASU campus. Disability Services (DS) strives to provide services that promote access for students with documented disabilities/impairments. Students may contact Disability Services at (870) 972-3964 or visit the office in the Reng Student Services Center, Room 2181.
Resources:

Learning Sciences Center

The LSC tutors are able to help students in almost all 1000- and 2000-level general education courses and some upper division core courses. For the LSC, contact 972-3451

Hours of operation: 11:00 am to 7:00 pm Monday through Thursday. 11:00 am to 3:00 pm on Fridays.

General Computer or Blackboard Help

For general help, contact the Help Desk at 870-972-3933.

Hours of operation: 8:00 am to 10:00 pm Monday through Friday.

Student Conduct and Class Policy:

Students are expected to conduct themselves at all times in a manner that does not disrupt teaching or learning. Faculty members have the authority to request students who exhibit inappropriate behavior to leave the class and may refer serious offenses to the University Police Department and/or the Dean of Students for disciplinary action.

Class Policy:
1. Students will have all cellular and electronic messaging devices turned off and put away before class begins. The use of electronic devices other than calculators and computers (e.g., cell phones, PDAs, iPods, and the like) during the lecture is strictly prohibited unless the otherwise noted. Students may not receive a call during class (even if you excuse yourself), check if they have received a call, or text message. If you are expecting an important call (e.g., a medical situation), please talk to me before class about it. Otherwise, electronic devices should not be seen or heard at any time during class.
2. The professor may, for breach of student conduct and at his or her discretion, remove the student from the classroom for one class period without prior warning.

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundations &amp; Developing a Research Interest</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Ethics in Research</td>
<td><strong>Outside ethics reading</strong></td>
</tr>
<tr>
<td>3</td>
<td>Technical writing &amp; APA style</td>
<td>Chapter 15; APA manual 1-4</td>
</tr>
<tr>
<td>4</td>
<td>Sampling considerations</td>
<td>Chapter 2</td>
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<td>Validity and Reliability</td>
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<td>Surveys and scaling</td>
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<td>Analysis for Design</td>
<td>Chapter 14</td>
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<tr>
<td>15</td>
<td>Final Examinations and Presentations</td>
<td></td>
</tr>
</tbody>
</table>
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcpinnis@astate.edu

☐ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

PSY 5313

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Applied Analysis of Psychological Research I (Applied Psych Analysis I)

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
   Standard letter

5. Is this course dual listed (undergraduate/graduate)?
   No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check
   the course description of an existing course when adding a new cross listed course.)
   No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
   An advanced course in statistical analysis of psychological data, and application to psychological research. This initial
   course involves descriptive and inferential statistics, including hypothesis testing; probability; t-tests; between-subjects,
   within-subjects, or mixed model ANOVAs; post-hoc tests; power and effect size.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the
   prerequisites or does not have the appropriate major, the student will not be allowed to register).
   a. Are there any prerequisites?
   Undergraduate statistics course or permission of the instructor

   b. Why?
   Course content assumes knowledge of concepts typically learned in undergraduate statistics courses in psychology.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
   N/A

10. Contact Person (Name, Email Address, Phone Number)
    Dr. Christopher Peters, cpeterson@astate.edu, 870-972-3064

11. Proposed Starting Term/Year
    Fall 2015

12. Is this course in support of a new program? Yes
    If yes, what program?
    M.S. in Psychology

13. Does this course replace a course being deleted? No
    If yes, what course?
    N/A

    Has this course number been used in the past? No
    Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
    If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    Enter text...

15. Justification should include:
    a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
    Obtain an understanding of basic statistical procedures, with a focus on both when and how to perform different Univariate
    statistical procedures
b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
The proposed course addresses the following program goal: Goal #2 (outcome 2) - see program proposal for details.

c. Student population served.
Graduate

d. Rationale for the level of the course (lower, upper, or graduate).
Designed for highly advanced students in psychology to expand on their undergraduate experiences and prepare the for Doctoral programs or the work force.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
| Week 1 | Introduction to research  
Exploring and describing data numerically & graphically | Ch 1, Wilkinson et al. (1999)  
Ch 2 |
| Week 2 | Basics of probability  
Introduction to null hypothesis statistical testing (NHST) | Ch 3  
Ch 4, Cohen (1994); Bakker & Wicherts (2011) |
| Week 3 | The sign test, power, assumptions underlying NHST  
Estimation and sampling distributions | Ch 4, Cohen (1992); Fritz, Morris, & Richler (2012)  
Ch 5 |
| Week 4 | The normal distribution, z-scores, confidence intervals, NHST  
Power for z-tests, χ² tests, tests of proportions | Ch 5  
Ch 5 |
| Week 5 | The t-distribution and design considerations  
Independent-samples t-tests | Ch 6  
Ch 6 |
| Week 6 | Correlated-samples t-tests, effect size, power for t-tests | Ch 6, 7*  
Exam 1 posted |
| Week 7 | Introduction to independent-samples ANOVA I  
Introduction to independent-samples ANOVA II | Ch 8  
Ch 8 |
| Week 8 | The structural model for ANOVA, EMS, effect size, assumptions, power  
Contrasts, controlling Type I errors | Ch 8  
Ch 10 |
| Week 9 | Introduction to factorial ANOVA  
Interactions and interpreting them | Ch 9 |
| Week 10 | Main effects, interactions, contrasts, simple effects, trend analysis  
Three+ factor designs | Ch 9  
Ch 9, 10, 11 |
| Week 11 | Three+ factor designs  
Repeated-measures designs – basics, EMS | Ch 9, 12*  
Ch 14 |
| Week 12 | Repeated-measures designs – contrasts, effect size, power  
Multi-factor repeated-measures designs, contrasts, simple effects | Ch 14  
Ch 15 |
| Week 13 | Mixed-factor designs – basics, EMS  
Mixed-factor designs – Power, interactions, contrasts, simple effects | Ch 15 |
| Week 14 | Mixed-factor designs – pretest-posttest, 3+ factors, MANOVA | Ch 15, 17* |
| Week 15 | Exam 2, assignment and due date TBA | |
18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.)
No.

20. What is the primary intended learning goal for students enrolled in this course?
Obtain an understanding of basic statistical procedures, with a focus on both when and how to perform different Univariate statistical procedures.

21. Reading and writing requirements:
   a. Name of book, author, edition, company and year
   b. Number of pages of reading required per week: 70
   c. Number of pages of writing required over the course of the semester: 40

22. High-Impact Activities (Check all that apply)
    - Collaborative assignments
    - Research with a faculty member
    - Diversity/Global learning experience
    - Service learning or community learning
    - Study abroad
    - Internship
    - Capstone or senior culminating experience
    - Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

   **Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)
   Perform basic calculations for Univariate statistical methods

   Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
   lecture, computer demonstrations, problem sets, in-class work

   Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
   problem sets, exams

   *(Repeat if needed for additional outcomes 2 and 3)*

   **Outcome #2:**
   Utilize SPSS to analyze data with Univariate statistical methods

   Learning Activity:
   lecture, computer demonstrations, problem sets, in-class work

   Assessment Tool:
Outcome #3:
Be able to determine the proper procedure to perform to analyze data

Learning Activity:
lecture, computer demonstrations, problem sets, in-class work

Assessment Tool:
problem sets, exams

24. Please indicate the extent to which this course addresses university-level student learning outcomes:
   a. Global Awareness
      ☒ Minimally
      □ Indirectly
      □ Directly
   b. Thinking Critically
      □ Minimally
      □ Indirectly
      ☒ Directly
   c. Using Technology
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      □ Indirectly
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Paste bulletin pages here...
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

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- Cover letter of interest
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PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

2013-2014 Graduate Bulletin (p. 158-159)

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses.

PSY 5313 Applied Analysis of Psychological Research I An advanced course in statistical analysis of psychological data, and application to psychological research. This initial course involves descriptive and inferential statistics, including hypothesis testing; probability; t-tests; between-subjects, within-subjects, or mixed model ANOVAs; post-hoc tests; power and effect size. Prerequisite: Undergraduate statistics course or permission of the instructor.

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

PSY 6213 Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations.
PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings

PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution

PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural, and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor
PSY 5313: Applied Analysis of Psychological Research I

Textbook and other materials: Research Design and Statistical Analysis (2010; 3rd edition), by Jerome L. Myers, Arnold D. Well, & Robert F. Lorch, Jr., published by Routledge. The book is available in the campus bookstore, and may be available in some of the off-campus bookstores (and online, of course). Assigned readings from other sources will be provided. You will also need a basic scientific calculator (or you should learn how to use Excel for repetitive calculations). Finally, you should find a place where you have access to SPSS.

Recommended: SPSS Survival Guide

Course Goal: Obtain an understanding of basic statistical procedures, with a focus on both when and how to perform different Univariate statistical procedures.

Sub goals:

1. Perform basic calculations for Univariate statistical methods
2. Utilize SPSS to analyze data with Univariate statistical methods
3. Be able to determine the proper procedure to perform to analyze data

Course Structure: This course will be a mixed lecture and hands on application course. Most classes will consist of an explanation of the statistical procedures as well as how to perform the procedures both by hand and utilizing SPSS. While I am the instructor, this is your class -- you should feel free to ask any questions that you might have at any time. Let me assure you that if you have a question, many other students will have exactly the same question.

You are expected to attend class regularly and complete all assignments in a timely manner. The course material is extensive and builds on top of itself; therefore, missing a significant amount of classes will make it extremely difficult to keep up.

Cell Phones: All cell phones, iPhones, Blackberries, pagers, etc. should be turned off during class please. If extraordinary circumstances exist that require some deviation from this rule, please see me before class.

Internet Support: I will be providing most of the course material on the Internet via Blackboard. Using this feature, I will make available the course syllabus, an outline of class notes, problem sets, and other study guide materials that I believe will be of value to you as you proceed through this class. It is strongly advised to print off the outline of the class notes before class and bring them with you to the lecture. Please note that full class notes will not be posted on Blackboard.

Assignments:

Problem Sets: Problem sets will be posted to Blackboard the after the second class each week. Unless you hear otherwise from me, problem sets are due the following week in class. Problem sets will be graded on a 0-to-10 scale. You are welcome to consult with one another. However, you must perform your own computations and computer analyses, and you must write answers in your own words. Late policy: Problem sets handed in after class but before 24hrs has past will be given half credit; those handed in later will be given no credit, but I will "grade" them to provide feedback.

Exams: There will be two take-home non-cumulative exams. You may consult any source of information except for other people in completing these exams.

Pop quizzes: To motivate you to read, I may occasionally give a very short (and simple) pop quiz based on the reading from a recent chapter. These will only impact your grade positively, never punitively.
**Grading Policy:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td></td>
<td>Problem Sets (plus quizzes)</td>
<td>20%</td>
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<tr>
<td></td>
<td>Exam 1</td>
<td>35%</td>
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<tr>
<td></td>
<td>Exam 2</td>
<td>45%</td>
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**Academic Dishonesty will NOT be Tolerated:** Cheating on exams, homework, or writing assignments by any means will result in an “F” on the exam, homework assignment or writing assignment. A letter will be submitted to the academic dean providing the details of the offense. Please refer to the ARKANSAS STATE UNIVERSITY CODE OF CONDUCT PREAMBLE in the Arkansas State University catalog for documentation of the school’s disposition on academic integrity.

