

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

Minutes of the Graduate Council
Monday, May 12, 2014 at 12:00 pm
Graduate School Conference Room, Library, 6th floor

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 Clifft, 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 Clift, 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.

ENTER DATE...

Department Curriculum Committee Chair

 5/6/14
ENTER DATE...

Department Chair:

 5/6/14
ENTER DATE...

College Curriculum Committee Chair

 5/7/14
ENTER DATE...

College Dean

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

Undergraduate Curriculum Council Chair

 6-5-14
ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

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

Gil Fowler.; gflower@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.
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.

No bulletin changes are requested]

Bulletin Change Transmittal Form


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

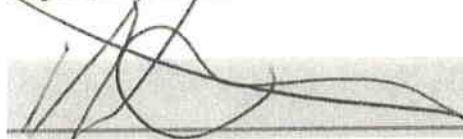
Graduate Council - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

Bulletin Change

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


ENTER DATE... 8/29/2014
Department Curriculum Committee Chair


John Robertson 8/29/2014
Department Chair:


ENTER DATE... 9/1/14
College Curriculum Committee Chair


ENTER DATE... 9/1
College Dean

ENTER DATE...
COPE Chair (if applicable)

ENTER DATE...
General Education Committee Chair (If applicable)

ENTER DATE...
Undergraduate Curriculum Council Chair


ENTER DATE... 10/8/14
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)
John Robertson, jfrobrrert@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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6. Click on "copy".
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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.

All applicants who enter the program without the necessary foundation courses must complete the foundation courses or their undergraduate equivalent at an IAME 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~~ *unconditionally admitted*.

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 4113/5113) 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-


Code #

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.

 9-15-14
Kristie Vinson 8/26/2014
Department Curriculum Committee Chair

COPE Chair (if applicable)

 9-15-14
Department Chair:

General Education Committee Chair (If applicable)

 9-15-14
College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

 9-15-14
College Dean

 10-8-14
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 effect.

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

For Registrar's Use only

RECEIVED
COLLEGE OF EDUCATION

APR 25 2014

Code #


New Program/Certificate 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 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.

 ENTER DATE...
Department Curriculum Committee Chair

 ENTER DATE...
COPE Chair (if applicable)

 ENTER DATE...
Department Chair:

ENTER DATE...
General Education Committee Chair (If applicable)

 ENTER DATE...
College Curriculum Committee Chair

ENTER DATE...
Undergraduate Curriculum Council Chair

 ENTER DATE...
College Dean

 ENTER DATE...
Graduate Curriculum Committee Chair

ENTER DATE...
Vice Chancellor for Academic Affairs

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, wwilkinson@astate.edu, (870) 680-8129

4. Proposed Starting Date

Fall 2015

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

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

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

TO: MEMBERS OF THE GRADUATE COUNCIL

FROM: KRIS BIONDOLILLO, DEPARTMENT OF PSYCHOLOGY AND COUNSELING INTERIM CHAIR
WAYNE WILKINSON, PROGRAM PROPOSAL COMMITTEE CHAIR

SUBJECT: REVISED MS IN PSYCHOLOGICAL SCIENCE PROGRAM PROPOSAL

DATE: SEPTEMBER 9, 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.

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

N/A

6. Need for the program

- 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.

Curriculum Outline By Semester	
Semester 1: Fall	Semester 2: Spring
PSY 5303: Research Methodology	PSY 6313: Applied Analysis of Psychological Research II
PSY 5313: Applied Analysis of Psychological Research I	PSY 5623: Program Development, Implementation, and Analysis
PSY 6653: Foundations of Social Psychology	PSY 6643: Foundations of Cognitive Psychology
Summer Term 1 (Optional)	Summer Term 2 (Optional)
PSY 680V: Thesis	PSY 680V: Thesis
Semester 3: Fall	Semester 4: Spring
PSY 6633: Foundations of Organizational Psychology	PSY 6663: Advanced Psychological Seminar
PSY 6663: Advanced Psychological Seminar	PSY 6663: Advanced Psychological Seminar
PSY 680V: Thesis	PSY 680V: Thesis

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).

Associated Courses	Outcome Level	Key Assessment
PSY 6633 Foundations of Organizational Psychology	Reinforcement	Examinations
PSY 6643 Foundations of Cognitive Psychology	Reinforcement	Examinations
PSY 6653 Foundations of Social Psychology	Reinforcement	Examinations

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

Associated Courses	Outcome Level	Key Assessment
PSY 5303 Research Methodology	Reinforcement	Research proposal
PSY 5623 Program Development, Implementation, and Analysis	Reinforcement	Research papers

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

Associated Courses	Outcome Level	Key Assessment
PSY 5303 Research Methodology	Introductory	Research proposal
PSY 5313 Applied Analysis of Psychological Research I	Introductory	Weekly problem sets
PSY 6313 Applied Analysis of Psychological Research II	Introductory	Computer analysis assignments

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

Associated Courses	Outcome Level	Key Assessment
PSY 6633 Foundations of Organizational Psychology	Reinforcement	Organizational assessment project
PSY 6643 Foundations of Cognitive Psychology	Reinforcement	Reaction papers
PSY 6653 Foundations of Social Psychology	Reinforcement	Research proposals

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

Associated Courses	Outcome Level	Key Assessment
PSY 5623 Program Development, Implementation, & Analysis	Reinforcement	Research papers
PSY 6633 Foundations of Organizational Psychology	Reinforcement	Organizational assessment project
PSY 6653 Foundations of Social Psychology	Reinforcement	Research proposals

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

Associated Courses	Outcome Level	Key Assessment
PSY 5303 Research Methodology	Reinforcement	Research proposal
PSY 5623 Program Development, Implementation, & Analysis	Reinforcement	Research papers
PSY 6633 Foundations of Organizational Psychology	Reinforcement	Organizational assessment project
PSY 6643 Foundations of Cognitive Psychology	Reinforcement	Research proposal
PSY 6653 Foundations of Social Psychology	Reinforcement	Research proposals

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.

Associated Courses	Outcome Level	Key Assessment
PSY 5623 Program Development, Implementation, and Analysis	Reinforcement	Short assignments
PSY 6633 Foundations of Organizational Psychology	Reinforcement	Examinations
PSY 6653 Foundations of Social Psychology	Reinforcement	Research article critiques

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.

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

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

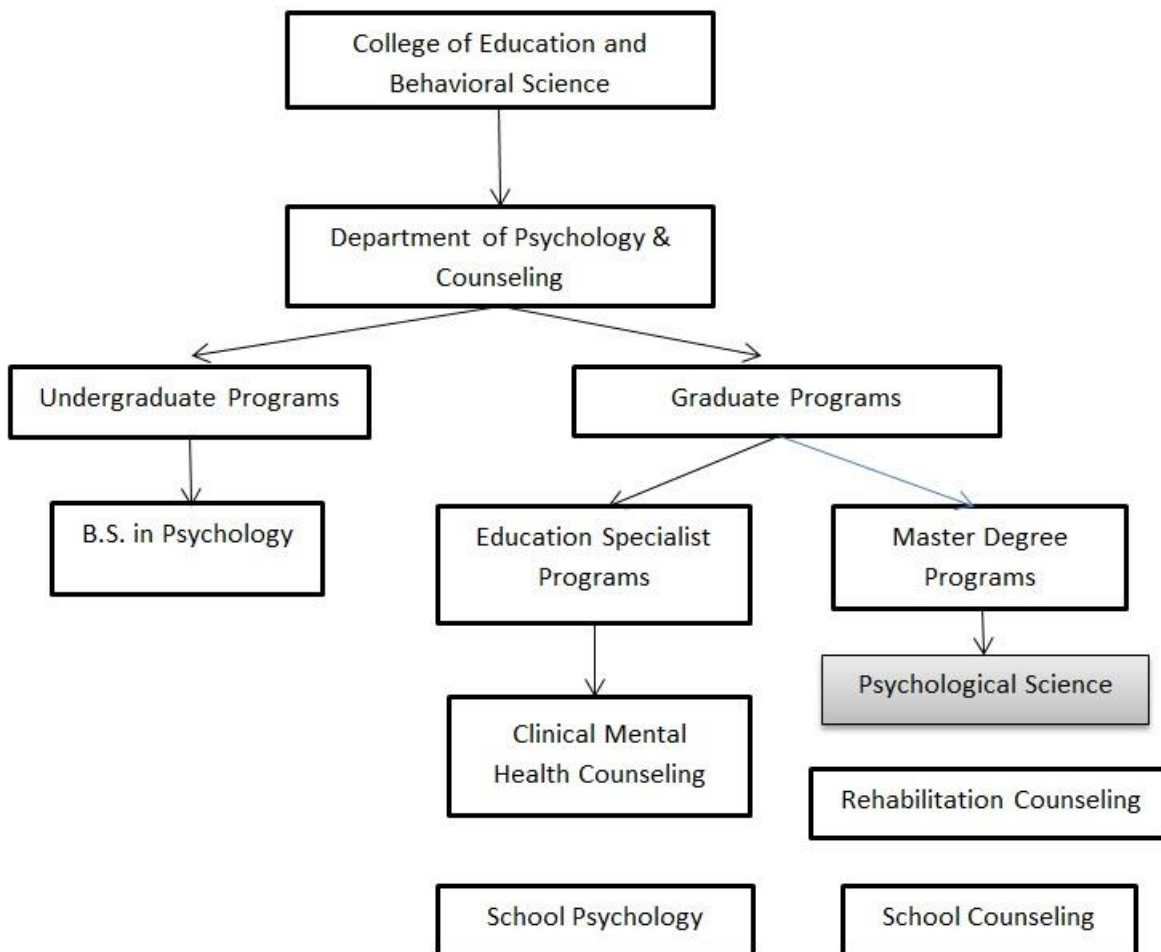
d. Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

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.)

14. Board of Trustees approval

Provide the date that the Board approved the proposed program

Enter date...

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

Enter text...

Budget Form**Resource Requirements:**

	1 st Year (in dollars)	2 nd Year (in dollars)	3 rd year (in dollars)
Staffing(Number)			
Administrative/Professional	\$ 0	\$ 0	\$ 0
Full-time Faculty	\$ 69,450	\$ 69,450	\$ 69,450
Part-time Faculty	\$ 0	\$ 0	\$ 0
Graduate Assistants	\$ 0	\$ 0	\$ 0
Clerical	\$ 0	\$ 0	\$ 0
Equipment & Instructional Materials	\$ 0	\$ 0	\$ 0
Library	\$ 0	\$ 0	\$ 0
Other Support Services			
Supplies/Printing	\$ 0	\$ 0	\$ 0
Travel	\$ 0	\$ 0	\$ 0
Distance Technology	\$ 0	\$ 0	\$ 0
Other Services (specify): Enter text...	\$ 0	\$ 0	\$ 0
Total	\$ 69,450	\$ 69,450	\$ 69,450

Planned Funding Sources:

	1 st Year (in dollars)	2 nd Year (in dollars)	3 rd year (in dollars)
New Student Tuition and Fees	\$ 39,809	\$ 64,207	\$ 89,895
New State General Revenue	\$ 59,500	\$ 93,500	\$ 127,500
Redistribution of State General Revenue	\$ 0	\$ 0	\$ 0
External Grants/Contracts	\$ 0	\$ 0	\$ 0
Other Funding Sources (specify): Enter text...	\$ 0	\$ 0	\$ 0
Total	\$ 99,309	\$ 157,707	\$ 217,395

Appendix A

2014-2015 Graduate Bulletin Changes

2013-2014 Graduate Bulletin (p. 20 – Degrees Offered)

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

Psychological Science

Sport Administration

2013-2014 Graduate Bulletin (p. 86 – College of Education Degrees Offered)

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

2013-2014 Graduate Bulletin (p. 115 – To be inserted prior to “PROGRAM OF STUDY FOR THE MASTER OF SCIENCE IN SPORT ADMINISTRATION”)

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 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.

Response	Frequency	Percent
Admission to clinical or experimental psychology doctoral program	1	33.3
Graduate student/graduate assistant (could be teaching or research assistant)	1	33.3
Research Assistant	1	33.3

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

Response	Frequency	Percent
At least a Bachelor's degree. Often accept students with a Masters degree	1	33.3
B.A., B.S., M.A., or M.S. plus admission to the Ph.D. program	1	33.3
BA or MA	1	33.3

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

Response	Frequency	Percent
None	3	100.0

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

Response	Frequency	Percent
20 per year	1	33.3
Currently have about 62 doctoral students	1	33.3
None	1	33.3

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

Response	Frequency	Percent
4	1	33.3
None	1	33.3
Usually about 10 per year	1	33.3

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

Response	Frequency	Percent
About 10 per year	1	33.3
About 7 per year	1	33.3
Unknown	1	33.3

Q7. What is the annual salary for each job title listed in #4 & #5?

Response	Frequency	Percent
10500	1	33.3
Approx \$37000	1	33.3
Stipends around \$7200 for a 10 hour assistantship and full tuition waiver	1	33.3

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

Response	Frequency	Percent
N/A	1	33.3
Unknown	1	33.3
(No response)	1	33.3

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

Response	Frequency	Percent
Maybe-depends on match with faculty research interests	1	33.3
Perhaps, if skills learned matched need of faculty	1	33.3
Yes, possibly	1	33.3

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

Response	Frequency	Percent
1 per year	1	33.3
10 per year roughly	1	33.3
(No response)	1	33.3

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

Response	Frequency	Percent
No	1	33.3
Yes	2	66.6

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

Response	Frequency	Percent
No	2	66.6
Yes	1	33.3

Q11a. Indicate your preference

Response	Frequency	Percent
No	1	33.3
Traditional classes	1	33.3
(No response)	1	33.3

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.

Response	Frequency	Percent
None	1	33.3
Not sure	1	33.3
Stipend and tuition waiver	1	33.3

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

Response	Frequency	Percent
No	1	33.3
?	1	33.3
Clinical program: Dr. Alan Gross pygross@olemiss.edu Experimental program: Dr. Matt Reysen reysen@olemiss.edu	1	33.3

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

Skill	Frequency	Percent
Interpersonal communications	3	100.0
Written/oral communications	3	100.0
Team work	2	66.6
Independent worker	3	100.0
Analytical reasoning	3	100.0
Computer programming	2	66.6
Supervision/Management	1	33.3
Leadership/initiative	1	33.3
Planning/Organizing	2	66.6
Conflict resolution	1	33.3
Problem Solver	3	100.0
Computer applications	2	66.6
Budgeting	0	0.0
Data analysis	3	100.0
Public Speaking	1	33.3
Marketing	0	0.0
Teacher/Trainer	0	0.0
PowerPoint Presentations	1	33.3
Foreign Language (specify)	0	0.0
Other skills not listed (identify)	None	N/A

Q15. How would the proposed degree program benefit your local community, the state, region, or nation?

Response	Frequency	Percent
Better trained graduate students who could go on to be teachers and researchers	1	33.3
It would likely be most useful for preparing students for our doctoral program in experimental psychology	1	33.3
(No response)	1	33.3

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

Response	Frequency	Percent
Our PhD program would be interested in applicants with background in statistics and research methods	1	33.3
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	1	33.3
(No response)	1	33.3

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?

Response	Psychology Majors		All Survey Respondents	
	Frequency	Percent	Frequency	Percent
YES	76	66.7	87	60.0
NO	38	33.3	58	40.0

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

Response	Psychology Majors		All Survey Respondents	
	Frequency	Percent	Frequency	Percent
Receiving advanced training to eventually apply to a doctorate program	46	40.4	53	36.6
Receiving advanced training to seek a job as an applied researcher	30	26.3	34	23.4
Not asked (skip pattern)	38	33.3	58	40.0

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

Response	Psychology Majors		All Survey Respondents	
	Frequency	Percent	Frequency	Percent
Bachelor’s Degree	6	5.3	11	7.6
Master’s Degree	58	50.9	74	51.0
Doctoral Degree	50	43.9	59	40.7
(No response)	0	0.0	1	0.7

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).

	Very Ineffective 1	Somewhat Ineffective 2	No Opinion 3	Somewhat Effective 4	Very Effective 5
6. Aiding your understanding of the major content areas of psychological science (e.g., cognitive, organizational, social, and research methodology).	1	2	3	4	5
7. Helping you to learn how to determine the appropriate research design or strategy for specific research questions.	1	2	3	4	5
8. Helping you learn how to conduct a theory-driven review of the scientific literature.	1	2	3	4	5
9. Learning how to determine and conduct the appropriate data analysis for a particular research question.	1	2	3	4	5
10. Enhanced your abilities to explain everyday individual and collective behavior using different psychological theories or models.	1	2	3	4	5
11. Taught you how to apply the principles and theories of psychological science to societal and organizational problems and public policy.	1	2	3	4	5
12. Helped you to write effectively.	1	2	3	4	5
13. Assisted you in understanding and effectively use American Psychological Association writing style.	1	2	3	4	5
14. Helped you learn to effectively communicate orally.	1	2	3	4	5
15. Taught you to understand the role of culture and individual diversity in psychological theories and research.	1	2	3	4	5
16. Improved your understanding of the role of culture in your own identity, beliefs, and values.	1	2	3	4	5

How satisfied were you with the following aspects of your program of study?

	Very Dissatisfied	Somewhat Dissatisfied	No Opinion	Somewhat Satisfied	Very Satisfied
17. The teaching competence of the faculty	1	2	3	4	5
18. The commitment of the faculty to teaching	1	2	3	4	5
19. Faculty responsiveness to student concerns	1	2	3	4	5
20. Fairness of faculty in evaluation of student performance	1	2	3	4	5
21. Availability of academic advisor	1	2	3	4	5
22. Quality of academic advising	1	2	3	4	5
23. Quality and timeliness of communication about program policies and procedures	1	2	3	4	5
24. Academic level and rigor of courses	1	2	3	4	5
25. Class size (i.e., number of students in courses)	1	2	3	4	5
26. Classrooms in which courses were taught	1	2	3	4	5
27. Technological resources available for learning	1	2	3	4	5
28. Availability of support services (e.g., counseling, financial aid, library, etc.)	1	2	3	4	5
29. Quality of support services (e.g., counseling, financial aid, library, etc.)	1	2	3	4	5
30. Please rate your overall satisfaction with the Master's in Psychological Science Program at Arkansas State University.	1	2	3	4	5

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.

Excellent	Good	Fair	Poor	Very Poor
5	4	3	2	1

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.

Appendix D

Faculty Vitas

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

Ph.D., Experimental Psychology. Southern Illinois University, Carbondale, 1992.
Advisor: Dr. Donald Meltzer

Master of Arts. Experimental Psychology. Southern Illinois University, Carbondale, 1990.
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,

Department of Psychology and Counseling, Arkansas State University (1991-1992).

Publications

Names in bold font are those of undergraduate students

- Himmler, B. T., Nakahashi, A., Snow, E., McMickle, A., Muhammad, A., Biondolillo, K. D., Pellis, S.M., & Kolb, B. (2013) Juvenile play experience does not affect nicotine sensitization and voluntary consumption of nicotine in adult rats. *Developmental Psychobiology*, (in press).
- Biondolillo, K., & Yarbrough, G., (2011). Instrumental reinforcement and thermoregulation in the domestic chick: An inquiry based learning project. *Journal of Behavioral and Neuroscience Research*, 9(2), 103-108.
- Pearce, A.R., Biondolillo, K.D., & Srivatsan, M. (2010). Enhancing faculty and student experiences in neuroscience at a predominantly undergraduate institution. In J. Warnick, & A.V. Kauleff (Eds.), *Translational Neuroscience and Its Advancement of Animal Research Ethics*. New York, NY: Nova Science.
- Biondolillo, K.D., Pearce, A.R., **Louder, M.C.**, & McMickle, A. (2009). Solution Concentration Influences Voluntary Consumption of Nicotine Under Multiple Bottle Conditions. *Pharmacology, Biochemistry & Behavior*, 92, 214-218..
- Pearce, A.R., Biondolillo, K.D., & Srivatsan, M. (2009). Enhancing faculty and student experiences in neuroscience at a predominantly undergraduate institution. In J. Warnick, & A.V. Kauleff (Eds.), *Translational Neuroscience and Its Advancement of Animal Research Ethics*. New York, NY: Nova Science.
- Biondolillo, K.D., & Pearce, A.R. (2007). Availability Influences Initial and Continued Ingestion of Nicotine by Adolescent Female Rats, *Neuropsychobiology*, 55, 73-80.
- Biondolillo, K.D., **Stamp, C., Woods, J., & Smith, R.** (1996). Working and scrounging by zebra finches in an operant task. *Behavioral Processes*, 39, 263-269.
- Biondolillo, K.D., & Meltzer, D. (1995). Discriminative control by the sample stimulus and retention interval in a delayed response task. *The Psychological Record*, 45, 629-642
- Meltzer, D., & Robertson, K.D. (1992). Ambiguous stimuli and delayed matching to sample. *Behavioral Processes*, 26, 77-90.
- Meltzer, D., & Robertson, K.D., (1989). Intradimensional and extradimensional shifts in conditional discriminations. *Behavioral Processes*, 20, 49-59.
- Meltzer, D., Robertson, K.D., & Irwin, J. (1991). Choice discrimination and fixed interval performance. *Bulletin of the Psychonomic Society*, 29, 407-410.

Boyett, K., Biondolillo, K.D., & Pearce, A.R. (2007). Individual differences in voluntary self-administration of oral nicotine in female rats. *Psi Chi journal of Undergraduate Research*, 12(4).

Presentations at Professional Research Forums

Names in bold font are those of undergraduate students

Himmler, B. T., Snow, E., McMickle, A., Pellis, S.M., Kolb, B., & Biondolillo, K. D. Juvenile Play Experience Attenuates the Initial Level of Nicotine Consumption. Poster presented at the annual meeting of the Society for Neuroscience. November 9-13, 2013 Sand Diego, CA.

Biondolillo, K. & Pearce, A. Modeling nicotine self-administration: Why low tech is sometimes best. Symposium presented at the 59th annual meeting of the Southwestern Psychological Association. April 04-07, 2013 Fort Worth, TX.

Biondolillo, K., **Cerrato, M., Snow, E., Schein, B.**, Himmler, B. The Interaction of developmental play and nicotine on nicotine sensitivity. Poster presented at the 59th annual meeting of the Southwestern Psychological Association. April 5, 2013 Fort Worth, TX

Biondolillo, K., McMickle, A., Snow, E., Pellis, S., Kolb, B., & Himmler, B. (2012). Developmental Play and Sensitivity to Nicotine. Poster presented at the annual conference of the Arkansas Biosciences Institute. October 23, 2012 Fayetteville, AR

Biondolillo, K.D., **Bailey, S.R., Eubank, E.L., Riggan, B.**, & Saarnio, D.A. Pregnancy increases voluntary self-administration of nicotine in rats. Poster presented at the 22nd annual meeting of the Association for Psychological Science. May 29, 2010.