**Accommodations:** Students, who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible. Before accommodations can be made, students must register with Disability Services Campus location: Student Union. Suite 2181 ~ Telephone: 870.972.3964

**Expected Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to research</td>
<td>Ch 1, Wilkinson et al. (1999)</td>
</tr>
<tr>
<td></td>
<td>Exploring and describing data numerically &amp; graphically</td>
<td>Ch 2</td>
</tr>
<tr>
<td>2</td>
<td>Basics of probability</td>
<td>Ch 3, Cohen (1994); Bakker &amp; Wicherts (2011)</td>
</tr>
<tr>
<td></td>
<td>Introduction to null hypothesis statistical testing (NHST)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The sign test, power, assumptions underlying NHST</td>
<td>Ch 4, Cohen (1992); Fritz, Morris, &amp; Richler</td>
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<tr>
<td></td>
<td>Estimation and sampling distributions</td>
<td>(2012);</td>
</tr>
<tr>
<td>4</td>
<td>The normal distribution, z-scores, confidence intervals, NHST</td>
<td>Ch 5</td>
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<tr>
<td></td>
<td>Power for z-tests, χ² tests, tests of proportions</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The r-distribution and design considerations</td>
<td>Ch 6</td>
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<tr>
<td></td>
<td>Independent-samples t-tests</td>
<td></td>
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<tr>
<td>6</td>
<td>Correlated-samples t-tests, effect size, power for t-tests</td>
<td>Ch 6</td>
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<tr>
<td></td>
<td><strong>Exam 1 posted</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>Introduction to independent-samples ANOVA I</td>
<td>Ch 8</td>
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<tr>
<td></td>
<td>Introduction to independent-samples ANOVA II</td>
<td></td>
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<tr>
<td>8</td>
<td>The structural model for ANOVA, EMS, effect size, assumptions, power</td>
<td>Ch 8</td>
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<td></td>
<td>Contrasts, controlling Type I errors</td>
<td></td>
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<tr>
<td>9</td>
<td>Introduction to factorial ANOVA</td>
<td>Ch 9</td>
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<tr>
<td></td>
<td>Interactions and interpreting them</td>
<td></td>
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<tr>
<td>10</td>
<td>Main effects, interactions, contrasts, simple effects, trend analysis</td>
<td>Ch 9, 10, 11</td>
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<td></td>
<td>Three+ factor designs</td>
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<tr>
<td>11</td>
<td>Three+ factor designs</td>
<td>Ch 9, 12</td>
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<td></td>
<td>Repeated-measures designs – basics, EMS</td>
<td>Ch 14</td>
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<tr>
<td>12</td>
<td>Repeated-measures designs – contrasts, effect size, power</td>
<td>Ch 14</td>
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<tr>
<td></td>
<td>Multi-factor repeated-measures designs, contrasts, simple effects</td>
<td>Ch 15</td>
</tr>
<tr>
<td>13</td>
<td>Mixed-factor designs – basics, EMS</td>
<td>Ch 15</td>
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<tr>
<td></td>
<td>Mixed-factor designs – Power, interactions, contrasts, simple effects</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mixed-factor designs – pretest-posttest, 3+ factors, MANOVA</td>
<td>Ch 15, 17*</td>
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<tr>
<td>15</td>
<td><strong>Exam 2, assignment and due date TBA</strong></td>
<td></td>
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</tbody>
</table>

*These chapters are “integrated analysis” chapters, and act as summaries for the preceding section of chapters.
References:


New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

<table>
<thead>
<tr>
<th>Department Curriculum Committee Chair</th>
<th>COPE Chair (if applicable)</th>
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<tr>
<th>Department Chair:</th>
<th>General Education Committee Chair (If applicable)</th>
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<tr>
<th>College Curriculum Committee Chair</th>
<th>Undergraduate Curriculum Council Chair</th>
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<tr>
<th>College Dean</th>
<th>Graduate Curriculum Committee Chair</th>
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<th>Vice Chancellor for Academic Affairs</th>
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<td><strong>Enter Date...</strong></td>
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</tbody>
</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   PSY 5623

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
   Program Development, Implementation, and Analysis (50 characters)
   Program Development (19 characters, short title for transcript)

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
   Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
   Standard Letter

5. Is this course dual listed (undergraduate/graduate)?
   No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
   No

7. Brief course description (40 words or fewer) as it should appear in the bulletin. Planning, development, implementation, and evaluation of programs in behavioral and educational settings (broadly defined). Emphases will include evidence-based approaches, population differences, and cultural competence.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   a. Are there any prerequisites?
      PSY 5313 (or equivalent) or permission of the instructor.
   b. Why?
      Course content requires application of statistical concepts learned in prerequisite.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
   Enter text...

10. Contact Person (Name, Email Address, Phone Number)
    David Saarnio, dsaarnio@astate.edu, 972-3064

11. Proposed Starting Term/Year
    Spring, 2016

12. Is this course in support of a new program? Yes
    If yes, what program?
    MS in Psychological Science

13. Does this course replace a course being deleted? No
    If yes, what course?
    Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
    If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    Enter text...

15. Justification should include:
    a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
    1. Students will understand how to develop educational and behavioral programs.
    2. Students will understand how to develop evaluations for programs.
    3. Students will have an in-depth understanding of the application of psychological principles in society.
b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
The proposed course addresses the following program goals: Goal #2 (outcome 1), Goal #3 (outcome 2) Goal #4, and Goal #5 - see program proposal for further details.

c. Student population served.
Graduate students in the MS program in Psychological Science

d. Rationale for the level of the course (lower, upper, or graduate).
Course is designed for the proposed graduate program. Content material will be covered at the graduate level

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1 Introduction to Program Development
Week 2 Developing Missions and Visions
Week 3 Developing Partnerships
Week 4 Developing Goals and Objectives
Week 5 Implementation Science
Week 6 Implementing Programs
Week 7 Cultural and Linguistic Competence
Week 8 Evidence-based Programs in Mental Health
Week 9 Evidence-based Programs in Education
Week 10 Outcome/Impact Evaluation
Week 11 Process/Formative Evaluation
Week 12 Logic Models and Program Reports
Week 13 Dissemination
Week 14 Sustainability
Week 15 Final exam week--student presentations

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
Research Papers
   Identifying and creating a program
   Developing goals and objectives
   Creating an evaluation

Short Assignments
   Understanding CLAS standards for cultural competency
   Identifying funding sources
   IRB application practice
   Interviews with professionals to identify program needs

Quizzes on terminology and government requirements
18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
Several faculty in the department of Psychology and Counseling have the expertise to teach this course. Classroom resources are standard; any classroom can be used for the course. No additional faculty or supplies are needed.

20. What is the primary intended learning goal for students enrolled in this course?
To understand the nature of program development, including how to identify needs, identify goals, find funding, implement a program, evaluate a program, and disseminate results.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Readings: W.K. Kellogg Foundation Logic Model Development Guide
The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care
https://www.thinkculturalhealth.hhs.gov/GUIs/GUI_TCHRegister.asp?mode=new&clas=yes
The 2010 User-Friendly Handbook for Project Evaluation (National Science Foundation)
National Institutes of Health, Health Services Research Information Central resource page for Dissemination and Implementation Science.
b. Number of pages of reading required per week: 50

22. High-Impact Activities (Check all that apply)
☒ Collaborative assignments
☐ Research with a faculty member
☐ Diversity/Global learning experience
☐ Service learning or community learning
☐ Study abroad
☐ Internship
☐ Capstone or senior culminating experience
☐ Other Explain: Generating program proposal in the field

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?) Identifying societal and organizational needs and translating those into goals and objectives.
Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
lecture, discussion, group work, and writing

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
quizzes and writing assignments

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:
Understanding the stepwise progression of implementing programs.

Learning Activity:
lecture, discussion, group work, and writing

Assessment Tool:
quizzes and writing assignments

Outcome #3:
Understanding the use of data to evaluate programs

Learning Activity:
lecture, discussion, group work, and writing

Assessment Tool:
quizzes and writing assignments

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness
   ☒ Indirectly
   □ Directly

b. Thinking Critically
   ☒ Directly
   □ Indirectly
   □ Directly

c. Using Technology
   ☒ Directly
   □ Indirectly
   □ Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.
To copy from the bulletin:

1. Minimize this form.
2. Go to http://registrar.astate.edu/bulletin.htm and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

• For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
• Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:
• Cover letter of interest
• Three letters of recommendation
• Official GRE scores
• Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
• Current Vita
• Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 6313 Applied Analysis of Psychological Research II
PSY 6633 Foundations of Organizational Psychology
PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

2013-2014 Graduate Bulletin (p. 158-159)

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS
In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses

PSY 5623 Program Development, Implementation, and Analysis Planning, development, implementation, and evaluation of programs in behavioral and educational settings (broadly defined). Emphases will include evidence-based approaches, population differences, and cultural competence. Prerequisite: PSY 5313 or equivalent or permission of the instructor.

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process This course must be taken at the graduate level for it to apply towards counselor licensure and certification

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills

PSY 6213 Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings
**PSY 6543 Psycho-Social Aspects of Development** A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment

**PSY 6553 Social Psychology** An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution

**PSY 6563 Aspects of Disability** A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects

**PSY 6573 Psychological Testing** A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

**PSY 6583 Individual Intelligence Testing** A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

**PSY 6603 Professional School Psychology** Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

**PSY 6613 Professional Consultation** A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

**PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention** Biological, cultural, and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

**PSY 7103 Advanced Counseling Theories** A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
I. Course Description

This course focuses on the planning, development, implementation, and evaluation of programs in behavioral and educational settings (broadly defined). Emphases will include evidence-based approaches, population differences, and cultural competence.

II. Textbook


III. Required Supplemental Readings

W.K. Kellogg Foundation Logic Model Development Guide

The National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care
https://www.thinkculturalhealth.hhs.gov/GUIs/GUI_TCHRegister.asp?mode=new&clas=yes

The 2010 User-Friendly Handbook for Project Evaluation (National Science Foundation)

National Institutes of Health, Health Services Research Information Central resource page for Dissemination and Implementation Science.
http://www.nlm.nih.gov/hsrinfo/implementation_science.html

Non-Researcher’s Guide to Evidence-Based Program Evaluation

IV. Program Goals

This course contributes to meeting the following goals of the Master of Science (M.S.) in Psychological Science program. Specifically, successful graduates from the M.S. program . . .

• Should be able to determine the appropriate research design or strategy for specific research questions.
• Should be able to apply the principles and theories of psychological science to societal and organizational problems, public policy, and social justice.

V. Course Goal and Outcomes

Primary Intended Learning Goal
To understand the nature of program development, including how to identify needs, identify goals, find funding, implement a program, evaluate a program, and disseminate results.
Intended Learning Outcomes
1. Identifying societal and organizational needs and translating those into goals and objectives.
2. Understanding the stepwise progression of implementing programs.
3. Understanding the use of data to evaluate programs.

VI. Course Format
This is a lecture-discussion-activity course. You must be prepared for each class by reading assignments in advance. You must be in class to participate in activities and take quizzes (all of which will be graded). There will be multiple writing assignments, as well as student presentations.

VII. Course Requirements and Grading
Research Papers (30% of your grade)
   Identifying and creating a program
   Developing goals and objectives
   Creating an evaluation
Short Assignments (30 % of your grade)
   Understanding CLAS standards for cultural competency
   Identifying funding sources
   IRB application practice
   Interviews with professionals to identify program needs
Quizzes on terminology and government requirements (15% of your grade)
Student Presentations (15% of your grade)
Class participation (10% of your grade)

VIII. Academic Misconduct
Arkansas State University promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered serious misconduct and may result in severe penalties.

Neither plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) or cheating (an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner) will be tolerated in this course. All instances of academic misconduct will be responded to as specified in the Arkansas State University Student Handbook 2013-2014. Please see the Student Handbook for detailed information on the academic misconduct policy at ASU, including possible disciplinary actions and ways to avoid plagiarism.

IX. Class Attendance
Class attendance is required. You responsible for all information presented in lectures and all class activities and quizzes. It is unprofessional to miss classes or to be late for classes. Both absences and tardies may affect your grade negatively.

X. Accommodations
Students who require accommodations due to a disability must first register with ASU Disability Services. You are expected to contact the instructor within the first week of class to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course.
XII. Technology in the Classroom

Audio and Video Recording: Recording lectures is not allowed without a specific request from Disability Services, and requires a signed contract with the instructor in advance of recording.

Cell phones and computers: Cell phones must be shut off or silenced before entering the classroom. Text messaging during class is prohibited. Computers may be used to take notes, but may not be used for other purposes (e.g., checking email). Violation of these rules will result in loss of points from class.

XIII. Syllabus

This syllabus provides a general outline of the course. You are responsible for attending class and following changes in topics, requirements, exam dates, etc. that are announced in class. Changes to the class and/or syllabus will be made as needed.

XIII. Important Notes

As a college student, you are expected to take responsibility for your own learning and achievement. The implementation of that basic philosophy in this course is that you must earn your grade, and that you are responsible for taking advantage of learning opportunities that are provided for you. If you choose not to take advantage of those opportunities, there will not be “make-up” opportunities provided. Lost opportunities include major aspects of class, such as missing lectures or in-class assignments (you are expected to attend EVERY class session, anything you miss must be gotten from a source other than the instructor), as well as other opportunities.