Eldridge, A.R., Hogue, J.D., Biondolillo, K.D., & Welsh, J.A. Perspective relativity of evaluation of performance: An empirical test. Poster presented at the 22nd annual meeting of the Association for Psychological Science. May 29, 2010.

Riggan, B.D., Saarnio, D.A., Biondolillo, K.D., **Reynolds, T.C., Waldrop, C.L., & Davis, E.L.** Warmth and competence judgments of names reflect ethnic stereotypes. Poster presented at the 22nd annual meeting of the Association for Psychological Science. May 29, 2010.

Claxton, A.F., Biondolillo, K.D., & McGregor, L.N. Relationship of ethnicity, self-efficacy and perceived academic threat. Poster presented at the 22nd annual meeting of the Association for Psychological Science. May 29, 2010.

Snow, E.M., Blevins, C., Radin, B. The effect of environmental enrichment on voluntary nicotine intake. Arkansas Undergraduate Research Conference, Henderson State University April 23, 2010.

Bailey, S.R., Biondolillo, K.D., & Saarnio, D.A. Maternal exposure to oral nicotine increases body mass in male rats. Poster presented at the 21st annual meeting of the Association for Psychological Science. May 22, 2009.

Himmler, B.T., Biondolillo, K.D., Bailey, S.R., & Snow, Elizabeth, M. The influence of nicotine on pinning in rough and tumble play in rats. Poster presented at the 21st annual meeting of the Association for Psychological Science. May 22, 2009.

Riggan, B.D., Saarnio, D.A., Biondolillo, K.D., & Trent, S. What makes Christopher agreeable? Sound, familiarity, and race as factors in judging names. Poster presented at the 21st annual meeting of the Association for Psychological Science. May 24, 2009

Biondolillo, K.D., **Bailey, S., Hood, M., & Saarnio, D.** (May 23 2008). Maternal exposure to oral nicotine increases voluntary consumption in adult rats. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL.

Eubank, L.E., Trent, S.M., Riggan, B.D., Saarnio, D.S., Biondolillo, K.D., & Pierce, L.A. (May 23 2008). Silent impressions: Inferences about personality based on name. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL.

Claxton, A.F., McGregor, L.N., Biondolillo, K.D., & Pierce, L.A. (May 24 2008). Locus of control and the need for closure. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL.

Louder, M.C., Biondolillo, K.D., Larsen, L., & Saarnio, D. (May 24 2008). The impact of oral nicotine exposure on behavior in the EPM. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL

Himmler, B., Louder, M.C., Biondolillo, K.D., Stewart, P. (May 24 2008). The impact of nicotine on rough and tumble play in rats. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL.

Riggan, B.D., Trent, S.M., Eubank, L.E., Saarnio, D.S., Biondolillo, K.D., & Pierce, L.A. (May 24 2008). First name basis: A study of character judgment based on name. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL.

Doan, V.M., **Louder, M.C., Biondolillo, K.D., Larsen, L.K.** (April 4 2008). Happiness and learning strategies in college students. Poster presentation at the 54th annual meeting of the Southwestern Psychological Association, Kansas City, MO.

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.

McMmickle, **A.P., Louder, M.C., Pearce, A., Biondolillo, K.D.** (May 11 2007). Improving methods of oral nicotine self-administration. Poster presented at the 58th annual meeting of the American Association for Laboratory Animal Sciences District VII meeting, Arlington, TX.

Pearce, A.R., Biondolillo, K.D., **Louder, M.C.**, Stuntz-Christian, J. (October 15 2006). Environmental influences on consumption of oral nicotine by female Sprague Dawley rats. Poster presented at the 36 annual meeting of the Society for Neuroscience. Atlanta, GA.

Biondolillo, K.D. Establishing Nicotine Self-Administration in the Lab Rat. (April 13 2006). Invited lecture to the Department of Cognitive and Brain Sciences, Southern Illinois University. Carbondale, IL.

Burns, A., Louder, M. C., Powers, S., & Pearce, A. R., Biondolillo, K.D. (April, 2006). Voluntary Oral Nicotine Consumption in C57BL/6J Female Mice. Southwestern Psychological Association, Austin, TX.

Pearce, A. R., Biondolillo, K. D. & **Stuntz-Christian, J.** (September, 2005). The Influence of Availability on Voluntary Nicotine Intake and Conditioned Taste Aversion, Arkansas Biosciences Institute Annual Symposium, UAMS, Little Rock, AR.

Biondolillo, K.D., **Boyett, K.B., Lawson, B.L***, & Pearce, A.R. Voluntary self administration of oral nicotine by the female Sprague-Dawley rat. Poster presented at the 16th annual meeting of the American Psychological Society. Chicago, IL. May 29, 2004.

Biondolillo, K.D., Stuntz-Christian, J., & Pearce, A.R. Nicotine availability influences voluntary self-administration of nicotine in adolescent female rats. Poster presented at the 34th annual meeting of the Society for Neuroscience. San Diego, CA. October 23, 2004.

Pearce, A.R., Biondolillo, K.D., & **Gipson, R.** Drug-induced CTA in adolescent rats and sex differences in subsequent nicotine intake. Poster presented at the 16th annual meeting of the American Psychological Society. Chicago, IL. May 29, 2004.

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.?

Boyett, K.B., Biondolillo, K.D., **Lawson, B.L.** Supplemental feedings impact within session responding in male zebra finches. 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., Pearce, A.R., **Lawson, B.L., & Boyett, K.B.** (2003, October 09). Preliminary evidence that voluntary self-administration of oral nicotine attenuates nicotine-induced conditioned taste aversions. Arkansas Biosciences Institute Fall Research Symposium, Little Rock, AR
- 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.
- Biondolillo, K., **Hutton, N., St. John, M., Sipes, C., Utermark, T., Woods, S.** (2001). Scrounging and producing in an operant task. Poster session presented at the 13th annual meeting of the American Psychological Society, Toronto, Ontario.
- Johnson, R.D., & Biondolillo, K. (1998). Perceptions of attractive/unattractive female cigar/cigarette smokers. Poster presented at the 44th annual meeting of the Southwestern Psychological Society, New Orleans, LA.
- Biondolillo, K., **Stamp, C., & Woods, J.** (1995). Working and scrounging by zebra finches in an operant task. Poster presented at the 7th annual meeting of the American Psychological Society, New York, NY.
- Smith, R.L.,** Biondolillo, K. & **Overstreet A.** (1995). Stimulus control by predictable retention intervals in a T-maze. Poster presented at the 66th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Magee, R.,** & Biondolillo, K. (1993). A re-evaluation of attitudes toward female managers: Business students respond to the WAMS. Poster presented at the 65th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Biondolillo, K. (1993). White rats and psychology students: Conditioned lever pressing and conditioned scientific conduct. Paper presented at the 15th annual meeting of the National institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Christenberry, N., & Biondolillo, K. (1993). The personal motivation journal as a teaching tool. Paper presented at the 15th annual meeting of the National Institute on the Teaching of Psychology, St. Petersburg Beach, FL.
- Biondolillo, K. (1992). The retention interval in a delayed response task. Paper presented at the 64th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Undergraduate Forums
(undergraduate student projects under my supervision)

Bailey, S. Deception: A review of the comparative literature (April 19 2008). Arkansas Symposium for Psychology Students

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

Smith, L., Midkiff, W., Louder, M. C., Pearce, A. R., & Biondolillo, K. D. (April, 2006). Voluntary Consumption of Nicotine in the Sprague Dawley Rat. Undergraduate Scholars Day, Arkansas State University.

Pearce, A.R., **Burkhart, N.F., Ramsey, A.N., Singletary, H.L., Biondolillo, K.D.** Body weight, estrous cycling and blood cotinine levels in female rats consuming oral nicotine. Poster presented during the Faculty for Undergraduate Neuroscience Forum held during the 34th annual meeting of the Society for Neuroscience. Sand Diego, CA. October 25, 2004.

***names in bold font are those of undergraduate students.**

Service

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)

Higher Learning Commission Criterion III Subcommittee, (chair, 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

PRT Committee (member, 1997 – 2013, chair 1999-2003)
Bachelor of Science in Psychology Program Committee (member, 1991-2013; chair, 2009-2013)
Department Curriculum Committee (member, 1993-2013; chair, 2011-2013)
General Education Committee (member, 1992-2013, chair 1994-2003)
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)
Midwestern Psychological Association [MPA] (2004-2007)
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)
Society for Neuroscience (2004-2006)

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 Associate Professor Department of Psychology and Counseling	Teaching Psychology (Educational, Positive, Cultural, Psychology as a Science and Profession)	2009-present
Arkansas State University Assistant Professor Department of Psychology and Counseling	Teaching Psychology (Educational, Positive, Cultural, Contemporary, First Year Experience)	2002-2009
Kansas State University, Manhattan, KS Part-Time Instructor Department of Counseling and Ed Psych	Teaching Educational Psychology	2001-2002
Wichita Public Schools, Wichita, KS Full- Time ESOL Teacher	Teaching ESOL (Grades K-5)	1996-2001
Kansas State University, Manhattan, KS Part-Time Graduate Teaching Assistant Department of Counseling and Ed Psych	Teaching Ed Psych; Statistical Consulting	1991-1996

AWARDED GRANTS

- Khramtsova, I. & Rodgers, E. (2014). United States- Jordan: Cross-cultural similarities and differences in mindfulness and humor styles. Arkansas State University Middle East Studies Grant, \$10,000.
- 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.
- Khramtsova, I. & Saarnio, D. (2009). Internationalizing cultural psychology course. Arkansas State University Office of Diversity Initiatives, \$1650.
- Khramtsova, I. (2004). Happiness: Its cross-cultural meaning, sources, and correlates in Russian and US students. Arkansas State University Scholarly Activity Initiative Fund, \$1500.

PUBLICATIONS

- Khramtsova, I. (2011). Why study in Finland: RAMK, SAMK, and PBL. *Journal of International Students*, 1, 36-37.
- White, E. M., Pearce, A. R., & Khramtsova, I. (2011). Character strengths are prominent as mate preferences of Turkish students. *Journal of International Students*, 1, 64-68.
- Khramtsova, I. (2011). Specific ways to encourage student involvement in research activities at Arkansas State University, US. In *Innovatsionnyi potentsial molodezhnoi nauki [Innovative Potential of youth Science: Materials of Republican Scientific-Applied Conference]*. (pp. 12-15). Ufa, Russia: Izdatelstvo BGPU.

- Pearce, A., & Khramtsova, I. (2010). A positive outlook on mate preferences in Japan. In *Sub'ekt deyatel'nosti, obsheniya i profesional'nogo razvitiya: materially nauchno-practicheskoi konferenzii* [Subject of Activity, Communication and Professional Development: Proceedings of a Theoretical and Applied Conference]. (pp. 136 – 140). Ufa, Russia: Vladial.
- Khramtsova, I., & Glascock, P. (2010). Outcomes of an integrated journaling and mindfulness program on a US university campus. *Revista de Psihologie*, 56, 208-218.
- Khramtsova, I. (2008). Character strengths in college: Outcomes of a positive psychology project. *Journal of College and Character*, 9, (3). Retrieved February 1, 2008, from <http://www.collegevalues.org/new.cfm>
- Khramtsova, I., Saarnio, D., Gordeeva, T., & Williams, K. (2007, February 20). Happiness, life satisfaction, and depression in college students: Relations with student behaviors and attitudes. *Americal Journal of Psychological Research*, 3. Retrieved February 20, 2007, from <http://www.mcneese.edu/colleges/ed/deptpsy/ajpr/issues.html>
- Bolin, A.U., Khramtsova, I., & Saarnio, D.A. (2005). Using student journals to stimulate authentic learning: Balancing Bloom's cognitive and affective domains. *Teaching of Psychology*, 32, 154-159.
- Khramtsova, I., Carter, S., & Schmidt, M. (2003). Networking and internationalized curriculum: Pen pals and other authentic practices. In N. Hall & D. Springate (Eds.), *The Proceedings of the 14th Annual Conference of the European Teacher Education Network* (pp. 85-90). University of Greenwich.
- Benton, S. L., Corkill, A. J., Sharp, J. M., Dowey, R. G., & Khramtsova, I. (1995). Knowledge, interest, and narrative writing. *Journal of Educational Psychology*, 87, 66-70.
- Parish, T.S., Martin, P., & Khramtsova, I. (1992). Enhancing convergence between our real and ideal selves. *Reality Therapy*, 11, 37-40.
- Khramtsova, I. I., & Konyshv, V. A. (1988). Analiz terminologicheskogo fonda nauki o pitanii (Analysis of the terminological fund of the science of nutrition). *Voprosy Pitaniya*, 2, 71-73. (In Russian).

PRESENTATIONS AT LEARNED FORUMS

- Khramtsova, I., & Buhrman, P. (2013, October). Danish folk schools: A social miracle. Paper presented at the Fall Professional Development Conference of National Social Science Association, New Orleans.
- Khramtsova, I., Glascock, P., & Owen, J. (2012, June). The effects of mindfulness, biofeedback, and healing music in individual versus group settings: A pilot study. Paper presented at the Sixth European Conference on Positive Psychology, Moscow, Russia.
- Glascock, P., Khramtsova, I., Halfacre, A., & Owen, J. (2012, June). Drumming to de-stress: Effects of HealthRhythms on psychological well-being. Poster presented at the Sixth European Conference on Positive Psychology, Moscow, Russia.
- Holloway, H., Pearce, A., Khramtsova, I., Davis, E., White, E., & Imamoglu, S. (2011, May). Character strengths are prominent as mate preferences of Turkish students. Poster presented at the 23rd Annual Convention of Association for Psychological Science, Washington, DC.
- Khramtsova, I., & Glascock, P. (2010, June). Mindfulness and journaling: An action research study on a university campus. Paper presented at the 5th European Conference on Positive Psychology, Copenhagen, Denmark.
- Khramtsova, I., & Chuikova, T. (2010, June). Contemporary role models of college students in Russia and the US. Poster presented at the 5th European Conference on Positive Psychology, Copenhagen, Denmark.
- Khramtsova, I., & Saarnio, D. (2009, July). Who teaches us to be grateful? Poster presented at the 1st World Congress on Positive Psychology, Philadelphia, PA.
- Khramtsova, I. (2008). Design of and college student attitudes toward positive psychology project. Paper presented at the 4th European Conference of Positive Psychology, Opatija, Croatia.
- Pearce, A., Szarkowski, A., & Khramtsova, I. (2008). A positive outlook on mate preferences in Japan. Poster presented at the 4th European Conference of Positive Psychology, Opatija, Croatia
- Khramtsova, I., & Williams, K. (2007, July). *Optimizing teaching of educational psychology through positive psychology action research project*. Paper presented at the Xth European Congress of Psychology, Prague, Czech Republic.

- Khrantsova, I., & Bergeron, D. (2007, July). *Positive psychology interventions: Intrinsic motivation and curiosity in increasing character strengths*. Poster presented at the Xth European Congress of Psychology, Prague, Czech Republic.
- Khrantsova, I., Gordeeva, T., Saarnio, D., & Mukhopadhyay, L. (2006, July). Attributional style as a predictor of happiness and life satisfaction across cultures. Paper presented at the 3rd European Conference of Positive Psychology, Braga, Portugal.
- Khrantsova, I., Saarnio, D., Gordeeva, T., & Mukhopadhyay, L. (2006, July). Views of happiness across three cultures. Paper presented at the 26th International Congress of Applied Psychology, Athens, Greece.
- Khrantsova, I., Machado, C., & Shortnacy, M. (2006, July). What can we learn from our students about teaching psychology? Poster presented at the 26th International Congress of Applied Psychology, Athens, Greece.
- Saarnio, D., & Khrantsova, I. (2006, July). Sex differences in psychological well-being. Poster presented at the 26th International Congress of Applied Psychology, Athens, Greece.
- Khrantsova, I., Saarnio, D., & Gordeeva, T. (2006, April). *Happiness and life satisfaction in college students: Relations with academic behaviors and attitudes*. Paper presented at the paper discussion session at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Khrantsova, I., Gearson, Howard, L., S., Roland, R., Shortnacy, M., & Machado, C. (2006, April). *From theory to practice: The effectiveness of positive psychology interventions in classroom*. Poster presented at the 52nd Meeting of Southwestern Psychological Association, Austin, TX.
- Khrantsova, I., & Saarnio, D. (2005, July). *Staying mentally healthy: The importance of happiness and psychological well-being*. 9th European Congress of Psychology, Granada, Spain.
- Saarnio, D., & Khrantsova, I. (2005, July). *Sources of psychological well-being*. 9th European Congress of Psychology, Granada, Spain.
- Alake-Tuenter, E., & Khrantsova, I. (2005, February). Internationalizing teacher education curriculum: A cross-cultural e-mail project between Dutch and US college students. Paper presented at the 15th Annual Conference of European Teacher Education Network, Ohrid, Macedonia.
- Bolin, A., Khrantsova, I., Saarnio, D., & Geme, L. (2004, May). *Using student journals to stimulate authentic learning: Balancing Bloom's cognitive and affective domains*. Teaching poster session presented at the Annual Meeting of American Psychological Society Conference, Chicago, IL.
- Khrantsova, I., Bolin, A., & Saarnio, D. (2004, April). *Students' perceptions about journal writing: Transfer of learning and affective outcomes*. Poster sessions presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Khrantsova, I., Carter, S., & Schmidt, M. (2003, February). *Networking and internationalized curriculum: Pen pals and other authentic practices*. Paper presented at the conference of European Teacher Education Network, Viana, Portugal.
- Khrantsova, I., & Saarnio, D. (2003, November). *Character education and positive psychology: Virtues and strengths in the classroom*. Paper presented at the Mid-South Educational Research Association, Biloxi, MS.
- Khrantsova, I., Schmidt, M., & Carter, S. (1999, June). *International pen pals*. Paper presented at the Migrant-ESOL-Bilingual State Conference: A Brilliant Blend, Wichita, KS.
- Albin, M.L., Benton, S.L., & Khrantsova, I. (1996). *Individual differences in interest and narrative writing*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Benton, S. L., Corkill, A. J., Sharp, J. M., & Khrantsova, I. (1992). *Hemingway was right: Write what you know!* Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Benton, S. L., Albin, M., & Khrantsova, I. (1993). *Topic knowledge and verbal ability as predictors of narrative writing*. Paper presented at the meeting of the American Educational Research Association, Atlanta.

INTERNATIONAL INVITED SPEECHES AND LECTURES

- Presentation (in Russian) at the Higher School of Economics on Mindfulness Research (October 25, 2011)
<http://psy.hse.ru/positive/news/37337385.html>
- 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

- Owen, J., & Kalavala, P. (2012). Multi-cultural expedition into mindfulness among high school students. *Journal of International Students*, 2, 85-86.

UNDERGRADUATE STUDENTS’ PAPERS SPONSORED FOR A CONFERENCE PRESENTATION

- Arnold, T., Spain, S., Sharp, B., & Machen, R. (2013, April). What makes a college city attractive for students: Cross-cultural differences and similarities. National Conference on Undergraduate Research (NCUR-2013), University of Wisconsin- La Crosse.
- 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.
- Klasky, C. (2010, April). *Constructs of happiness*. ASU Undergraduate Scholars’ Day, 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.
- Shepherd, S. (2007, October). *Drowning in grief: The psychological effects on parents after the loss of a child*. Poster presented at the student poster session of Arkansas Psychological Association Annual Convention, Little Rock, AR.
- Dillehay, J. (2006, April). *Appreciation of beauty: Stop and smell the candle aisle*. ASU Undergraduate Scholars’ Day, Jonesboro, AR.
- Shortnacy, M., & Coleman, S. (2006, April). *Positive psychology interventions as a classroom assignment: Positive and negative outcomes*. ASU Undergraduate Scholars’ Day, Jonesboro, AR.
- Dillehay, J. (2005, April). *Eudaimonia: Escalade or Escort?* The 21st Annual Arkansas Symposium for Psychology Students, Russellville, AR.

- Dillehay, J. (2005, April). *Conceptions of happiness: Does age affect our beliefs and definitions of happiness?* 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.
- Machado, C. (2005, April). *The phoenix rises within us: Resilient people survive despite the odds.* ASU Undergraduate Scholars' Day, Jonesboro, AR.
- Geme, L., & Khrantsova, I. (2004, February). *Students' interest in taking a class.* Paper presented at the Mid-South Psychology Conference, University of Memphis, Memphis, TN.

PROFESSIONAL REVIEWS

- Review of textbook proposal *Positive Psychology: Scientifically Seeking the Good Life*, by L. Kirby and C. Smith (June, 2010).
- Review of the revision plan for *Psychology for Teaching*, 11th ed., by Lefrancois for Sage Publications (May, 2008)
- 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)
- Pre-revision review of Compton (2005) *Introduction to Positive Psychology* for Wadsworth Publishing Company (2008, April)
- Review of the proposal for *Positive Psychology* by Franzoi for Wiley Publishing Company (2006, August)
- Review of the proposal for *The Nature and Nurture of Learners* for Houghton Mifflin Publishing Company (2004, September)
- 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

Human Factors Psychology, Ph.D. Wichita State University Wichita, KS 67260-0034 Conferred May, 2000 SREB Doctoral Scholar	General Experimental Psychology, M.S. Emporia State University Emporia, KS 66801 Conferred August, 1990	Psychology, B.A. Ouachita Baptist University Arkadelphia, AR Conferred May, 1988
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TEACHING EXPERIENCES

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

COURSES TAUGHT

Abnormal, Psychology Adjustment	General Psychology/Laboratory Life Span Human Development	Research Methods 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, <i>Southern Arkansas University (SAU)</i>
1998-2001	Reviewer, <i>The Whitman Journal of Psychology</i>
1998-2002	Test Development Committee: Advance Placement in Psychology, <i>College Board</i>
1995-2008; 2010	Faculty Consultant: Advance Placement in Psychology Program, <i>Educational Testing Service</i>
1995-2004	Reviewer, <i>Psi Chi Journal of Student Research</i>
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

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
1992-1996	Magnolia Business and Professional Women (BPW)
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; 2001	American Psychological Association (APA) 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 2005-2009	Southwestern Psychological Association (SWPA) Convention Manager

2003-2009	Program Chairperson
1995	Executive Committee, Arkansas Representative
1997-1999	The Association for Research in Vision and Ophthalmology (ARVO)
1991–1996	Arkansas Women in Higher Education Institutional Representative, Southern Arkansas University
1990	Council for Teaching of Undergraduate Psychology (CTUP)
1990-1992	Regional Coordinator (1990-1992)
1990–1992	Southern Society for Philosophy and Psychology (SCPP) 1988–
1990	Association for Psychology and Educational Research in Kansas

AWARDS AND HONORS

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

THESIS/ DISSERTATION COMMITTEE SERVICE

- Totty, A. (2012). *An experimental study of student leadership development at a two year college in Arkansas*. Unpublished doctoral dissertation, Arkansas State University, Jonesboro, AR
- Roberts, V. (2009). *An analysis of teachers and student interaction in desegregated school environments*. Unpublished doctoral dissertation, Arkansas State University, Jonesboro, AR.
- Coleman, J. (2008) Reported usage and perceived value of various teaching strategies by community college and university faculty in Arkansas. Unpublished doctoral dissertation, Arkansas State University, Jonesboro, AR.
- Murray, B. (2005). *Osteoporosis prevention in undergraduate college students at Ouachita Baptist University and Henderson State University*. Unpublished senior honors thesis. Ouachita Baptist University, Arkadelphia, AR.