XIV. Class Schedule

<table>
<thead>
<tr>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 1 Introduction to Program Development</td>
</tr>
<tr>
<td>Week 2 Developing Missions and Visions</td>
</tr>
<tr>
<td>Week 3 Developing Partnerships</td>
</tr>
<tr>
<td>Week 4 Developing Goals and Objectives</td>
</tr>
<tr>
<td>Week 5 Implementation Science</td>
</tr>
<tr>
<td>Week 6 Implementing Programs</td>
</tr>
<tr>
<td>Week 7 Cultural and Linguistic Competence</td>
</tr>
<tr>
<td>Week 8 Evidence-based Programs in Mental Health</td>
</tr>
<tr>
<td>Week 9 Evidence-based Programs in Education</td>
</tr>
<tr>
<td>Week 10 Outcome/Impact Evaluation</td>
</tr>
<tr>
<td>Week 11 Process/Formative Evaluation</td>
</tr>
<tr>
<td>Week 12 Logic Models and Program Reports</td>
</tr>
<tr>
<td>Week 13 Dissemination</td>
</tr>
<tr>
<td>Week 14 Sustainability</td>
</tr>
<tr>
<td>Week 15 Final exam (student presentations)</td>
</tr>
</tbody>
</table>
# New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.
- Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

- **New Course** or **Special Course** (Check one box)

*Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*

<table>
<thead>
<tr>
<th>Role</th>
<th>Date 1</th>
<th>Date 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Curriculum Committee Chair</td>
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<tr>
<td>Department Chair</td>
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<tr>
<td>College Curriculum Committee Chair</td>
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<tr>
<td>College Dean</td>
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<td>COPE Chair (if applicable)</td>
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<tr>
<td>General Education Committee Chair (If applicable)</td>
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<tr>
<td>Undergraduate Curriculum Council Chair</td>
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<tr>
<td>Graduate Curriculum Committee Chair</td>
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<tr>
<td>Vice Chancellor for Academic Affairs</td>
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</tbody>
</table>

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   - PSY 6633

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
   - Foundations of Organizational Psychology
   - Short title: Fnds of Org Psych

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
   - Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
   Standard letter

5. Is this course dual listed (undergraduate/graduate)?
   No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
   No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
   Overview of organizational psychology, including organizational climate and culture, job satisfaction, organization-employee fit, job design and motivation, and organizational justice with emphasis on classic theoretical literature and recent empirical research.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   a. Are there any prerequisites?
      Acceptance to the Master of Science in Psychological Science program or permission of instructor.
   b. Why?
      The course is intended to mainly service students in the M.S. in Psychological Science program.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

10. Contact Person (Name, Email Address, Phone Number)
    Dr. Wayne Wilkinson, wwilkinson@astate.edu, (870) 972-3064

11. Proposed Starting Term/Year
    Fall 2015

12. Is this course in support of a new program? Yes
    If yes, what program?
    Master of Science in Psychological Science

13. Does this course replace a course being deleted? No
    If yes, what course?

14. Does this course affect another program? No
    If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

15. Justification should include:
    a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
       Students should have an in-depth knowledge of the theoretical and practical issues faced by organizations, including the identification of problems faced by organizations and the development of possible interventions.
b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The proposed course addresses the following program goals: Goal #1, Goal #3 (outcomes 1 and 2), Goal #4, and Goal #5

c. Student population served.
Graduate students

d. Rationale for the level of the course (lower, upper, or graduate).
Course content focuses on recent and more complex issues than is typically covered in an undergraduate organizational psychology course.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Organizational Psychology</td>
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<td>2</td>
<td>Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>Attraction and Socialization</td>
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<tr>
<td>4</td>
<td>Productive Behaviors in Organizations</td>
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<tr>
<td>5</td>
<td>Job Satisfaction and Organizational Commitment</td>
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<tr>
<td>6</td>
<td>Counterproductive Behaviors in Organizations</td>
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<td>7</td>
<td>Occupational Stress</td>
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<td>8</td>
<td>Theories of Motivation</td>
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<td>9</td>
<td>Organizational Applications of Motivation Theory</td>
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<td>10</td>
<td>Leadership and Influence Processes</td>
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<td>11</td>
<td>Group Behavior and Effectiveness</td>
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<tr>
<td>12</td>
<td>Organizational Theory and Design</td>
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<td>13</td>
<td>Organizational Culture</td>
</tr>
<tr>
<td>14</td>
<td>Organizational Change and Development</td>
</tr>
<tr>
<td>15</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

*Organizational Assessment Project:* Working in groups, students will receive a problem that a real-world organization is currently experiencing, including a data set of relevant variables measured by the organization (e.g., job and organizational engagement, personality, job satisfaction, etc.). Each group will be tasked with examining the organization’s background and data in order to identify problems areas and develop possible strategies and interventions to improve employee attitudes. The result of the project will be a group-written paper (8-15 pages) and presentation.

*Review of Research Articles:* Students will be asked to review three recently published empirical papers in the field and review them as a manuscript reviewer for a journal. The result will be individual 2-3 page papers critique the article and possible improvements that could be made in the research process or data analysis.

*Examinations:* Students will complete a mid-term exam and non-cumulative final exam for the course.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

N/A
19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
   No

20. What is the primary intended learning goal for students enrolled in this course?
   Students should have an in-depth knowledge of the theoretical and practical issues faced by organizations, including the identification of problems faced by organizations and the development of possible interventions.

21. Reading and writing requirements:
   a. Name of book, author, edition, company and year
   Text:

*Additional Readings:*


b. Number of pages of reading required per week: 65-75

c. Number of pages of writing required over the course of the semester: 25-30

22. High-Impact Activities (Check all that apply)

- ✗ Collaborative assignments
- ☐ Research with a faculty member
- ☐ Diversity/Global learning experience
- ☐ Service learning or community learning
- ☐ Study abroad
- ☐ Internship
- ☐ Capstone or senior culminating experience
- ☐ Other

*Explain*: Enter text...

23. Considering the indicated primary goal (in Box #20), provide [up to three outcomes](#) that you expect of students after completion of this course.

**Outcome #1**: (For example, what will students who meet this goal know or be able to do as a result of this course?) Understand the motivational and individual factors involved in job attitudes and performance.

**Learning Activity**: (For example, what instructional processes do you plan to use to help students reach this outcome?) Lecture

**Assessment Tool**: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?) Exams and writing assignments

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2**: Understand the role of leadership in organizations.

**Learning Activity**: Lecture
Assessment Tool:
Exams

Outcome #3:
Understand the practical issues facing organizations, including organizational design, development, culture, and change.

Learning Activity:
Lecture

Assessment Tool:
Exams and organizational assessment project

24. Please indicate the extent to which this course addresses university-level student learning outcomes:
   a. Global Awareness
      ☐ Minimally
      ☒ Indirectly
      ☐ Directly
   
   b. Thinking Critically
      ☐ Minimally
      ☐ Indirectly
      ☒ Directly
   
   c. Using Technology
      ☒ Minimally
      ☐ Indirectly
      ☐ Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to [http://registrar.astate.edu/bulletin.htm](http://registrar.astate.edu/bulletin.htm) and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of "C".

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 6313 Applied Analysis of Psychological Research II
PSY 6633 Foundations of Organizational Psychology
PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

2013-2014 Graduate Bulletin (p. 158-159)

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

PSY 6213 Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations.

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.

PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment.

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution.
PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 6633 Foundations of Organizational Psychology Overview of organizational psychology, including organizational climate and culture, job satisfaction, organization-employee fit, job design and motivation, and organizational justice with emphasis on classic theoretical literature and recent empirical research. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
PSY 6633 – Foundations of Organizational Psychology  
Fall Semester 2015  
Arkansas State University  

Section X (CRN XXXXX): Time: TBD Location: TBD  

Instructor: Dr. Wayne Wilkinson  
Phone: (870) 680-8129  
E-mail: wwilkinson@astate.edu  

Office Location: ED 307  
Office Hours: TBD  
Or by appointment  

I. The Graduate Bulletin Description  

Overview of organizational psychology, including organizational climate and culture, job satisfaction, organization-employee fit, job design and motivation, and organizational justice with emphasis on classic theoretical literature and recent empirical research.  

II. Required Textbook  


III. Required Supplemental Readings  

In addition to the textbook, I have placed the following sources on the Blackboard website. These chapters supplement the textbook and are required reading (see course schedule below for when the individual materials should be read for class).  


**IV. Program Goals**

This course contributes to meeting the following goals of the Master of Science (M.S.) in Psychological Science program. Specifically, successful graduates from the M.S. program should be able to . . .

- Understand the substantive content areas and theoretical approaches of psychological science.
- Explain everyday individual and collective behavior using different psychological theories or models.
- Apply the principles and theories of psychological science to societal and organizational problems, public policy, and social justice.
- Demonstrate effective communication for multiple purposes.
- Understand the role of culture and individual diversity in psychological theories and research.
V. Course Goals

- Understand the history of, and methods employed in, organizational psychology.
- Understand the motivational and individual factors involved in job attitudes and performance.
- Understand the role of leadership in organizations.
- Understand the practical issues facing organizations, including organizational design, development, culture, and change.

VI. Course Format

This course will be conducted in a loose lecture format. This means that although I will present traditional lectures, I desire and expect comments, questions, discussions, and even objections about the lecture materials during class. Although I will regulate the length of the discussions due to time limits, I rarely will regulate the content of the discussions unless the statements being made are inappropriate or inflammatory.

It is strongly suggested that you read the textbook before a specific chapter is discussed in class. Also, please be aware that any material from the textbook is eligible to appear on an exam, even if the topic is never covered in a lecture. Due to time constraints it will not always be possible to cover every topic from the textbook in class.

Circumstances may arise which prevent us from fulfilling every aspect of this syllabus; therefore, the syllabus is subject to change. The instructor reserves the right to modify the course at any time as needed. Students will be notified of any changes.

VII. Course Requirements

Your grade in the course is based on a possible total of 460 points:

- **Exams** (100 points each): There will be mid-term and final exams in this course. Each exam will consist of 20 multiple choice questions (2 points each), seven short answer questions (5 points each), and one essay question (25 points). One week before each exam, you will receive a list of possible essay questions (one for each chapter included on the exam). One of these possible questions will be randomly chosen to appear on the exam. The final exam is not cumulative.

  ♦ Make-up exams are possible only if a valid excuse (with any necessary evidence) for missing an exam is provided at the next class session attended. All make-up exams must be completed within one week of the student's return to class.

  ♦ Exam grades are posted on Blackboard. If you wish, you may view your exam during my office hours to determine which questions you answered incorrectly; however, you may not keep your exam or make a copy of it. If a question is marked as incorrect but you feel your answer is correct, you may contest the question by writing a rebuttal. Rebuttals must be submitted in
written form (no electronic submissions). Indicate which question you are appealing, the answer that you think is correct, and a rationale for why you think your answer is correct (this includes SPECIFIC references to class materials or lectures). Rebuttals will be reviewed and credit will be given accordingly. Submit rebuttals no later than one week after reviewing your exam.

- **Research Article Critiques** (20 points each): You will be required to read three recently published empirical papers in the field and review them as if you are a manuscript reviewer for a journal. The result will be individual 2-3 page papers critiquing the article and offering possible improvements that could be made in the research process or data analysis.

- **Organizational Assessment Project** (200 points): Working in groups, you will receive a problem that a real-world organization is currently experiencing, including a data set of relevant variables measured by the organization (e.g., job and organizational engagement, personality, job satisfaction, etc.). Each group will be tasked with examining the organization’s background and data in order to identify problems areas and develop possible strategies and interventions to improve employee attitudes. The result of the project will be a group-written paper (8-15 pages) and presentation, each worth 100 points.

**VIII. Grading Scale**

A = 414-460 points (90.00%-100.00%)
B = 368-413 points (80.00%-89.99%)
C = 322-367 points (70.00%-79.99%)
F = 0-321 points (0.00%-69.99%)

**IX. Academic Misconduct Policy**

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

Neither plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) or cheating (an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner) will be tolerated in this course. All instances of academic misconduct will be responded to as specified in the *Arkansas State University Student Handbook 2013-2014*. Please see the *Student Handbook* for detailed information on the academic misconduct policy at ASU, including possible disciplinary actions and ways to avoid plagiarism.

**X. Class Attendance**

Failing to regularly attend class sessions will have a negative impact on your ability to achieve a passing grade. You responsible for all information presented in lectures and all assigned readings. If you miss a day of lecture notes, it is your responsibility to obtain a copy from a classmate rather than the instructor.
It is the practice of Arkansas State University to allow students to participate in university sponsored events, even when those events cause them to be absent from class. Students participating in university sponsored events will be given reasonable opportunities to make up missed assignments. It is the student’s responsibility to notify the instructor of an upcoming absence due to a university sponsored event the first week of the semester. The student is responsible for all information presented in class and all assigned readings.

XI. Accommodations

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.