Goonesekera, E. (2005). *Is there a relationship between hopelessness and religion problem-solving skills?* (Committee chair). Unpublished senior honors thesis. Ouachita Baptist University, Arkadelphia, AR.

PUBLICATIONS

McGregor, L.N., & Maness, D. C. (Under review). Incivility in Higher Education: Perceptions of Collegiality Among Faculty Members. *Administrative Issues Journal: Education, Practice, and Research*.

McGregor, L.N., & Hill, G. W. (2012). Important Considerations for Ethnic Minority Graduate Students. In P.J. Giordano, S. F. Davis, & C. A. Licht (Eds), *Your Graduate Training in Psychology: Effective Strategies for Success*, (p. 53-68). Sage Publications: Thousand Oaks, CA

Hill, G.W., & McGregor, L.N. (2012). Important Considerations for International and Nontraditional Graduate Students. In P. J. Giordano, S. F. Davis, & C. A. Licht (Eds), *Your Graduate Training in Psychology: Effective Strategies for Success*, (p. 69-82). Sage Publications: Thousand Oaks, CA

Dunn, D.S., Brewer, C.L., Cautin, R.L., Gurung, R.A.R., Keith, K.D., McGregor, L.N., Nida, S.A., Puccio, P., and Voigt, M.J. (2010). The Undergraduate Psychology Curriculum: Call for a Core. In Diane F. Halpern's (Ed), *Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline*. (p. 47-61). APA Books: Washington, D.C.

McGregor, L.N., Gee, D. E., and Posey, K.E. (2008). I feel like a fraud and it depresses me: The relationship between the imposter phenomenon and depression. *Social Behavior and Personality*, 36, (2). 43-48.

McGregor, L.N., (2007). *Secrets to surviving the first year: A chairperson's confessions*. American Council on Education Department Chair resources located at <http://www.acenet.edu/resources/chairs/index.cfm?section=1&subsection=10>

McGregor, L.N., (2005). Teaching and mentoring racially and ethnically diverse students. In S. F. Davis and W. Buskist (Eds.), *Handbook of The Teaching of Psychology*. (pp. 164-169). Blackwell Publishers: Williston, VT

McGregor, L.N., & Chaparro, A., (2005). Visual difficulties reported by low vision and nonimpaired older adult drivers. *Human Factors*, 47,(3), 467-478.

McGregor, L.N. (2003). Syllabus 6. In Amy Fineburg (Ed.), *Psychology Teachers Guide* (pp. 73-78). College Board, Advanced Placement Program: New York

McGregor, L.N. (2000). Reported visual difficulties of low-vision and non-impaired older adults while performing daily and driving tasks. *Dissertation Abstracts International*, 51 (6-B), p. 3317.

Chaparro, B.S., McGregor, L.N., Roberts, S.L., & Weller, D. (1998). Understanding instructional design and its application: A comprehensive review. In R.D. Tennyson, F. Schott, N.M. Seel, and S. Dijkstra (Eds.), *Instructional Design: International Perspectives, Vol 1: Theory, Research, and Models*. (pp 640-641). Erlbaum: Mahwah, NJ

- McGregor, L.N., Hackworth, M.D., & Chaparro, A. (1998). Development of the impact of vision impairment profile (IVIP). *IOVS Abstract Issue*, 39, 252.
- McGregor, L.N., Harris, K. L., & McGregor, A. L. (1993). Achievement expectations, self-perception, and positivism of college students (Abstract only). *Higher Education Abstracts*, 19 (1).
- McGregor, A.L., & McGregor, L.N. (1993). College students' perceptions of interracial relationships (Abstract only). *Higher Education Abstracts*. 19 (1).
- Davis, S.F., Grover, C.A., Becker, A.H., & McGregor, L.N. (1992). Academic Dishonesty: Prevalence, Determinants, techniques, and punishment. *Teaching of Psychology*, 19 (1), 16-20.
- McGregor, L., Miller, H. R., Mayleben, M. A., Buzzanga, V. L., Davis, S. F., & Becker, A. H. (1991). Similarities and differences between traditional and nontraditional college students in selected personality characteristics. *Bulletin of Psychonomics Society*, 29 (2), 128–130.
- McGregor, L. N., Mayleben, M. A., Buzzanga, V. L., Davis, S. F., & Becker, A. H. (1991). Selected personality characteristics of first-generation college students. *The College Student Journal*, 25 (2), 231–234.
- McGregor, L., Eveleigh, M., Syler, J. C., & Davis, S. F. (1991). Self-perception of personality characteristics and the Type A Behavior pattern. *Bulletin of the Psychonomics Society*, 29 (4), 320–322.
- Weaver, K. A., Davis, S. F., Look, C., Buzzanga, V. L., Neal, L. (1991). Examining academic dishonesty policies. *The College student Journal*. 25, (3), 302–305.
- Becker, A. H., Davis, S. F., Neal, L., & Grover, C. A. (1990). Student expectations of course and instructor. *Teaching of Psychology*, 17 (3), 159–16.

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. (2013). *Culture and identity in an American context*. Invited presentation given at VIA University College, Teacher Education, Silkeborg, Denmark.
- McGregor, L.N. (2013). *Education and the American dream*. Invited presentation given at VIA University College, Teacher Education, Silkeborg, Denmark.
- McGregor, L.N. (2013). *Religious diversity and religious education in American schools*. Invited presentation given at VIA University College, Teacher Education, Silkeborg, Denmark.
- McGregor, L.N. (2012). *The role of psychology in US education*. Invited presentation given at the Escola Superior de Educação de Coimbra, Coimbra, Portugal.

- McGregor, L.N. & Maness, D.C. (2011). *A perception of civility in US colleges and universities*. Invited paper presented at the European Teacher Education Network, Amsterdam, The Netherlands.
- Maness, D.C. and McGregor, L.N. (2010). *Incivility in higher education: Here comes the bully*. Invited paper presented at the 27th annual meeting of Academic Chairpersons Conference, Orlando, FL.
- McGregor, L.N. (2010). *Mamie Phipps Clark: More than just a woman in your psychology textbook*. Invited paper presented at the University of Missouri at Kansas City.
- McGregor, L.N. (2009). *Good doll; bad doll: The life of Mamie Phipps Clark*. Invited paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada
- McGregor, L.N. (2009). *ASPS: 25 years of ~~returning~~ promoting student success*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Siloam Springs, AR
- 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. (2007). *More than child's play: The life and legacy of Mamie Phipps Clark*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, LA.
- 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., & Matthews, J.R. (1995). *Teaching the life-span developmental course*. Paper presented at the annual meeting of the Southwest Regional Conference for Teachers of Psychology, Fort Worth, TX.
- McGregor, L.N. (1995), (Chair). *Mentoring in the '90's*. Symposium presented at the annual meeting of the Southwest Regional Conference for Teachers of Psychology, Fort Worth, 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). The classroom as Skinner box. In R.A. Smith's (Chair), *Live from Fort Worth: Classroom demonstrations*. Presented in the Symposium at the annual meeting of the Southwest Regional Conference for Teachers of Psychology, Fort Worth, 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.

McGregor, L.N. (1992). What can you do with a master's degree? In S. F. Davis'(Chair), *Careers in psychology*. Paper presented in the Symposium at the annual meeting of the American Psychological Association, Washington, DC.

McGregor, L.N. (1992). The life and times of Mamie Phipps Clark. In R.D. Wight's (Chair), *Psychologist as thespians: Talks to teachers from classrooms past*. A dramatic presentation presented in the Symposium at the annual meeting of the American Psychological Association, Washington, DC.

McGregor, L. N. (1991). Classroom feud. In R. A. Smith's (Chair), *Live from San Francisco, it's Sunday afternoon*. Paper presented in the Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.

RESEARCH AND PRESENTATIONS

Wilson, D., Kardas, E.P., Oliver, R., Pemberton, B., & McGregor, L.N. (2011). *When good students fail and what to do about it*. Paper presented at the 39th annual meeting of the Southern Regional Honors Council, Little Rock, AR.

McGregor, L.N. (2011). *Enhancing instruction through the effective use of PowerPoint*. Poster presented at the 114th annual meeting of the American Psychological Association, Washington, D.C.

McGregor, L.N. & Maness, D.C. (2010). *Academic incivility: A difference of perception?* Poster presented at the 113th annual meeting of the American Psychological Association, San Diego, CA

Claxton, A.F., McGregor, L.N., Biondolillo, K.D. & Reynolds, T.C. (2010). *Relationship of ethnicity, self-efficacy and perceived academic threat*. Poster presented at the 22nd annual meeting of the Association for Psychological Science, Boston, MA

Claxton, A.F., McGregor, L.N., Biondolillo, K.D., & Pierce L.A. (2008). *Locus of control and the need for closure*. Poster presented at the 20th annual meeting of the Association for Psychological Science, Chicago, IL

McGregor, L.N., Roland, R.R., & Alford, K.A. (2008). *A Difference in the need for closure between high and low Locus of Control college students*. Poster presented at the 54th annual meeting of the Southwestern Psychological Association, Kansas City, MO

McGregor, L.N., Roland, R.R., Bushnell, W.E., & Alford, K.A. (2008). *Locus of control and the need for closure in college students*. Poster presented at the 54th annual meeting of the Southwestern Psychological Association, Kansas City, MO

McGregor, L.N., & McGregor, P.N. (2007). Mentoring in a digital age. In A.M. Beins & B.C. Beins' (Chairs). *Mentoring close to home: Implications for general principles of mentoring*. Paper presented at the annual meeting of the American Psychological Association.

McGregor, L.N., Parker, J., & Samantha, S. (2005). *The influence of the imposter phenomena on college student adjustment*. Paper presented at the annual meeting of the Southwestern Psychological Association, Memphis, TN.

- McGregor, L.N., Wight, R.D., Ortiz, C.D., Griggs, E.N., & Posey, E. (2004). *Using the HPI as an indicator of depression*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Wight, R.D., McGregor, L.N., Ortiz, C.D., Griggs, E.N., & Gee, D. (2004). *Self-presentation aspects of the imposter phenomenon*. Paper presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.
- Kardas, E.P., Christensen, C., McGregor, L.N., Wilson, D.J., Scroggins, B.C., & Franks, K.K. (2004). *New and seasoned chefs meet to toss general psychology salads*. Paper presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.
- McGregor, L.N., Gee, D., & Posey, E. (2003). *I feel like a fraud and it depresses me*. Paper presented at the annual meeting of the Southwestern Psychological Association, New Orleans, LA.
- 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. Hackworth, M. D., & Chaparro, A. (1998). *Driving habits of the visually impaired*. Paper presented at the annual meeting of the ARVO conference, Ft. Lauderdale, FL.
- 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). *Mentoring in the 1990's*. Symposium presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- 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. (1995). *Teaching abnormal psychology within a social context*. Paper presented at the annual meeting of the American Psychological Association, New York, NY.
- McGregor, L.N., & Milford, T.M. (1995). *A problem of language: Teaching skills for interdisciplinary team assessment and case management in a mental health setting*. Paper presented at the annual meeting of the Southwestern Psychological Association, San Antonio, TX.
- McGregor, L.N., Hart, A.D., Cooper, S. L., & Eveleigh, M.L. (1993). *Can you picture this stage theory?* Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- McGregor, L.N. (1993). A few good tips from a not-so- old teacher. In S. F. Davis' (Chair) *Teaching tips for the novice faculty member*. Paper presented at the annual meeting of the Southwestern Psychological Association, Corpus Christi, 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 in the Symposium at the annual meeting of the American Psychological Association, Washington, DC.
- McGregor, L.N. (1992). *One stage theory is worth a thousand pictures*. Paper presented at the annual meeting of the Southwestern Psychological Association, Austin, TX.
- McGregor, L.N. (1992). (Chair), *The ultimate undergraduate experience*. Symposium presented at the annual meeting of the Southwestern Psychological Association, Austin, TX.
- Harris, K., Deahl, G. J., Hart, A., & McGregor, L. N. (1991). *Self-perception and grade expectations*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Fayetteville, AR.
- McGregor, L. N., Harris, K. L., & McGregor, A. L. (1991). *Achievement expectations, self-perception, and positivism of college students*. Paper presented at the annual meeting of the Southwestern Psychological Association, New Orleans, LA.
- McGregor, A. L., & McGregor, L. N. (1991). *College students' perceptions of interracial relationships*. Paper presented at the annual meeting of the Southwestern Psychological Association, New Orleans, LA.
- McGregor, L.N. (1990). *A comparison of nontraditional and traditional college students in the areas of manifest anxiety, self-esteem, and self-perception*. Unpublished master's thesis, Emporia State University, Emporia, KS.
- McGregor, L. N., Eveleigh, M., Syler, J. C., & Davis, S. F. (1990). *Examining the relationship between the self-perception of personality characteristics and the type A behavior*. Paper presented at the annual meeting of the Great Plains Students' Psychology Convention, Hays, KS.
- Bailey, S. A., Neal, L., Page, G. L., Parsons, H., & Davis, S. F. (1990). *The effects of a tryptophan- and protein-deficient diet upon taste-aversion conditioning*. Paper presented at the annual meeting of the Southern Society for Philosophy and Psychology, Louisville, KY.
- Buzzanga, V. L., Neal, L., Perne, S. E., & Davis, S. F. (1990). *Personality characteristics of nontraditional college students*. Paper presented at the annual meeting of the Southern Society for Philosophy and Psychology, Louisville, KY.
- Buzzanga, V. L., Mayleben, M. A., Neal, L., Post, M., & Becker, A. H. (1990). *The self-perception profile, self-esteem, and manifest anxiety of first generation college students*. Paper presented at the annual meeting of the Great Plains Students' Psychology Convention, St. Joseph, MO.
- Bailey, S. A., Page, G., Neal, L., & Parsons, H. (1990). *Towards an understanding of neophilia*. Paper presented at the annual meeting of the Great Plains Students' Psychology Convention, St. Joseph, MO.

- Miller, H. R., Post, M., Neal, L., Buzzanga, V. L., & Becker, A. H. (1990). *The self-esteem and manifest anxiety of nontraditional college students*. Paper presented at the annual meeting of the Great Plains Students' Psychology Convention, St. Joseph, MO.
- Weaver, K. A., Davis, S. F., Look, C., Buzzanga, V. L., & Neal, L. (1989). *Academic dishonesty policies in college catalogs*. Paper presented at the Sixth annual Mid-American Conference for Teaching of Psychology, Evansville, IN.
- Davis, S. F., Bailey, S. A., Neal, L., Freeman, B. L., & Best, M. R. (1989). *Protein and tryptophan deprivation results in neophilia*. Paper presented at the annual meeting of the Association for Psychological and Educational Research in Kansas, Pittsburgh, KS.
- Neal, L., Buzzanga, V. L., Mayleben, M., Johnson, D., Kilgore, D., & Davis, S. F. (1989). *Academic dishonesty: Similarities and differences between two regional state universities*. Paper presented at the annual meeting of the Association for Psychological and Educational Research in Kansas, Pittsburgh, KS.
- Davis, S. F., Neal, L., Syler, J. C., Best, M. R., Becker, A. H., & Davis, J. (1989). *Disruption of runway performance following toxicosis conditioning of a single- vs. multiple-element cs*. Paper presented at the annual meeting of the Association for Psychological and Educational Research in Kansas, Pittsburgh, KS.
- Grover, C. A., Becker, A. H., Davis, S. F., Neal, L., & Syler, J. C. (1989). *Ad astra per fraudare: To the stars through academic dishonesty*. Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Neal, L. (1989). Pursuing graduate study: An adventure in moving. In A. H. Becker's (Chair), *The transition from undergraduate to graduate*. Paper presented in the Symposium conducted at the annual meeting of the Southwestern Psychological Association, Houston, TX.
- Grover, C. A., Becker, A. H., Mehring, T. A., Neal, L., Syler, J. C., & Davis, S. F. (1989). *Academic dishonesty and the college major*. Paper presented at the annual meeting of the Southwestern psychological Association, Houston, TX.
- Best, M. R., Davis, S. F., Look, C. T., Becker, A. H., Syler, J. C., & Neal, L. (1989). *Taste/taste potentiation in the young rat: Effect of cs-us interval*. Paper presented at the annual meeting of the Southwestern Psychological Association, Houston, TX.
- Neal, L., Becker, A. H., Syler, J. C., & Davis, S. F. (1989). *The relationship between college major and academic dishonesty*. Paper presented at the annual meeting of the Kansas/Great Plains Students' Psychology Convention, Lincoln, NE.
- Becker, A. H., Davis, S. F., Neal, L., Grover, C. A., & Syler, J. C. (1988). *Academic dishonesty and the introductory psychology student*. Paper presented at the annual meeting of the Association for Psychological and Educational Research in Kansas, Emporia, KS.
- Neal, L. (1987). *Are older students dar's (darn average raisers)?* Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Magnolia, AR.
- Neal, L. (1986). *A study of interpersonal attraction in the lives of OBU couples based on attitudes and moral beliefs: The search for a correlation*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Arkadelphia, AR.

AMY R. PEARCE, PhD

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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

<i>Arkansas State University, Jonesboro</i>	<i>2001-present</i>
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
<i>La Escuela Bilingüe Honduras, Comayagua, Honduras</i>	<i>2000-2001</i>
Instructor of Mathematics and private tutor	
Afternoon volunteer at Niños de la Calle, a home for street kids	
<i>Neurosciences Graduate Program, Australian National University</i>	<i>1997-2000</i>
Assistant to the Convenor	
<i>2XX Community Radio, Canberra, Australia</i>	<i>1997-2000</i>
Producer, and writer for <i>Fuzzy Logic</i> , a science education program	

PEER REVIEWED PUBLICATIONS

* student contributor

- Pearce, A.R., Srivatsan, M., *Lovelace, A., Beck, C., Blumer, L., & Grippo, A. (2013). Inquiry-based investigation in biology laboratories: Does neem provide bioprotection against bean beetles? *Bioscene: Journal of College Biology Teaching*, 28(2), 11-16.
- *Halder, S., *Lynch, J.M., Pearce, A.R. (2013). Sex differences in voluntary consumption are overridden by simultaneous presentation of two oral nicotine solutions. *American Journal of Drug and Alcohol Abuse*, 39(3), 161-167.
- *White, E. M., Pearce, A.R., & Khramtsova, I. (2011). Character strengths are prominent as mate preferences of Turkish students. *Journal of International Students*, 1(2), 64-68. [Journal of International Students Fall 2011](#)
- Pearce, A.R., & Srivatsan, M. (2011). Volunteerism is key to offering successful neuroscience outreach with limited resources. *Journal of Undergraduate Neuroscience Education*, (JUNE). 9(2), A62-A65. [Pearce&SrivatsanJUNE2011](#)
- Pearce, A.R., *Ramsey, A., Chuikova, T., & Galyautdinova, S. (2010). A positive psychology perspective on mate preferences in the United States and Russia. *Journal of Cross-Cultural Psychology*, 41(5-6), 742-757.
- *McKee, M.F., Pearce, A.R., & Breeding, R.R. (2009). Developing a GRE review workshop: Assessing needs for persons with and without disabilities. *American Journal of Psychological Research*, 5(1), 20-30. [McKeePearce&BreedingAJPR2009](#)
- Biondolillo, K.D., Pearce, A.R., *Louder, M.C., & McMickle, A. (2009). Solution concentration influences voluntary consumption of nicotine under multiple bottle conditions. *Pharmacology, Biochemistry & Behavior*, 92, 214-218.
- *Broadaway, B., *Eubank, L.E., Pearce, A.R., (2008). Consumption of concentrated oral nicotine solutions and serum nicotine detection by GC-MS, *Journal of Integrative Biosciences*, 5(1), 11-18.
- *Boyett, K.B., Biondolillo, K.D., & Pearce, A.R. (2007). Individual differences in voluntary self-administration of oral nicotine in female rats, *Psi Chi Journal of Undergraduate Research*, 12(4), 162-169. [BoyettPearce&Biondolillo Psi Chi Journal](#)
- Biondolillo, K.D., & Pearce, A.R. (2007). The influence of availability on voluntary self-administration of oral nicotine by female rats, *Neuropsychobiology*, 55, 73-80.
- Pearce, A.R., & *Cline, R.L. (2006). Teaching the Statistics Laboratory– keep up the PACE. *American Journal of Psychological Research*, 1, 1-7. [Pearce&ClineAJPR2006](#)
- 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.
- Pearce, A.R., James, A.C., & Mark, R.F. (2000). Development of functional connections between thalamic fibres and the visual cortex of the wallaby as revealed by current source density analysis in vivo. *Journal of Comparative Neurology*, 418, 441-456.

Student-authored works under my mentorship

- *Eubank, L. E. (2009). A review of recent advances in deep brain and vagus nerve stimulation techniques, *Journal of Psychological Inquiry*, 14(1-2), 11-14.
- *Dickson, Brennon (2008). The brain that changes itself: Discovering the science of brain plasticity. *Journal of Integrative Biosciences*, 5(1), 44-46.

Book Contributions

- Woodward, B., Shurkin, J., & Gordon, D. (2013). *Scientists Greater than Einstein–The biggest life-savers of the 20th Century*. Indian Institute of Biotechnology Pvt. Ltd. Abridged version.
- 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 prikladnyie asnekty (The subject of activity, communication and professional development: theoretical applied aspects), Ufa, Bashkir, Russia.