XII. Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Textbook Chapter</th>
<th>Supplemental Reading</th>
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<tbody>
<tr>
<td></td>
<td><strong>Topic/Textbook Chapter</strong></td>
<td><strong>Supplemental Reading</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction to Organizational Psychology</td>
<td>Katzell &amp; Austin (1992)</td>
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<td></td>
<td></td>
<td>Ryan &amp; Ford (2010)</td>
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<td></td>
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<td>Rynes (2007)</td>
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<tr>
<td>Week 2</td>
<td>Research Methods</td>
<td>Aguinis et al. (2009)</td>
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<td>Edwards (2008)</td>
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<td>Klein et al. (1994)</td>
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<td>Week 3</td>
<td>Attraction and Socialization</td>
<td>Bauer et al. (2007)</td>
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<td>Pritchard et al. (2008)</td>
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<tr>
<td>Week 4</td>
<td>Productive Behaviors in Organizations</td>
<td>Hoffmann et al. (2007)</td>
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<td>Podsakoff et al. (2009)</td>
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<tr>
<td>Week 5</td>
<td>Job Satisfaction and Organizational Commitment</td>
<td>Judge &amp; Kammeyer-Mueller (2012)</td>
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<td>Maslach &amp; Leiter (2008)</td>
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<td>Solinger et al. (2008)</td>
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<td>Thoresen et al. (2003)</td>
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<td>Weiss (2002)</td>
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<tr>
<td>Week 6</td>
<td>Counterproductive Behaviors in Organizations</td>
<td>Holtom et al. (2008)</td>
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<td>Lee et al. (1999)</td>
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<td>Martinko et al. (2002)</td>
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<tr>
<td>Week 7</td>
<td>Occupational Stress</td>
<td>Greenberg (2009)</td>
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<td>Olson-Buchanan &amp; Boswell (2008)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Theories of Motivation</td>
<td>Colquitt et al. (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Locke &amp; Latham (2004)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Organizational Applications of Motivation Theory</td>
<td>Tolli &amp; Schmidt (2008)</td>
</tr>
</tbody>
</table>
| Week 10 | Leadership and Influence Processes | Den Hartog & Koopman (2001)  
Ferris et al. (2002)  
Van Vugt et al. (2008)  
Yukl (2008) |
| Week 11 | Group Behavior and Effectiveness | Humphrey et al. (2009)  
Ilgen (1999)  
Morgeson & DeRue (2006)  
Sundstrom et al. (2000) |
| Week 12 | Organizational Theory and Design | Kozlowski & Bell (2003)  
Rico & Cohen (2005) |
| Week 13 | Organizational Culture | Denison (1996)  
Parker et al. (2003)  
Schneider (1987)  
Schein (1990)  
Young & Parker (1999) |
| Week 14 | Organizational Change and Development |
| Week 15 | Final Exams |
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☐ New Course  or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   
   PSY 6643

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
   
   Foundations of Cognitive Psychology (35 characters)
   Fnds. of Cognitive Psych. (30 characters, short title for transcript)

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

   Lecture only
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard Letter

5. Is this course dual listed (undergraduate/graduate)?
No

6. Is this course cross listed?  (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Examination of cognitive processes such as pattern recognition, attention, memory, language, problem-solving and decision making, and concepts and categories with an emphasis on theoretical developments, recent empirical findings, and applications in applied settings.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   a. Are there any prerequisites?
      Acceptance to the Master of Science in Psychological Science program or permission of instructor.
   b. Why?
      The course is primarily intended to service students in the M.S. in Psychological Science program.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
Enter text...

10. Contact Person (Name, Email Address, Phone Number)
    Karen Yanowitz, kyanowitz@astate.edu, 972-3064

11. Proposed Starting Term/Year
    Fall 2015

12. Is this course in support of a new program? Yes
    If yes, what program?
    MS in Psychological Science

13. Does this course replace a course being deleted? No
    If yes, what course?
Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
    If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:
   a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
1. Students will have an understanding of recent theoretical and empirical developments in the basic processes involved in cognitive psychology.

2. Students will have a preliminary understanding of application of cognitive psychology to other fields, including education and the workplace.

3. Students will have in-depth knowledge and application experiences of research methodology in cognitive psychology.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The proposed course addresses the following program goals: Goal #1, Goal #3 (outcome 1), and Goal #4 – see program proposal for further details.

c. Student population served.
Graduate students in the MS program in Psychological Science

d. Rationale for the level of the course (lower, upper, or graduate).
Course is designed for the proposed graduate program. Content material will be covered at the graduate level

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
Week 1 Introduction
Week 2 Research methods in cognitive psychology
Week 3 Perception/Imagery
Week 4 Representation/concepts
Week 5 Attention
Week 6-7 Working memory
Week 8-9 Long term memory
Week 10 Memory applications
Week 11 Language
Week 12 Reasoning and problem solving
Week 13 Decision making
Week 14 Applied cognitive psychology
Week 15 Presentations of proposed research project/finals

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
1. Examinations: Students will take traditional exams on the content material.

2. Reaction papers: Students will be expected to write 5 reaction papers based on assigned empirical articles. Reaction papers are meant to critically evaluate the material being discussed. As part of the paper, students will submit 2 or 3 questions related to the article content. These questions will be used to guide class discussions.

3. Research proposal: Students will generate and present a cognitive psychology research proposal.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
No
20. What is the primary intended learning goal for students enrolled in this course?
Students will gain an in-depth understanding of the theoretical and recent empirical issues in the major content areas of cognitive psychology.

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
b. Number of pages of reading required per week: 30
c. Number of pages of writing required over the course of the semester: 40

22. High-Impact Activities (Check all that apply)
   ☒ Collaborative assignments
   □ Research with a faculty member
   □ Diversity/Global learning experience
   □ Service learning or community learning
   □ Study abroad
   □ Internship
   □ Capstone or senior culminating experience
   ☒ Other  Explain: Generating research proposal in the field

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.
   **Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)
   Students will understand basic processes in cognitive psychology of information representation and processing

   Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
   Lecture and class discussions

   Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
   Exams, reaction papers

   *(Repeat if needed for additional outcomes 2 and 3)*
   **Outcome #2:**
   Students will be able to generate a research proposal focusing on a content in cognitive psychology.

   Learning Activity:
   Lecture, class discussions, reading primary research articles

   Assessment Tool:
   Research proposal

   **Outcome #3:**
   Enter text...

   Learning Activity:
24. Please indicate the extent to which this course addresses university-level student learning outcomes:
   a. Global Awareness
      ☒ Minimally
      □ Indirectly
      □ Directly
   b. Thinking Critically
      □ Minimally
      □ Indirectly
      ☒ Directly
   c. Using Technology
      ☒ Minimally
      □ Indirectly
      □ Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to http://registrar.aastate.edu/bulletin.htm and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 6313 Applied Analysis of Psychological Research II
PSY 6633 Foundations of Organizational Psychology
PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

**Minimum hours required for this program: 36**

2013-2014 Graduate Bulletin (p. 158-159)

**Psychology**

**ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS**

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses.

**PSY 5753 Introduction to Rehabilitation Counseling** An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

**PSY 6113 Theories and Techniques in Helping Relationships** A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

**PSY 6213 Statistics and Research Design in Psychology and Counseling** The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

**PSY 6413 Learning and Cognition in Adulthood** Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

**PSY 6513 Advanced Educational Psychology** A study of learning processes with emphasis on applications to structured situations.

**PSY 6523 Behavior Assessment and Intervention** An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.

**PSY 6543 Psycho-Social Aspects of Development** A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment.

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social...
influence processes, and models of attribution

PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 6643 Foundations of Cognitive Psychology Examination of cognitive processes such as pattern recognition, attention, memory, language, problem-solving and decision making, and concepts and categories with an emphasis on theoretical developments, recent empirical findings, and applications in applied settings. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
Foundations of Cognitive Psychology
Dr. Karen Yanowitz

Office hours: TBA
Office: Education Bldg 315
Contact me: kyanowitz@astate.edu or 972-3064

Additional information throughout the semester will be posted in Blackboard Learn

To log in please go to http://bblearn.astate.edu. Your log-in is your full astate email address and your password is your regular password that you use to log in to your astate email account.

Cognitive psychology is one of the most rapidly growing areas of psychology and deals with topics that are important to us in our everyday life. We will examine many different topics in cognition, including pattern recognition, attention, memory, language, problem-solving and decision making, and concepts and categories. The course will place an emphasis on theoretical developments, recent empirical findings, and applications in applied settings.

I believe that we all have different strengths and there are different ways to show that you have achieved these goals. You will see below there is a variety of ways to earn points in this class. I have also built in flexibility into the class. For each type of assignment, you have some choice over what you complete.

Disability Services:

If you are registered with disabilities services and require any testing accommodations, you must talk to me at least 1 week before EACH test in order to plan when and where you are going to take the test. If you do not, you may have to take the test during regular class time. Please feel free to talk to me any time about how to maximize your learning in this class.

Course outline (subject to change)

Week 1 Introduction
Week 2 Research methods in cognitive psychology
Week 3 Perception/Imagery

Test 1

Week 4 Representation/concepts
Week 5 Attention
Week 6-7 Working memory
Week 8-9 Long term memory
Test 2

Week 10 Memory applications
Week 11 Language
Week 12 Reasoning and problem solving
Week 13 Decision making
Week 14 Applied cognitive psychology

Test 3

Week 15 Presentations of proposed research project, Final exam

Course Requirements

1. Examinations (300 points). Four exams will be given (including a comprehensive final). I will count the three out of four highest test grades (exams and final). Exams will contain factual questions as well as application questions. The questions will test your knowledge of information presented in the text as well as information presented in lecture. You are responsible for all information presented in the chapter, even if not covered in lecture, unless I explicitly inform you otherwise. You are also responsible for all information presented in lecture. The exams will be given in class.

   Make-up exams: One day at the end of the semester will be a designated make-up day for exams. If you have missed any exams AND have a documented excuse, you can take it during the make-up day. If you miss more than one exam and have documented excuses for them, you will have to make-up all exams one the same day and time (in other words, if you missed 2 exams, you would have about 30 minutes to take each make-up).

What is a documented excuse? The ONLY reason you can take a make-up exam if you have a dr’s letter (on official letterhead from dr office) that you are not allowed to be in school, or you are participating in an ASU athletic or department-related event, with advance documentation from the appropriate ASU personnel.

2. Reaction papers (100 points): Students will be expected to write 5 reaction papers based on assigned articles and interest. Reaction papers are meant to critically evaluate the material being discussed. As part of the paper, students will submit 2 or 3 questions related to the article content. These questions will be used to guide class discussions.

3. Research proposal and presentation (100 points): Students will generate and present a cognitive psychology research proposal.

   GRADES
The total number of points you can receive is 500 points (300 from exams, 100 from reaction papers, 100 from research proposal). At the end of the course, the point spread will be


**Required Core Text:**

**Required Text Supplements:**


**Supplemental readings**

*Introduction*

*Pattern recognition/Perception/Imagery*

*Attention*

**Working memory**

**Long term memory**

**Memory applications**


Language

Reasoning and problem solving
http://psi.sagepub.com/content/13/3/106.full.pdf+html?ijkey=FNCpLYuivUOHE&keytype=ref&siteid=sp psi
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☐ New Course  or ☐ Special Course  (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   PSY 6653

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
   Foundations of Social Psychology
   Short title: Fnds. of Social Psychology

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics,
studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Lecture only

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard letter

5. Is this course dual listed (undergraduate/graduate)?
No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
Detailed examination of various topics of current interest in social psychology including, attitude theory and measurement, social cognition, persuasion and conformity, and social neuroscience, with emphasis placed on recent empirical research and theoretical developments in the field.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
 a. Are there any prerequisites?
Acceptance to the Master of Science in Psychological Science program or permission of instructor.

 b. Why?
The course is primarily intended to service students in the M.S. in Psychological Science program.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
Enter text...

10. Contact Person (Name, Email Address, Phone Number)
Dr. Wayne Wilkinson, wwilkinson@astate.edu, (870) 972-3064

11. Proposed Starting Term/Year
Fall/2015

12. Is this course in support of a new program? Yes
If yes, what program?
Masters of Science in Psychological Science

13. Does this course replace a course being deleted? No
If yes, what course?
Enter text...

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...
15. Justification should include:
   a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
      Students will have an in-depth understanding of the theoretical and recent empirical issues in the major content areas of social psychology.
   b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
      The proposed course addresses the following program goals: Goal #1, Goal #3 (outcomes 1 and 2), Goal #4, and Goal #5 - see program proposal for further details.
   c. Student population served.
      Graduate students
d. Rationale for the level of the course (lower, upper, or graduate).
      Course content focuses on recent and more complex issues than is typically covered in an undergraduate social psychology course.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
   Week 1          Introduction and the History of Social Psychology
   Unit 1: Basic Processes
   Week 2          Social Cognition
   Week 3          Social Psychology of Emotion
   Week 4          The Self
   Week 5          Attitude Structure
   Week 6          Attitude Change
   Unit 2: Social Relations & Behaviors
   Week 7          Prosocial Behavior
   Week 8          Aggression
   Week 9          Prejudice, Stereotyping, and Discrimination
   Week 10         Social Influence
   Week 11         Group Processes
   Week 12         Intergroup Relations
   Unit 3: Connections to Related Fields
   Week 13         Social Neuroscience
   Week 14         Evolutionary Social Psychology
   Week 15         Final Exams

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
   Research Article Critiques and Research Proposals: Starting the second week of class, students are assigned two empirical research articles related to that week’s topic of focus. Students are to select one of the articles and produce a 1-2 page paper critiquing the research as reported, as well as proposing a replication and extension study of their own.

   Discussion Questions: For each assigned empirical research article, students are to submit 2 or 3 questions related to the article content. These questions will be used to guide class discussions.
Examinations: Students will take traditional exams on the first two units of the course, as well as a take-home final exam that requires them to integrate material from the entire course.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
   None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)
   No

20. What is the primary intended learning goal for students enrolled in this course?
   Students will have an in-depth understanding of the theoretical and recent empirical issues in the major content areas of social psychology.

21. Reading and writing requirements:
   a. Name of book, author, edition, company and year
   Text:


   Text Supplements:


Empirical Articles:


b. Number of pages of reading required per week: 60-80

22. High-Impact Activities (Check all that apply)
   □ Collaborative assignments
   □ Research with a faculty member
   □ Diversity/Global learning experience
   □ Service learning or community learning
   □ Study abroad
   □ Internship
   □ Capstone or senior culminating experience
   □ Other

   Explain: [Enter text...]

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

   **Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)
   Students will have an understanding of recent theoretical and empirical developments in the basic processes involved in social psychology, including social cognition, implicit processes, and attitudes.

   Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
   Lecture and class discussions

   Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
   Exams and writing assignments

   *(Repeat if needed for additional outcomes 2 and 3)*

   **Outcome #2:**
   Students will understand the theoretical and empirical foundations of social behaviors and relations, including prosocial and aggressive behavior, intergroup relations, group processes, and social influence.

   Learning Activity:
   Lecture and class discussions

   Assessment Tool:
   Exams and writing assignments

   **Outcome #3:**
   Students will have a preliminary understanding of how social psychology relates to other fields, including neuroscience and evolutionary biology.

   Learning Activity:
   Lecture and class discussions
Assessment Tool: Exams and writing assignments

24. Please indicate the extent to which this course addresses university-level student learning outcomes:
   a. Global Awareness
      ☒ Directly
      □ Minimally
      □ Indirectly
   b. Thinking Critically
      ☒ Directly
      □ Minimally
      □ Indirectly
   c. Using Technology
      ☒ Minimally
      □ Indirectly
      □ Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to http://registrar.a-state.edu/bulletin.htm and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 6313 Applied Analysis of Psychological Research II
PSY 6633 Foundations of Organizational Psychology
PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

**Minimum hours required for this program: 36**

2013-2014 Graduate Bulletin (p. 158-159)

**Psychology**

**ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS**

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses.

**PSY 5753 Introduction to Rehabilitation Counseling** An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

**PSY 6113 Theories and Techniques in Helping Relationships** A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

**PSY 6213 Statistics and Research Design in Psychology and Counseling** The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

**PSY 6413 Learning and Cognition in Adulthood** Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

**PSY 6513 Advanced Educational Psychology** A study of learning processes with emphasis on applications to structured situations.

**PSY 6523 Behavior Assessment and Intervention** An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.

**PSY 6543 Psycho-Social Aspects of Development** A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment.

**PSY 6553 Social Psychology** An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social
influence processes, and models of attribution

PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 6653 Foundations of Social Psychology Detailed examination of various topics of current interest in social psychology including, attitude theory and measurement, social cognition, persuasion and conformity, and social neuroscience, with emphasis placed on recent empirical research and theoretical developments in the field. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
I. The Graduate Bulletin Description

Detailed examination of various topics of current interest in social psychology including, attitude theory and measurement, social cognition, persuasion and conformity, and social neuroscience, with emphasis placed on recent empirical research and theoretical developments in the field.

II. Required Textbook


III. Required Supplemental Readings

In addition to the textbook, I have placed the following sources on the Blackboard website. These chapters supplement the textbook and are required reading (see course schedule below for when the individual materials should be read for class).


**IV. Focus Empirical Articles**

The following empirical articles have been placed on the Blackboard site for the course. These articles will be the focus of the Research Article Critiques and Discussion Question requirements for the course (see below). See course schedule below for when the individual materials should be read for class.


The family of fundamental social categories includes kinship: Evidence from the memory confusion paradigm. European Journal of Social Psychology, 38, 998-1012.


V. Program Goals

This course contributes to meeting the following goals of the Master of Science (M.S.) in Psychological Science program. Specifically, successful graduates from the M.S. program should be able to . . .
• Understand the substantive content areas and theoretical approaches of psychological science.

• Explain everyday individual and collective behavior using different psychological theories or models.

• Apply the principles and theories of psychological science to societal and organizational problems, public policy, and social justice.

• Demonstrate effective communication for multiple purposes.

• Understand the role of culture and individual diversity in psychological theories and research.

VI. Course Goals

• Students will have an understanding of recent theoretical and empirical developments in the basic processes involved in social psychology, including social cognition, implicit processes, and attitudes

• Students will understand the theoretical and empirical foundations of social behaviors and relations, including prosocial and aggressive behavior, intergroup relations, group processes, and social influence.

• Students will have a preliminary understanding of how social psychology relates to other fields, including neuroscience and evolutionary biology.

• Students will have in-depth knowledge and application experiences of research methodology in social psychology.

VII. Course Format

This course will be conducted in a loose lecture format. This means that although I will present traditional lectures, I desire and expect comments, questions, discussions, and even objections about the lecture materials during class. Although I will regulate the length of the discussions due to time limits, I rarely will regulate the content of the discussions unless the statements being made are inappropriate or inflammatory.

It is strongly suggested that you read the textbook before a specific chapter is discussed in class. Also, please be aware that any material from the textbook is eligible to appear on an exam, even if the topic is never covered in a lecture. Due to time constraints it will not always be possible to cover every topic from the textbook in class.

Circumstances may arise which prevent us from fulfilling every aspect of this syllabus; therefore, the syllabus is subject to change. The instructor reserves the right to modify the course at any time as needed. Students will be notified of any changes.
VIII. Course Requirements

Your grade in the course is based on a possible total of 625 points:

- **Exams** (100 points each): There will be three exams in the course. Each exam will consist of 20 multiple choice questions (2 points each), seven short answer questions (5 points each), and one essay question (25 points). One week before each exam, you will receive a list of possible essay questions (one for each chapter included on the exam). One of these possible questions will be randomly chosen to appear on the exam. The final exam is cumulative.

  - Make-up exams are possible only if a valid excuse (with any necessary evidence) for missing an exam is provided at the next class session attended. All make-up exams must be completed within one week of the student’s return to class.

  - Exam grades are posted on Blackboard. If you wish, you may view your exam during my office hours to determine which questions you answered incorrectly; however, you may not keep your exam or make a copy of it. If a question is marked as incorrect but you feel your answer is correct, you may contest the question by writing a rebuttal. Rebuttals must be submitted in written form (no electronic submissions). Indicate which question you are appealing, the answer that you think is correct, and a rationale for why you think your answer is correct (this includes SPECIFIC references to class materials or lectures). Rebuttals will be reviewed and credit will be given accordingly. Submit rebuttals no later than one week after reviewing your exam.

- **Research Article Critiques and Research Proposals** (20 points each): Starting the second week of class, you will be assigned two empirical research articles related to that week’s topic. You are to select one of the articles and produce a 1-2 page paper critiquing the research as reported (i.e., the role of a manuscript reviewer for a journal).

  In addition, each paper should include a proposal for a replication and extension study of your own. In other words, each paper should present a new experiment that extends or builds upon a method described in the chosen focus article that tests the underlying theoretical model.

  You should use a replicate-and-extend approach that takes the method used in the target article, includes conditions intended to replicate the results obtained in the original article, and adds a manipulation or condition that you think will be theoretically informative. Your paper should include a detailed rationale for why the study would be theoretically informative, along with detailed predictions about the expected results and potentially informative alternative patterns of results.

- **Discussion Questions** (5 points each week): In addition to the critique/proposal papers described above, you are to submit 2-3 questions for each of the focus articles. These discussion questions should be submitted to me via e-mail no later than 24 hours before class.
IX. Grading Scale

A = 562.50-625.00 points (90.00%-100.00%)
B = 500.00-562.49 points (80.00%-89.99%)
C = 437.50-499.99 points (70.00%-79.99%)
F = 0-437.49 points (0.00%-69.99%)

X. Academic Misconduct Policy

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

Neither plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) or cheating (an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner) will be tolerated in this course. All instances of academic misconduct will be responded to as specified in the Arkansas State University Student Handbook 2013-2014. Please see the Student Handbook for detailed information on the academic misconduct policy at ASU, including possible disciplinary actions and ways to avoid plagiarism.

XI. Class Attendance

Failing to regularly attend class sessions will have a negative impact on your ability to achieve a passing grade. You responsible for all information presented in lectures and all assigned readings. If you miss a day of lecture notes, it is your responsibility to obtain a copy from a classmate rather than the instructor.

It is the practice of Arkansas State University to allow students to participate in university sponsored events, even when those events cause them to be absent from class. Students participating in university sponsored events will be given reasonable opportunities to make up missed assignments. It is the student’s responsibility to notify the instructor of an upcoming absence due to a university sponsored event the first week of the semester. The student is responsible for all information presented in class and all assigned readings.

XII. Accommodations

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.
### XIII. Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Textbook/Supplemental Reading</th>
<th>Focus Empirical Articles</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and the History of Social Psychology</td>
<td>Textbook: Chapter 2</td>
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<tr>
<td><strong>Unit 1: Basic Processes</strong></td>
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<td>McCarthy &amp; Skowronsli (2011)</td>
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<td>3</td>
<td>Social Psychology of Emotion</td>
<td>Textbook: Chapter 4</td>
<td>Cehajic-Clancy et al. (2011)</td>
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<td>Forgas (2011)</td>
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<td>4</td>
<td>The Self</td>
<td>Textbook: Chapter 5</td>
<td>Cole et al. (1996)</td>
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<td>McConnell et al. (2009)</td>
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<td>Rydell et al. (2008)</td>
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<td>Sagarin et al. (2002)</td>
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<tr>
<td><strong>Unit 2: Social Relations &amp; Behaviors</strong></td>
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<td>7</td>
<td>Prosocial Behavior</td>
<td>Textbook: Chapter 8 Rudolph et al. (2004)</td>
<td>de Hooge et al. (2011)</td>
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<td>Grant &amp; Gino (2010)</td>
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<td>Vandello et al. (2008)</td>
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<td>Phillips et al. (2011)</td>
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<td>Goldstein et al. (2008)</td>
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<td>Wagstaff &amp; al. (2008)</td>
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<td>12</td>
<td>Intergroup Relations</td>
<td>Textbook: Chapter 15</td>
<td>Badea et al. (2010)</td>
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<td>Does et al. (2011)</td>
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<td><strong>Unit 3: Connections to Related Fields</strong></td>
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<tr>
<td>13</td>
<td>Social Neuroscience</td>
<td>Textbook: Chapter 16 Powell et al. (2010)</td>
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<td>Quadflieg et al. (2009)</td>
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<td>14</td>
<td>Evolutionary Social Psychology</td>
<td>Textbook: Chapter 17</td>
<td>Hodges-Simeon et al. (2011)</td>
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<td>Lieberman et al. (2008)</td>
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<tr>
<td>15</td>
<td>Final Exams</td>
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</table>
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
   PSY 6313

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
   Applied Analysis of Psychological Research II
   Short title: Applied Psych Analysis II

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
   Lecture Only
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
   Standard letter

5. Is this course dual listed (undergraduate/graduate)?
   No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
   No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
   Rationale and assumptions of linear regression, including simultaneous and hierarchical procedures, coding of categorical variables in experimental designs, moderation and mediation, suppression, and logistic and curvilinear analyses, and the relationship of regression to ANOVA, factor analysis, and multivariate analysis.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   a. Are there any prerequisites?
      PSY 5313 or permission of the instructor
   b. Why?
      Understanding of course material is dependent upon content learned in prerequisite course.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
   N/A

10. Contact Person (Name, Email Address, Phone Number)
    Dr. Wayne Wilkinson, wwilkinson@astate.edu, (870) 972-3064

11. Proposed Starting Term/Year
    Fall/2015

12. Is this course in support of a new program? Yes
    If yes, what program?
    Master of Science in Psychological Science

13. Does this course replace a course being deleted? No
    If yes, what course?

14. Does this course affect another program? No
    If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
    NA

15. Justification should include:
    a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
       Understand the theoretical and applied issues in using regression and multivariate statistics in the analysis of various psychological data, including diagnosis of statistical and data assumptions.
b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive. The proposed course addresses the following program goal: Goal #2 (outcome 2) - see program proposal for further details.