- Pearce, A.R. (2010). Children's television and science, pp.126-129. In *Encyclopedia of Science and Technology Communication*, Susanna Priest (ed.), Sage Publications.
- Pearce, A.R., Biondolillo, K.D., & Srivatsan, M. (2010). Enhancing faculty and student experiences in neuroscience at a predominantly undergraduate institution. In Warnick, J., & Kalueff, A. *Translational Neuroscience and its Advancement of Animal Research Ethics*, Nova Science.
- Pearce, A.R., Romero, A., & Zibluk, J. (2010). An interdisciplinary approach to science communication education: A case study. In Kahlor, L., & Stout, P. *New Agendas in Science Communication*. Erlbaum.
- Woodward, B., Shurkin, J., & Gordon, D. (2009). *Scientists Greater than Einstein—The biggest life-savers of the 20th Century*. Quill Driver Books.
- Pearce, A.R. (2005). Study guide: Understanding psychology (7th ed) by Charles G. Morris and Albert A. Maisto. Prentice Hall.

Software

- Pearce, A.R. & Srivatsan, M. (November, 2008). What Makes You Dizzy? Teaching Demonstration published on the Neuroscience Outreach Social CD Software
- Srivatsan, M. & Pearce, A.R. (November, 2008). Can Smell Change Taste? Teaching Demonstration published on the Neuroscience Outreach Social CD Software

Professional Evaluation Reports

- Pearce, A.R. (May, 2012). Radioactive!: Scientists and Artists Celebrate Marie Curie's Legacy. Report, Arkansas Community Foundation
- 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., & Pearce, A.R. Impact of oral nicotine intake on systemic cotinine and estradiol in female rats. Arkansas INBRE Conference, October 19, 2013, University of Arkansas, Fayetteville, AR.
- *Lynch, J.M, *Odorcyk, F., *Halder, S., & Pearce, A.R. Bottle preferences and estrous cycling during exposure to a high concentration of oral nicotine by the multiple bottle approach. Faculty for Undergraduate Neuroscience Social at the Society for Neuroscience Conference, October 15, 2012, New Orleans, LA.
- *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.

- Pearce, A.R., *Halder, S., Parr, R., *Cagle, G., *Wright, S., *Lynch, J., & *Hicks, K. Characterizing long-term voluntary nicotine consumption: The relationship among solution concentration, estrous cyclicity and sera cotinine. Society for Neuroscience Conference, November 16, 2011, Washington, DC.
- *Lynch, J., *Halder, S., & Pearce, A.R. Effects of increased oral nicotine concentration on intake by male and female rats. Faculty for Undergraduate Neuroscience Social at the Society for Neuroscience Conference, November 14, 2011, Washington, DC.
- *Cagle, G., *Wright, S., & Pearce, A.R. Investigating oral nicotine consumption and effects on the estrous cycle of female Sprague-Dawley rats. Faculty for Undergraduate Neuroscience Social at the Society for Neuroscience Conference, November 14, 2011, Washington, DC.
- *Halder, S., *Hicks, K., & Pearce, A.R. Long-term oral nicotine consumption by female Sprague-Dawley rats: Effects on the estrous cycle and ovarian-uterine histology. Arkansas INBRE Conference, October 21, 2011, University of Arkansas, Fayetteville, AR.
- *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.
- Pearce, A. R., Srivatsan, M., Grippo, A. & *Lovell, A. Introducing inquiry-based investigation in biology laboratories: Does neem provide bioprotection against bean beetles? American Association for the Advancement of Science, February 20, 2011, Washington, DC.
- *Wright, S., *Halder, S., *Cagle, G., Parr, R., & Pearce, A.R. Cotinine, nicotine's metabolite: Detection in sera of Sprague-Dawley rats. Annual National Texas McNair Scholars Research Conference, February 18-20, Denton, TX.
- *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., *Wright, S., *Halder, S., & Pearce, A.R. Oral nicotine and its effect on the estrous cycle in female Sprague-Dawley rats. Arkansas INBRE Conference, October 15, 2010, University of Arkansas, Fayetteville, AR.
- Abraham, C.J., Pearce, A.R., & Ledbetter, D. Effect of a community-based collaboration to decrease community-onset skin and skin structure infection. 48th Annual Meeting of Infectious Diseases Society of America, October, 23, 2010, Vancouver, BC, Canada.
- *Cagle, G., & Pearce, A.R. (April, 2010). Detecting nicotine in serum samples utilizing thin-layer chromatography, Arkansas Symposium for Psychology Students, Conway, AR.
- *Cagle, G., *Taylor, A., & Pearce, A.R. (February, 2010). Voluntary oral nicotine intake of a concentrated solution: A continuation of the multiple bottle effect. Mid-South Psychology Conference, Memphis, TN.
- Pearce, A.R., & Miller, C. (February, 2010). Healthy heart, healthy lungs, healthy brain: Use of NIH studies and inquiry-based activities to improve science education for teachers in Arkansas. American Association for the Advancement of Science Annual Meeting, San Diego, CA.
- *Paul, M., Haran, S., Pearce, A.R., & Srivatsan, M. (October, 2009). Volunteerism key to offering brain awareness program on a limited budget. Society for Neuroscience Conference, Chicago, IL.
- Pearce, A.R., & Srivatsan, M. (November, 2008). Outreach activities stimulate public interest and participation in neuroscience in Northeast Arkansas. Society for Neuroscience Conference, Washington, DC.
- Pearce, A.R., Szarkowski, A., & Khramtsova, I. (July, 2008). A positive outlook on mate preferences in Japan. 4th European Conference on Positive Psychology, Opatija, Croatia.
- Pearce, A.R., *Eubank, L.E., *McGaughey, T. (May, 2008). Serum nicotine determination by GC-MS from rats exposed through a voluntary oral ingestion model, American Psychological Society, Chicago, IL.

- 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.
- McMickle, A.P., *Louder, M.C., Pearce, A.R., & Biondolillo, K.D. (May, 2007). Improving methods of oral nicotine self-administration. 58th annual meeting of the American Association for Laboratory Animal Sciences District VII meeting, Arlington, TX.
- *McKee, M., Pearce, A.R., & Breeding, R. (April, 2007). Developing a GRE review workshop: Assessing needs for persons with and without disabilities. Arkansas Symposium for Psychology Students, Monticello, AR.
- *Eubank, E., *Miller, W., & Pearce, A.R. (April, 2007). A review of recent advances in brain surgery techniques. Arkansas Symposium for Psychology Students, Monticello, AR.
- Pearce, A.R., Biondolillo, K.D., *Louder, M.C., & *Stuntz-Christian, J. (October, 2006). Environmental influences on consumption of oral nicotine by female Sprague-Dawley rats. Society for Neuroscience Conference, Atlanta, GA.
- *Smith, L.G., *Louder, M.C., *Midkiff, W., Biondolillo, K.D., & Pearce, A.R. (October, 2006). The impact of voluntary oral nicotine on operant responding for food. Faculty for Undergraduate Neuroscience Social at the Society for Neuroscience Conference, Atlanta, GA.
- 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.
- Pearce, A.R., *Ramsey, A. N., Chuikova, T., & Galyautdinova, S. (July, 2006). A new positive outlook on mate preferences in the United States and Russia. 26th International Congress of Applied Psychology, Athens, Greece.
- *Burns, A.D, *Louder, M.C., *Powers, S., Biondolillo, K.D., & Pearce, A.R. (April, 2006). Voluntary oral nicotine consumption in C57BL/6J female mice. Southwestern Psychological Association 52nd Annual Convention, Austin, TX.
- *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.
- Pearce, A.R., Biondolillo, K.D., & *Stuntz-Christian, J. (May, 2005). The influence of availability on nicotine intake and conditioned taste aversion. American Psychological Society Annual Convention, Los Angeles, CA.
- *Ramsey, A.N., & Pearce, A.R. (April, 2005). Darwinism vs. Feminism: A theoretical debate. Arkansas Symposium for Psychology Students, Russellville, AR.
- *Cline, R.L., & Pearce, A.R. (March, 2005). Examining proficiency in statistics using survey projects in undergraduate statistics labs. Southwestern Psychological Association, Memphis, TN.
- *Burkhart, N.F., *Ramsey, A.N., *Singletary, H.L., Biondolillo, K.D., & Pearce, A.R. (October, 2004). Body weight, estrous cycling and blood cotinine levels in female rats consuming oral nicotine. Faculty for Undergraduate Neuroscience Social, Society for Neuroscience 34th Annual Meeting, San Diego, CA.
- Biondolillo, K.D, *Stuntz-Christian, J., & Pearce, A.R. (October, 2004). Nicotine availability influences voluntary self-administration of nicotine in adolescent female rats. Society for Neuroscience 34th Annual Meeting, San Diego, CA.
- Pearce, A.R., Biondolillo, K.D., & *Gipson, R. (May, 2004). Drug-induced CTA in adolescent rats and sex differences in subsequent nicotine intake. American Psychological Society Annual Convention, Chicago, IL.
- Biondolillo, K.D., *Boyett, K. B., *Lawson, B. L., & Pearce, A.R. (May, 2004). Voluntary self-administration of oral nicotine by the female Sprague-Dawley rat. American Psychological Society Annual Convention, Chicago, IL.

- *Burkhart, N.F., & Pearce, A.R. (February, 2004). Increased consumption of oral nicotine in self-administration and CTA studies. Mid-South Psychology Conference, Memphis, TN.
- Biondolillo, K.D., Pearce, A.R., *Lawson, B.L., & *Boyett, K.B. (October, 2003). Preliminary evidence that voluntary self-administration of oral nicotine attenuates nicotine-induced conditioned taste aversion. Arkansas Biosciences Institute Fall Research Symposium. Little Rock, AR.
- Pearce, A.R., Marotte, L. R. & Mark, R. F. (2001). Laminar distribution of developing thalamocortical synapses in the visual cortex of the wallaby (*Macropus eugenii*) [Abstract]. *Proceedings of the Australian Neuroscience Society, 12*.
- Pearce, A.R., James, A. C., Marotte, L. R., & Mark, R. F. (1997). Development of afferent connections in the visual cortex of the wallaby (*Macropus eugenii*): Physiology and Anatomy [Abstract]. *Abstracts of Australasian Ophthalmic and Visual Science Meeting, 61*.
- Pearce, A.R., James, A. C., Marotte, L. R., & Mark, R. F. (1997). Development of functional connections between thalamic fibers and the visual cortex as revealed by current source density methods and anatomy in the wallaby (*Macropus eugenii*) *in vivo* [Abstract]. *Society for Neuroscience Conference, 23(1)*, 904.
- Pearce, A. R., & Mark, R. F. (1997). Current source density reveals distinct differences in time of functional onset between visual cortex and superior colliculus in wallaby (*Macropus eugenii*) *in vivo* [Abstract]. *Proceedings of the Australian Neuroscience Society, 8*, 73.

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 Nicotine 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 2! 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

Message in a Bottle: Investigating Oral Nicotine and its Effects on the Estrous Cycle

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

Yanowitz, K., Pearce, A., Gill, A., Ross, A., McKay, T. The Delta Science Network: Expanding and improving ISE opportunities in the South. NSF Informal Science Education, 2010/2011

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
ZOOL 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

Promotion, Retention and Tenure

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)

Valley View Intermediate School Science Fair Judge (2009, 2010)

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

Collaborative neuroscience workshop at the Fife Secondary Schools Science Fair, University of St.
Andrews, St. Andrews Scotland, June 2010.