c. Student population served.
Graduate students with a Bachelor’s degree in psychology or related field

d. Rationale for the level of the course (lower, upper, or graduate).
Content of class is traditionally a graduate-level topic within the field of psychology.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

   Unit 1: Introduction & Simple Regression
   Week 1   Introduction: Regression as a General Data-Analytic System
   Week 2   Bivariate Correlation and Simple Regression

   Unit 2: Multiple Regression & Prediction
   Week 3   Multiple Regression
   Week 4   Assumptions of Multiple Regression: Diagnosing and Solving Problems
   Week 5   Data-analytic Strategies using Multiple Regression
   Week 6   Data-analytic Strategies using Multiple Regression (continued)
   Week 7   Outliers & Multicollinearity: Diagnosing and Solving Problems
   Week 8   Curvilinear Relationships & Transformations

   Unit 3: Multiple Regression & Explanation
   Week 9   Interactions among Continuous Variables
   Week 10  Categorical or Nominal Independent Variables
   Week 11  Interactions with Categorical Variables

   Unit 4: Advanced Topics & Multivariate Analyses
   Week 12  Logistic and Poisson Regression
   Week 13  Canonical & Set Correlation Analyses
   Week 14  Discriminant Analysis and Causal Models
   Week 15  Finals Week

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

   Computer Analysis Assignments (Learning to conduct the analyses and interpret & write-up results):
   Multiple Regression
   Checking Multiple Regression Assumptions
   Data-analytic Strategies & Detecting Outliers/Multicollinearity
   Continuous Interactions
   Interactions with Categorical Variables
   Logistic Regression
   Canonical and Discriminate Analyses

   Examinations
   Multiple Regression & Prediction
Multiple Regression & Explanation
Multivariate Analysis

18. Special features (e.g. labs, exhibits, site visitations, etc.)
N/A

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.)
No

20. What is the primary intended learning goal for students enrolled in this course?
Understand the theoretical and applied issues in using regression and multivariate statistics in the analysis of various psychological data, including diagnosis of statistical and data assumptions.

21. Reading and writing requirements:
   a. Name of book, author, edition, company and year
   Text:

   Additional Readings:


b. Number of pages of reading required per week: 80-100

c. Number of pages of writing required over the course of the semester: 30

22. High-Impact Activities (Check all that apply)
   - Collaborative assignments
   - Research with a faculty member
   - Diversity/Global learning experience
   - Service learning or community learning
   - Study abroad
   - Internship
   - Capstone or senior culminating experience
   - Other
     Explain: [Enter text...]

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

   **Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)
   Understand the applied use of multiple regression analysis in prediction, including assessing the contributions of individual predictor variables

   Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
   Lecture & computer demonstrations

   Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
   Computer assignments and exam

   *(Repeat if needed for additional outcomes 2 and 3)*

   **Outcome #2:**
   Identifying violations of statistical assumptions of regression analysis, including data and residual normality, outliers, and multicollinearity

   Learning Activity:
   Lecture & computer demonstrations

   Assessment Tool:
   Computer assignments and exam
Outcome #3:
Understand the applied use of multiple regression analysis in explanation and as an analogue to analysis of variance, including the post-hoc analysis and interpretation of interactions

Learning Activity:
Lecture & computer demonstrations

Assessment Tool:
Computer assignments and exam

24. Please indicate the extent to which this course addresses university-level student learning outcomes:
   a. Global Awareness
      ☒ Minimally
      □ Indirectly
      □ Directly
   b. Thinking Critically
      □ Minimally
      □ Indirectly
      ☒ Directly
   c. Using Technology
      □ Minimally
      □ Indirectly
      ☒ Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to http://registrar.astate.edu/bulletin.htm and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...
MASTERS OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

PSY 5303 Research Methodology
PSY 5313 Applied Analysis of Psychological Research I
PSY 5623 Program Development, Implementation, and Analysis
PSY 6313 Applied Analysis of Psychological Research II
PSY 6633 Foundations of Organizational Psychology
PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator

PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

2013-2014 Graduate Bulletin (p. 158-159)

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS

In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

PSY 6213 Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

PSY 6313 Applied Analysis of Psychological Research II Rationale and assumptions of linear regression, including simultaneous and hierarchical procedures, coding of categorical variables in experimental designs, moderation and mediation, suppression, and logistic and curvilinear analyses, and the relationship of regression to ANOVA, factor analysis, and multivariate analysis. Prerequisite: PSY 5313 or permission of the instructor.

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations.

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.
PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution

PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
I. The Graduate Bulletin Description

Rationale and assumptions of linear regression, including simultaneous and hierarchical procedures, coding of categorical variables in experimental designs, moderation and mediation, suppression, and logistic and curvilinear analyses, and the relationship of regression to ANOVA, factor analysis, and multivariate analysis. Prerequisites: PSY 5313 or permission of instructor.

II. Required Textbook


III. Required Supplemental Readings

In addition to the textbook, I have placed the following sources on the Blackboard website. These chapters supplement the textbook and are required reading (see course schedule below for when the individual materials should be read for class).


IV. Program Goals

This course contributes to meeting the following goal of the Master of Science (M.S.) in Psychological Science program. Specifically, successful graduates from the M.S. program should be able to . . .

• Determine and conduct the appropriate data analysis for a particular research question.

V. Course Goals

• Understand the applied use of multiple regression analysis in prediction, including assessing the contributions of individual predictor variables

• Identifying violations of statistical assumptions of regression analysis, including data and residual normality, outliers, and multicollinearity

• Understand the applied use of multiple regression analysis in explanation and as an analogue to analysis of variance, including the post-hoc analysis and interpretation of interactions

• Understand the applied use of regression techniques to analyze non-linear and categorical data

• Preliminary understanding of the theoretical and applied uses of multivariate analyses in psychology, including canonical and discriminant analyses, and covariance modeling
VI. Course Format

This course will be conducted in a loose lecture format. This means that although I will present traditional lectures, I desire and expect comments, questions, discussions, and even objections about the lecture materials during class. Although I will regulate the length of the discussions due to time limits, I rarely will regulate the content of the discussions unless the statements being made are inappropriate or inflammatory.

It is strongly suggested that you read the textbook before a specific chapter is discussed in class. Also, please be aware that any material from the textbook is eligible to appear on an exam, even if the topic is never covered in a lecture. Due to time constraints it will not always be possible to cover every topic from the textbook in class.

Circumstances may arise which prevent us from fulfilling every aspect of this syllabus; therefore, the syllabus is subject to change. The instructor reserves the right to modify the course at any time as needed. Students will be notified of any changes.

VII. Course Requirements

Your grade in the course is based on a possible total of 440 points:

- Exams (100 points each): There will be three exams in the course. Each exam will consist of 30 multiple choice questions (2 points each), three short answer questions (5 points each), and one essay question (25 points). One week before each exam, you will receive a list of possible essay questions (one for each chapter included on the exam). One of these possible questions will be randomly chosen to appear on the exam.

  ♦ Make-up exams are possible only if a valid excuse (with any necessary evidence) for missing an exam is provided at the next class session attended. All make-up exams must be completed within one week of the student’s return to class.

  ♦ Exam grades are posted on Blackboard. If you wish, you may view your exam during my office hours to determine which questions you answered incorrectly; however, you may not keep your exam or make a copy of it. If a question is marked as incorrect but you feel your answer is correct, you may contest the question by writing a rebuttal. Rebuttals must be submitted in written form (no electronic submissions). Indicate which question you are appealing, the answer that you think is correct, and a rationale for why you think your answer is correct (this includes SPECIFIC references to class materials or lectures). Rebuttals will be reviewed and credit will be given accordingly. Submit rebuttals no later than one week after reviewing your exam.

- Computer Assignments (20 points each): You will be required to complete seven computer assignments in the course: (1) Multiple Regression, (2) Checking Multiple Regression Assumptions, (3)
Data-analytic Strategies & Detecting Outliers/Multicollinearity, (4) Continuous Interactions, (5) Interactions with Categorical Variables, (6) Logistic Regression, and (7) Canonical and Discriminate Analyses.

Although there may be some hand-calculation on the assignments, the focus is on interpretation and application of statistical results rather than mathematical processes. For each assignment you will be provided with a data set and required to successfully conduct the specific analysis with a statistics software package (e.g., SPSS, R, SAS) and write a report describing the results and the appropriate interpretation (i.e., an effective Results section in an APA formatted article).

VIII. Grading Scale

A = 396-440 points (90.00%-100.00%)
B = 352-395 points (80.00%-89.99%)
C = 308-351 points (70.00%-79.99%)
F = 0-307 points (0.00%-69.99%)

IX. Academic Misconduct Policy

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the ASU academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

Neither plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) or cheating (an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner) will be tolerated in this course. All instances of academic misconduct will be responded to as specified in the Arkansas State University Student Handbook 2013-2014. Please see the Student Handbook for detailed information on the academic misconduct policy at ASU, including possible disciplinary actions and ways to avoid plagiarism.

X. Class Attendance

Failing to regularly attend class sessions will have a negative impact on your ability to achieve a passing grade. You responsible for all information presented in lectures and all assigned readings. If you miss a day of lecture notes, it is your responsibility to obtain a copy from a classmate rather than the instructor. Please see the Student Handbook for detailed information on the attendance policy at ASU.

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XI. Accommodations

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.

XII. Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit One: Introduction &amp; Simple Regression</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction: Regression as a General Data-Analytic System</td>
<td>Textbook Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Bivariate Correlation and Simple Regression</td>
<td>Textbook Chapter 2</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Two: Multiple Regression &amp; Prediction</strong></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Multiple Regression</td>
<td>Textbook Chapter 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>Assumptions of Multiple Regression: Diagnosing and Solving Problems</td>
<td>Textbook Chapter 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Data-analytic Strategies using Multiple Regression</td>
<td>Textbook Chapter 5</td>
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<tr>
<td></td>
<td></td>
<td>Courville &amp; Thompson (2001)</td>
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<tr>
<td>Week 6</td>
<td>Data-analytic Strategies using Multiple Regression (continued)</td>
<td>Textbook Chapter 5 (continued)</td>
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<td>Beckstead (2012)</td>
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<td>Shieh (2006)</td>
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<tr>
<td>Week 7</td>
<td>Outliers &amp; Multicollinearity: Diagnosing and Solving Problems</td>
<td>Textbook Chapter 10</td>
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<td>Chatterjee &amp; Yilmaz (1992)</td>
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<tr>
<td>Week 8</td>
<td>Curvilinear Relationships &amp; Transformations</td>
<td>Textbook Chapter 6</td>
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<td>Week 9</td>
<td>Interactions among Continuous Variables</td>
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<tr>
<td></td>
<td>Reading: Textbook Chapter 7</td>
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<tr>
<td>Week 10</td>
<td>Categorical or Nominal Independent Variables</td>
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<td></td>
<td>Reading: Textbook Chapter 8</td>
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<td>Wendorf (2004)</td>
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<tr>
<td>Week 11</td>
<td>Interactions with Categorical Variables</td>
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<tr>
<td></td>
<td>Reading: Textbook Chapter 9</td>
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<tr>
<td></td>
<td>MacCallum &amp; Mar (1995)</td>
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**Unit Four: Advanced Topics & Multivariate Analyses**

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Logistic and Poisson Regression</th>
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<tbody>
<tr>
<td></td>
<td>Reading: Textbook Chapter 13</td>
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<tr>
<td>Week 13</td>
<td>Canonical &amp; Set Correlation Analyses</td>
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<tr>
<td></td>
<td>Reading: Textbook Chapter 16</td>
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<td></td>
<td>Huberty (1994)</td>
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<td>Thompson (2000)</td>
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<tr>
<td>Week 14</td>
<td>Discriminant Analysis and Causal Models</td>
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<tr>
<td></td>
<td>Reading: Textbook Chapter 12</td>
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<tr>
<td></td>
<td>Huberty &amp; Barton (1989)</td>
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<tr>
<td>Week 15</td>
<td>Finals Week</td>
</tr>
</tbody>
</table>
New/Special Course Proposal-Bulletin Change Transmittal Form

☐ Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

☒ Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☐ New Course  or ☐ Special Course  (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

   PSY 6663

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

   Advanced Psychological Seminar

   Course will have variable titles within the following categories: Cognitive, Social, Developmental, Organizational, Program Development, and Research Methods
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?
Standard letter

5. Is this course dual listed (undergraduate/graduate)?
No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)
No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.
An overview of theoretical perspectives, research methodology, and real world implications of a specific domain area within psychology.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   a. Are there any prerequisites?
   Acceptance to the Master of Science in Psychological program or permission of the instructor.
   b. Why?
   The course is designed to primarily serve students in the M.S. in Psychological Science program.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.
N/A

10. Contact Person (Name, Email Address, Phone Number)
Dr. Dawn Weatherford, dweatherford@astate.edu, 870-972-3064

11. Proposed Starting Term/Year
Fall 2015

12. Is this course in support of a new program? Yes
If yes, what program?
M.S. in Psychological Science

13. Does this course replace a course being deleted? No
If yes, what course?
N/A

Has this course number been used in the past? No
Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No
If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.
Enter text...

15. Justification should include:
   a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)
Students will gain a deeper understanding of the classic and contemporary findings within domain as they relate to theoretical, research methods, and application to the real world.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.
The proposed course addresses the following program goal: Goal #1 - see program proposal for further details.

c. Student population served.
Graduate

d. Rationale for the level of the course (lower, upper, or graduate).
Designed for highly advanced students in psychology to expand on their undergraduate experiences and prepare for doctoral programs and/or the work force.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)
The outline for the course will vary and be determined by the individual instructor.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)
The course requirements will vary and be determined by the individual instructor.

18. Special features (e.g. labs, exhibits, site visitations, etc.)
Determined by the individual instructor.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc?)
No.

20. What is the primary intended learning goal for students enrolled in this course?
Students will gain a deeper understanding of the classic and contemporary findings within domain as they relate to theoretical, research methods, and application to the real world...

21. Reading and writing requirements:
a. Name of book, author, edition, company and year
Determined by the individual instructor.

b. Number of pages of reading required per week: Varies

c. Number of pages of writing required over the course of the semester: Varies

22. High-Impact Activities (Check all that apply)
   □ Collaborative assignments
   □ Research with a faculty member
   □ Diversity/Global learning experience
   □ Service learning or community learning
   □ Study abroad
   □ Internship
   □ Capstone or senior culminating experience
   ☒ Other Explain: Determined by the individual instructor
23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)
Deeper understanding of contemporary and seminal theoretical perspectives within domain

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Varies

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Varies

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**
More comprehensive understanding of the research processes and implications

Learning Activity:
Varies

Assessment Tool:
Varies

**Outcome #3:**
Developing skills in technical writing and scientific expression

Learning Activity:
Varies

Assessment Tool:
Varies

24. Please indicate the extent to which this course addresses university-level student learning outcomes:
   a. Global Awareness
      ☒ Minimally
      ☒ Indirectly
      ☒ Directly

   b. Thinking Critically
      ☐ Minimally
      ☐ Indirectly
      ☒ Directly

   c. Using Technology
Minimally ☒
Indirectly ☒
Directly ☒

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to [http://registrar.astate.edu/bulletin.htm](http://registrar.astate.edu/bulletin.htm) and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year; please open the most current bulletin.
4. Find the page(s) you wish to copy; click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...
MASTER OF SCIENCE IN PSYCHOLOGICAL SCIENCE

Purpose of the Degree
The Master of Science in Psychological Science is a 36-semester hour program intended to provide students with an emphasis in basic and applied psychological research, combined with advanced training in core content areas of psychology. The program is intended for students who seek additional training for further graduate study or entrance into the labor force as applied researchers.

Admission Requirements
Applicants must meet the admission requirements of the ASU Graduate School and the specific program requirements. In addition to Graduate School criteria, applicants must provide evidence of their potential to perform graduate work in psychological research successfully.

Applicants must satisfy the following criteria:

- For admission to the ASU Graduate School, students are required to have a minimum 3.0 cumulative GPA or 3.25 GPA during the last 60 credit hours of university work.
- Students are also required to have a minimum cumulative GPA of 3.25 in their major and must have completed an undergraduate statistics class with a minimum grade of “C”.

Applicants are required to submit the following materials:

- Cover letter of interest
- Three letters of recommendation
- Official GRE scores
- Statement of Purpose describing the applicant’s reason for entering the program, previous research experience, and current research interests
- Current Vita
- Official transcripts

Following review of the application materials, selected applicants will complete an entrance interview (phone, internet video, or in person).

Program of Study

Required Coursework

- PSY 5303 Research Methodology
- PSY 5313 Applied Analysis of Psychological Research I
- PSY 5623 Program Development, Implementation, and Analysis
- PSY 6313 Applied Analysis of Psychological Research II
- PSY 6633 Foundations of Organizational Psychology
- PSY 6643 Foundations of Cognitive Psychology
PSY 6653 Foundations of Social Psychology
PSY 6663 Advanced Psychological Seminar (Topics vary and can be taken multiple times for credit) or other electives approved by the Program Coordinator
PSY 680V Thesis Hours (6 hours)

Minimum hours required for this program: 36

2013-2014 Graduate Bulletin (p. 158-159)

Psychology

ACCESS TO PSY COURSES BY NON-DEGREE STUDENTS
In general, courses with PSY prefixes that do not have specified prerequisites are open to enrollment by students admitted to the Graduate School as Nondegree Students. Courses that have specified prerequisites may be open to enrollment by Graduate Nondegree Students when they submit verification of successful completion of such prerequisites within a time judged by the Committee on Admissions to provide current required knowledge. Graduate Non-degree Students are directed to the PSY course descriptions below for further information about access to these courses

PSY 5753 Introduction to Rehabilitation Counseling An overview of the profession of rehabilitation counseling which is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. This course must be taken at the graduate level for it to apply towards counselor licensure and certification.

PSY 6113 Theories and Techniques in Helping Relationships A study of theories and their applications in helping relationships; helper and client characteristics that influence helping processes; and basic helping skills.

PSY 6213 Statistics and Research Design in Psychology and Counseling The nature, computation, and interpretation of statistics in the context of psychology and counseling research and literature. Includes descriptive statistics, with a primary emphasis on the integration of inferential statistics and research design. Prerequisite: Undergraduate statistics class or equivalent, or permission of instructor.

PSY 6413 Learning and Cognition in Adulthood Focuses on learning and cognition across adulthood, with an emphasis on the relations between learning and aging.

PSY 6513 Advanced Educational Psychology A study of learning processes with emphasis on applications to structured situations.

PSY 6523 Behavior Assessment and Intervention An examination and application of methods and techniques in behavior assessment and intervention with children and adults in applied settings.

PSY 6543 Psycho-Social Aspects of Development A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment.

PSY 6553 Social Psychology An examination of the various situation/social factors which influence attitudes and behavior. Representative topics include pro/anti-social behavior, social influence processes, and models of attribution.
PSY 6563 Aspects of Disability A study of the adjustment and adaptation process with both congenital and acquired chronic illness and disability. This course focuses on a holistic treatment perspective which includes, but is not limited to: medical, physical, psychological, spiritual, emotional, social and vocational aspects.

PSY 6573 Psychological Testing A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

PSY 6583 Individual Intelligence Testing A study of the theory and techniques of individual intelligence testing with a major focus on the Wechsler scales. Prerequisite: Permission of professor and PSY 6573 Psychological Testing.

PSY 6603 Professional School Psychology Models of practice in school psychology; social, ethical, and legal issues; professional roles; problems of professional practice in school and community settings.

PSY 6613 Professional Consultation A study of roles and characteristics of consultants and consultees, legal and ethical issues in consultation, and evaluation of consultation practices. Includes practical experiences for skills development. Prerequisite: PSY 6113

PSY 6623 Child & Adolescent Psychopathology, Prevention, & Intervention Biological, cultural and social influences on child and adolescent psychopathology with emphasis on prevention, intervention, and crisis intervention in the schools. Prerequisite: PSY 4533 Abnormal Psychology or equivalent.

PSY 6663 Advanced Psychological Seminar An overview of theoretical perspectives, research methodology, and real world implications of a specific domain area within psychology. Prerequisite: Acceptance to the Master of Science in Psychological Science program or permission of the instructor.

PSY 7103 Advanced Counseling Theories A study of counseling theories, with emphasis on the student developing a personal counseling approach. Prerequisite: permission of professor.
Instructor: Dr. Wayne Wilkinson
Phone: (870) 680-8129
E-mail: wwilkinson@astate.edu
Office Location: ED 307
Office Hours: TBD
Or by appointment

I. The Graduate Bulletin Description

An overview of theoretical perspectives, research methodology, and real world implications of a specific domain area within psychology.

II. Required Readings

The following required readings have been placed on the Blackboard website. See the course schedule below for when the individual materials should be read for class.


### III. Program Goals

This course contributes to meeting the following goals of the Master of Science (M.S.) in Psychological Science program. Specifically, successful graduates from the M.S. program should be able to . . .

- Understand the substantive content areas and theoretical approaches of psychological science.
- Explain everyday individual and collective behavior using different psychological theories or models.
- Demonstrate effective communication for multiple purposes.

### IV. Course Goals

- Students will have an understanding of recent theoretical and empirical developments in the measurement of attitudes
- Students will understand the theoretical and empirical foundations of implicit attitudes.
- Students will have an understanding of attitude formation, function, change, and strength.
- Students will have knowledge of the psychology of prejudice.

### V. Course Format

This course will be conducted in a loose lecture format. This means that although I will present traditional lectures, I desire and expect comments, questions, discussions, and even objections about the lecture materials during class. Although I will regulate the length of the discussions due to time limits, I rarely will regulate the content of the discussions unless the statements being made are inappropriate or inflammatory.

It is strongly suggested that you read the assigned texts *before* it is discussed in class. Also, please be aware that any material from the readings is eligible to appear on an exam, even if the topic is never
covered in a lecture. Due to time constraints it will not always be possible to cover every topic from the readings in class.

Circumstances may arise which prevent us from fulfilling every aspect of this syllabus; therefore, the syllabus is subject to change. The instructor reserves the right to modify the course at any time as needed. Students will be notified of any changes.

VI. Course Requirements

Your grade in the course is based on a possible total of 270 points:

● Exams (100 points each): There will be two exams in the course. Each exam will consist of 5 essay questions. One week before each exam, you will receive a list of ten possible essay questions. Five of these possible questions will be randomly chosen to appear on the exam. The final exam is not cumulative.

   ♦ Make-up exams are possible only if a valid excuse (with any necessary evidence) for missing an exam is provided at the next class session attended. All make-up exams must be completed within one week of the student’s return to class.

   ♦ Exam grades are posted on Blackboard. If you wish, you may view your exam during my office hours to determine which questions you answered incorrectly; however, you may not keep your exam or make a copy of it. If a question is marked as incorrect but you feel your answer is correct, you may contest the question by writing a rebuttal. Rebuttals must be submitted in written form (no electronic submissions). Indicate which question you are appealing, the answer that you think is correct, and a rationale for why you think your answer is correct (this includes SPECIFIC references to class materials or lectures). Rebuttals will be reviewed and credit will be given accordingly. Submit rebuttals no later than one week after reviewing your exam.

● Discussion Questions (5 points each week): In addition to the critique/proposal papers described above, you are to submit 2-3 questions for each week’s assigned readings. These discussion questions should be submitted to me via e-mail no later than 24 hours before class.

VII. Grading Scale

A = 243-270 points (90.00%-100.00%)
B = 216-242 points (80.00%-89.99%)
C = 189-215 points (70.00%-79.99%)
F = 0-188 points (0.00%-69.99%)

PSY 6663 Syllabus (Spring 2016)
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### XI. Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Attitude Measurement</strong></td>
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<tr>
<td>Week 2</td>
<td>Explicit Measurement</td>
<td>Krosnick (1999)</td>
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<td>Krosnick et al. (2005)</td>
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<td>Thurstone (1928)</td>
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<tr>
<td>Week 3</td>
<td>Implicit Measurement</td>
<td>Greenwald &amp; Nosek (2009)</td>
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<td>Lane et al. (2007)</td>
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<td>Wittenbrink (2007)</td>
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<td>Week 4</td>
<td>Theoretical Approaches to Implicit Attitudes</td>
<td>Olson &amp; Fazio (2009)</td>
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<td>Petty &amp; Briñol (2009)</td>
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<td>Week 5</td>
<td>Criticisms of Implicit Attitudes</td>
<td>De Houwer (2009)</td>
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<td>Smith &amp; Conrey (2007)</td>
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<td>Week 6</td>
<td>Physiological Measurement</td>
<td>Cacioppo et al. (1994)</td>
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<td>Cunningham et al. (2009)</td>
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<td><strong>Attitude Theory</strong></td>
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<td>Week 7</td>
<td>Attitude Formation</td>
<td>Wegener &amp; Brown (2005)</td>
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<td>Week 8</td>
<td>Attitude Structure</td>
<td>Fabrigar et al. (2005)</td>
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<td>Jaccard &amp; Blanton (2005)</td>
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<td>Schimmack &amp; Crites (2005)</td>
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<td>Week 9</td>
<td>Attitude Function</td>
<td>Herrek (1986)</td>
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<td>Katz (1960)</td>
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<td></td>
<td>Shavitt (1989)</td>
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<td>Week 10</td>
<td>Attitude Strength</td>
<td>Chaiken et al. (1995)</td>
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The Department of English has chosen to use the Generic Version of Grad Faculty Qualification Standards
Submitted on 08/21/2014

Guidelines for Departmental and Program Graduate Faculty Qualification Standards

Relevant passages from the Handbook are in roman type; issues that should be clarified in Departmental or Program Guidelines are in italics. Note that the Handbook sets a minimum expectation; programs may choose to exceed its standards.

A. Regular Member

1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training, and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

*Indicate what an appropriate terminal degree is for your program.*

**Ph.D. or for the faculty in the College of Education, EdD.**

*What are appropriate disciplines or fields for the terminal degree?*

The primary departmental discipline.

The Handbook allows for “unique experience, specialized training and professional competence” to substitute for a terminal degree in exceptional circumstances. Does your program wish to leave open the exceptional cases option? If so, what would constitute an exceptional situation and what are the unique experiences, specialized training and professional competence that would substitute for a terminal degree in your program? How often might exceptional circumstances legitimately be invoked?

This can only be effectively addressed in program specific documents.

*Indicate what your program considers an “appropriate level of scholarly activity.”*

In the six years since graduate faculty status was first acquired or renewed an active scholar will have done one of the following:

1) published as author, co-author, editor, or co-editor, a book with a recognized university press or other scholarly press

2) published as first or sole author two articles in scholarly journals that are affiliated with a major scholarly or professional organization, a university press, or a recognized scholarly publisher (e.g. Taylor and Francis, Sage, Springer)

3) published as first or sole author an article in a journal that satisfies the conditions in
number 2 and a chapter in a book that satisfies the conditions in number 1
4) published as first or sole author either an article in a journal that meets the conditions in number 2 or a chapter in a book that meets the conditions in number 1 and two presentations to scholarly or professional conferences or meetings that are affiliated with recognized international, national, or state-level scholarly organizations or scholarly conferences sponsored by universities other than Arkansas State University.

2. Appointment requirements and procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the applicant must meet the qualification standards of the program or department. An appointment is recommended by the department/program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council. Appointment is for up to a six year term at which time the faculty member may reapply; although individual programs, department, or colleges may choose to have shorter terms of appointment. Upon hire as a pre-tenure or tenured faculty member possessing a terminal degree in an appropriate discipline, an initial graduate faculty appointment will be made for up to a six year term. Upon promotion to associate or full professor, a graduate faculty appointment will be made or an existing appointment will be reset to a new term of up to six years.

Does your program wish to use the Handbook's six-year term, or would it prefer a shorter term?

Six years

3. Privileges and responsibilities

A Regular Member may teach graduate courses at any level, serve on the Graduate Council; direct research; and serve on thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. With the approval of the graduate program director and the Dean of the Graduate School, a Regular Member may chair thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. The Graduate School recommends that faculty who chair thesis and dissertation committees either have previous experience on such committees or work with a mentor, a faculty member who has successfully chaired thesis or dissertation committees in the past.

B. Temporary Member

1. Qualifications

An individual with a terminal degree or documented knowledge and equivalent experience shall be eligible for appointment to the graduate faculty as a Temporary Member to teach specific courses and/or serve on committees over a specified time period.

2. Appointment requirements and procedure
Application is through, or nomination is by the department/program graduate faculty or chair (or program director in the case of interdisciplinary programs). Recommendations must include specific qualifications as related to the course(s) to be taught or committee membership. An appointment is approved by the Graduate Dean for a specified time period. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply.

*The maximum term for a Temporary Member of the Graduate Faculty to be approved to teach a specified course or courses is three years. Does your program wish to have a shorter term for Temporary Graduate Faculty status?*

Three years

3. Privileges and responsibilities

A Temporary Member may teach graduate level courses at the masters, specialist and doctoral levels and serve on student committees. A Temporary Member appointment is only valid for the time frame specified and for the course(s) or activities approved on the application.
COLLEGE OF MEDIA AND COMMUNICATION

The College of Communications offers work leading to a Master of Science in Mass Communications and a Master of Arts in Communication Studies and a Specialist in Community College Teaching in the fields of Communication Studies.

Students must have a 3.00 GPA in all graduate coursework taken in the College of Communications and must be admitted to candidacy 1) to qualify to take the Comprehensive Examination and 2) to meet graduation requirements.

All general Graduate School requirements listed elsewhere in the bulletin are applicable to this degree program and the specific program requirements must be met.

MASTER OF ARTS DEGREE WITH A MAJOR IN COMMUNICATION STUDIES

Admission Requirements

Applicants seeking admission to the Master of Arts degree in Communication Studies must submit a sample of writing, which could be a recent term paper or research paper.

With approval of the adviser, a student may complete up to six hours in cognate courses.

Courses required of all candidates

- SCOM 6203, Introduction to Graduate Study AND SCOM 6043, Communication Theory
- SCOM 6053, Quantitative Research Methods OR MCOM 6053, Research Methods in Mass Communication
- MCOM 6253, Qualitative Research Methods in Communications

Minimum hours required for this program: 30

MASTER OF SCIENCE IN MASS COMMUNICATIONS DEGREE

The Master of Science in Mass Communications offers majors in journalism and in radio-television. Focusing on research and scholarship, the exible curriculum provides opportunities for students interested in pursuing advancement in mass communications or preparing for doctoral studies and positions in higher education. Some students with limited mass communications background may be required to complete some undergraduate and graduate performance courses as part of their programs of study.

Admission Requirements

Admission to the Master of Science in Mass Communications program is based on a variety of evidence, including educational experience and record, professional experience, recommendations, and a written statement of purpose.

Courses required of all candidates

- MCOM 6043, Theory of Mass Communications
- MCOM 6053, Quantitative Research Methods in Communications
- MCOM 6203, Introduction to Graduate Study
- MCOM 6253, Qualitative Research Methods in Communications
August 25, 2014

Dear Colleague,

The Council of Graduate Schools has published a statement titled, "Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants," since the mid-1960s. The Resolution is concerned with the conditions surrounding the acceptance of offers of certain kinds of graduate student financial assistance, namely, scholarships, fellowships, traineeships, and assistantships. The general spirit of the Resolution is that students should have an opportunity to consider more than one offer and should have until April 15 to do so, that institutions and students should be able to view acceptances in force after April 15 as binding, that everyone should know what the rules are, and that an offer by the institution and its acceptance by the student constitute an agreement which both expect to honor. The intent of the Resolution is to provide a uniform and widely acceptable framework for so doing, one that provides protection for both student and institution.

Please note that the Resolution does not preclude institutions from asking students to accept or reject offers in a timely manner. Particularly in the case of some prestigious fellowships, institutions would like to know quickly if the student is going to decline so that the offer can be extended to someone else. An example of one university's approach to this issue is the following statement:

"The Graduate School would appreciate your decision concerning the acceptance or rejection of our award as soon as you are able to give us a reply. In asking you for an early reply, we wish it understood that the [Your University] Graduate School is not asking you to relinquish any privilege, if it is felt necessary to wait until April 15, 20__. However, your early response would be helpful to us in planning for the coming year.[Your university] will consider the accompanying award offer valid until April 15 unless declined at a prior time. If your reply is not received by April 15, the Graduate School may rescind the offer of financial award."

Please note also that the Resolution establishes the expectation that commitments in force after April 15 can be considered binding. Students may still change their minds, but this now requires obtaining a written release from the institution. Similarly, institutions that make offers to students after April 15 but are required to ask students to present a written release from any previous offer.
The effectiveness of this part of the Resolution in providing universities with some assurance about who will actually be in their programs is totally dependent on how seriously it is taken by participating institutions. Obviously, if a student decides, for any reason, that he or she does not wish to attend your institution, there is not much point in insisting on it. But the language of the Resolution makes it clear that changes after April 15 constitute reneging on a commitment, and are not to be taken lightly by any of the concerned parties.

Finally, the Resolution states that a copy of the Resolution or a link to the URL should accompany every scholarship, fellowship, traineeship, and assistantship offer. This ensures that each student understands what the options are and knows which institutions subscribe to this Resolution.

The role of the graduate dean with respect to the April 15 Resolution is twofold. First, from time to time—probably each year—this Resolution should be brought to the attention of graduate councils, departmental graduate committees, other relevant groups, and individuals in order to ensure that everyone understands and supports the Resolution. Second, when graduate deans are informed that other institutions appear to be violating the Resolution, they should contact their counterparts at those institutions to resolve the matter.

At its December 2013 meeting, the CGS Board of Directors completed its five-year review of the Resolution and recommended its renewal for another five years.

The long history of this Resolution, and its widespread acceptance in the graduate community, is recognition that it is regarded as a fair statement of good practice and that it serves a useful purpose. If your institution is not currently signatory to the Resolution and you wish it to be, please complete the attached form and we will add your institution to the signatory list. Conversely, if your institution does not wish to comply with the provisions of the Resolution, we will remove your institution’s name at your request. There is no need to respond if you intend to remain as signatory.

For your information, a copy of the Resolution appears on the CGS web site at www.cgsnet.org/april-15-resolution.

Sincerely,

Suzanne T. Ortega

Enclosures: CGS Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants
Form to add or remove institutional name
Acceptance of an offer of financial support* (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution or a link to the URL should accompany every scholarship, fellowship, traineeship, and assistantship offer.

The following list includes CGS member institutions that indicated their support of the Resolution.

This Resolution was renewed October 2014.

| Abilene Christian University | Air Force Institute of Technology | Alcorn State University | Alfred University | American University | Andrews University | Angelo State University | Appalachian State University | Arizona State University | Arkansas State University | Auburn University | Austin Peay State University | Ball State University | Baylor College of Medicine | Baylor University | Bloomsburg University of Penn. | Boise State University | Boston College | Boston University | Bowling Green State University | Bradley University | Brigham Young University | Brown University | Bryn Mawr College | Caldwell College | California Institute of Technology | California State University, Bakersfield | California State University, Fresno | California State University, Fullerton | California State University, Los Angeles | California State University, Northridge | California State University, Sacramento | California State University, Stanislaus | Case Western Reserve University | Catholic University of America | Central Michigan University | Central Washington University | City University of New York | Claremont Graduate University | Clark Atlanta University | Clark University | Clemson University | Cleveland State University | College of Charleston | College of New Jersey | College of Saint Rose | College of William and Mary | Colorado School of Mines | Columbia University | Concordia University, (IL) | Coppin State College | Cornell University | Creighton University | Dartmouth College | Drew University | Drexel University | Duke University | Duquesne University | East Carolina University | East Central University | Eastern Illinois University | Eastern Kentucky University | Eastern Michigan University | Eastern Washington University | Emerson College | Emory University | Emporia State University | Fayetteville State University | Fairmont State University | Fielding Graduate Institute | Florida A & M University | Florida Atlantic University | Florida International University | Florida State University | Fordham University | Fort Hays State University | Gallaudet University | George Mason University | George Washington University | Georgetown University | Georgia Institute of Technology | Georgia Regents University | Georgia Southern University | Georgia State University | Hampton University | Harvard University | Hebrew Union College - Jewish | Institute of Religion | High Point University | Hofstra University | Hood College | Howard University | Idaho State University | Illinois Institute of Technology | Illinois State University | Indiana State University | Indiana University | Indiana University - Purdue University | Fort Wayne | Indiana University of Pennsylvania | Iowa State University | Jackson State University | James Madison University | John Carroll University | Johns Hopkins University | Kansas State University | Kent State University | Lamar University | Langston University | Lehigh University | Lipscomb University | Loma Linda University | Louisiana State University and A & M College | Louisiana State University | Health Sciences Center | Loyola Marymount University | Loyola University of Chicago | Marquette University | Marshall University | Marywood University | Massachusetts Institute of Technology | Medical College of Wisconsin | Medical University of South Carolina | Miami University | Michigan State University | Michigan Technological University | Middle Tennessee State University | Minnesota State University - Mankato | Mississippi State University | Missouri State University | Montana State University - Bozeman | Montana Tech of the University of Montana | Montclair State University | Mount Mary College | Murray State University | National University | Naval Postgraduate School | New Jersey Institute of Technology | New Mexico State University | New York Medical College | New York University | North Carolina Agricultural & Technical State University | North Carolina State University at Raleigh | North Dakota State University | Northeastern Illinois University | Northern Arizona University | Northern Illinois University | Northern Michigan University | Northwestern State University of Louisiana | Northwestern University | Nova Southeastern University | Oakland University | Ohio University | Ohio State University | Oklahoma State University | Old Dominion University | Oregon State University | Park University | Pennsylvania State University |

* This Resolution applies to offers of financial support only, not offers of admission.
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