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 Morphy: 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
 the lab rat. January 2008.
 Harrisburg Educational Cooperative, Brain awareness for school science coaches, February, 2007.
 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	<i>Journal of Integrative Biosciences</i>
Houghton Mifflin	<i>Journal of Psychological Inquiry</i>
<i>Drug and Alcohol Dependence</i>	

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

Christopher S. Peters

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State University, AR 72467
870-972-2282
cpeters@astate.edu

EDUCATION

Doctor of Philosophy: Experimental Psychology. University of Arkansas, Fayetteville, AR.
Graduated: May 2013. DISSERTATION: “Theoretical Underpinnings of Jury Decision Making in Excuse Defense Cases”

Master of Arts: Clinical Psychology. Western Carolina University, Cullowhee, NC. Graduated: Aug., 2007. THESIS: “Problematic Usage Among Highly-Engaged Players of Massively Multiplayer Online Role-Playing Games”

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

Peters, C. S., Lampinen, J. M., & Malesky, L. A. (2012). A trap for the unwary: Juror decision making in cases involving the entrapment defense. *Law and Human Behavior*. doi: 10.1037/lhb0000007.

Lampinen, J. M., Peters, C. S., & Gier, V. (2012). Power in numbers: The effect of target set size on prospective person memory in an analog missing child scenario. *Applied Cognitive Psychology*. doi: 10.1002/acp.2848.

Lampinen, J.M., Peters, C.S., Gier, V., & Sweeney, L.N. (2013). The Psychology of the Missing: Missing and abducted children. In R. Holliday & T. Marche (Eds.), *Child Forensic Psychology* (pp. 241-272). Palgrave MacMillan.

Malesky, L. A. & Peters, C. (2012). Defining appropriate professional behavior for faculty and students on social networking communities. *Higher Education*, 63, 135-151.

Peters, C., Kowalski, R., & Malesky, L.A. (2010). Protecting Minors on the Internet. In J. Lampinen & K. Sexton-Radek (Eds.), *Protecting Children from Violence: Evidence-Based Interventions* (pp. 167-192). New York, NY: Psychology Press.

Peters, C. & Malesky, L. A. (2008). Problematic usage among highly-engaged players of Massively Multiplayer Online Role Playing Games. *CyberPsychology and Behavior*, 481-484.

PRESENTATIONS

Peters, C. S., Lampinen, J. M., Erickson, W. B., Sweeney, L. N., Zeiler, B., Harris, M., & Lopez, K. (2013). *Jury Decision Making in the Context of Excuse Defenses*. Paper session presentation at American Psychology and Law Society Conference. Portland, Oregon.

Erickson, W. B., Lampinen, J. M., Leding, J., Peters, C. S. (2013). *Novelty and Threat in the Weapon Focus Effect: A Study with Structural Equation Modeling*. Paper session presentation at American Psychology and Law Society Conference. Portland, Oregon.

Peters, C. S., Lampinen, J. M., Gier, V., Sweeney, L. N., Erickson, B., Cassidy, C., & Southworth, C. (2012). *Power in numbers: Effect of target set size on Prospective Person Memory for missing children*. Poster session presentation at American Psychology and Law Society Conference. San Juan, Puerto Rico.

Lampinen, J. M., Erickson, B., Peters, C. S., Sweeney, L. N., & Culbertson-Faegre, A. J. (2012). *Car alarms and AMBER Alerts: Do repeated alerts impair Prospective Person Memory*. Poster session presentation at American Psychology and Law Society Conference. San Juan, Puerto Rico.

Erickson, B., Lampinen, J. M., Neuschatz, J., Wetmore, S., Peters, C. S., & Sweeney, L. N. (2012). *Are snitches taken seriously? An investigation of post-identification feedback from a secondary source*. Poster session presentation at American Psychology and Law Society Conference. San Juan, Puerto Rico.

Erickson, B., Lampinen, J. M., Frowd, C., Peters, C. S., & Sweeney, L. N. (2012). *Comparing caricature and anti-caricature effects on prospective person memory*. Poster session presentation at American Psychology and Law Society Conference. San Juan, Puerto Rico.

Sweeney, L. N., Lampinen, J. M., Erickson, B., & Peters, C. S. (2012). *On the lookout: Criminal profile and the success of Prospective Person Memory*. Poster session presentation at American Psychology and Law Society Conference. San Juan, Puerto Rico.

Sweeney, L. N., Lampinen, J. M., Peters, C. S., & Erickson, B. (2012). *Type of missing child case: The effect on Prospective Person Memory*. Poster session presentation at American Psychology and Law Society Conference. San Juan, Puerto Rico.

- Peters, C. S., Lampinen, J. M., Sweeney, L. N., Culbertson-Faegre, A. J., & Erickson, B. (2011). *Too much of a good thing?: Prospective person memory for posters of missing children*. Poster session presentation at American Psychology and Law Society Conference. Miami, Florida.
- Sweeney, L. N., Lampinen, J. M., Culbertson-Faegre, A. J., Erickson, B. & Peters, C. S. (2011). *On the lookout: Crime seriousness and the success of prospective person memory*. Poster session presentation at American Psychology and Law Society Conference. Miami, Florida.
- Peters, C. S., Lampinen, J. M., Sweeney, L. N., Culbertson-Faegre, A. J., & Erickson, B. (2011). *Justice or entrapment: Theories of entrapment in online sting operations*. Paper session presentation at American Psychology and Law Society Conference. Miami, Florida.
- Culbertson-Faegre, A. J., Lampinen, J. M., Sweeney, L. N., Erickson, B., & Peters, C. S. (2011). *Bad apples versus creepy apples: Differential impressions of static photos of sexual offenders*. Poster session presentation at American Psychology and Law Society Conference. Miami, Florida.
- Sweeney, L. N., Lampinen, J. M., Culbertson-Faegre, A. J., Erickson, B. & Peters, C. S. (2011). *Including associated adults in posters of missing children: The effect on prospective person memory*. Poster session presentation at American Psychology and Law Society Conference. Miami, Florida.
- Peters, C., Crumley, J. & Malesky, L. A. (2009). *Justice or entrapment: Venirepersons' opinions regarding online sting operations*. Paper presentation at American Psychology and Law Society Conference, San Antonio, Texas.
- Peters, C., Sweeney, L., & Lampinen, J. (2009). *Improving our chances of finding missing children: The point of purchase effect*. Poster session presentation at Association for Psychological Science, San Francisco, California.
- 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.
- Peters, C., Williams, D., & Malesky, L. A. (2008). *Online predator sting operations: Entrapment?* Poster session presentation at American Psychology and Law Society Conference. Jacksonville, Florida.
- Peters, C., Malesky, L. A., & Levi, J. (2008). *Online video game problematic usage: Time or personality?* Poster session presentation at Southeastern Psychological Association Conference. Charlotte, North Carolina.

Peters, C., McDaniel, M., Hines, H., & Malesky, L. A. (2008). *Should professors utilize social networking websites?* Poster session presentation at Southeastern Psychological Association Conference, Charlotte, North Carolina.

Hines, H., McDaniel, M., Peters, C., & Malesky, L. A. (2008). *Students' views concerning appropriateness of professors using social networking websites.* Poster session presentation at Southeastern Psychological Association Conference, Charlotte, North Carolina.

Peters, C. & Malesky, L. A. (2008). *Protecting minors on the Internet.* Presented at Protecting Children from Violence Conference, Chicago, Illinois.

Malesky, L. A. & Peters, C. (2008). *Are faculty members welcome in their students' online social networks?* Paper session presentation at American Psychological Association. Boston, Massachusetts.

Peters, C. & Malesky, L. A. (2007) *Problematic usage among highly-engaged players of MMORPGs.* Poster session presentation at American Psychological Association. San Francisco, California.

Peters, C. (2007) *Object location memory with a crime scene.* Poster session presentation at Southeastern Psychological Association. New Orleans, Louisiana.

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

VITA
DAVID A. SAARNIO

Contact Information

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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
Occasional Reviewer, undergraduate journals; Psi Chi Journal of Psychological Research, Journal of Psychological Inquiry.
Review Panel Chair, Conference on Human Development (multiple conferences)
Conference Reviewer (Society for Research in Child Development, Conference on Human Development, American Educational Research Association, Southwestern Psychological Association)
Co-convenor, 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).
- Arkansas Department of Education Character-Centered Teaching Grant (with Westside School District). Secondary author. 2002-2003. **Funded** (\$20,000).
- 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).
- Evaluation Contract for the Tobacco-Free Coalition of Jonesboro. Principal organizer, with colleagues from Psychology, Sociology, and Political Science. 2003. **Funded** (\$26,500).
- Evaluation Contract for the Tobacco-Free Coalition of Jonesboro. Principal organizer. 2004. **Funded** (\$7,500).
- 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.
- J.A.M.M.I.N. (Jonesboro Area Maximizing a Mentoring and Instructional Network). Co-principal author (with Deliverance Family Worship Center, a local faith-based community organization). \$75,000 for one year (2006-2007) from the Arkansas Transitional Employment Board. **Funded**.
- H.O.P.E. (Helping Organizations Prepare for Expansion). Co-principal author (with a local faith-based community organization). Approximately \$50,000 (\$3,400 for evaluation for 12 months (2006-2007). **Funded** by the Administration for Children and Families.
- 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

- Saarnio, D. A., & Bjorklund, D. F. (1984). Children's memory for objects in self-generated scenes. *Merrill-Palmer Quarterly*, 30, 287-301.
- Paris, S. G., Saarnio, D. A., & Cross, D. R. (1986). A metacognitive curriculum to promote children's reading and learning. *Australian Journal of Psychology*, 38, 107-123.
- Paris, S. G., & Saarnio, D. A. (1986). Developmental dimensions of remembering. [Review of Basic processes in memory development]. *Contemporary Psychology*, 31, 580-581.
- Hagen, J. W., Saarnio, D. A., & Laywell, E. (1987). A dimensional approach to cognitive deficiencies. In H. L. Swanson (Ed.), *Advances in learning and behavioral disabilities: Memory and learning disabilities*. Greenwich, Conn.: JAI Press.
- Saarnio, D. A., Oka, E. R., & Paris, S. G. (1990). Developmental predictors of children's reading comprehension. In T. H. Carr & B. A. Levy (Eds.), *Reading and its development: Component skills approaches*. Orlando, FL: Academic Press.
- Saarnio, D. A. (1990). Schematic knowledge and memory in young children. *International Journal of Behavioral Development*, 13, 431-446.
- Saarnio, D. A. (1992). Object characteristics and recall in young children. *International Journal of Behavioral Development*, 15, 473-486.
- Saarnio, D. A. (1993). Scene memory in young children. *Merrill-Palmer Quarterly*, 39, 196-212.
- Saarnio, D. A. (1993). Understanding aspects of pictures: The development of scene schemata in young children. *The Journal of Genetic Psychology*, 154, 41-51.
- Krause, C. M., & Saarnio, D. A. (1993). Deciding what is safe to eat: Young children's understanding of appearance, reality, and edibility. *Journal of Applied Developmental Psychology*, 14, 231-244.
- Bray, N. W., Saarnio, D. A., Borges, L. M., & Hawk, L. W. (1994). Intellectual and developmental differences in external memory strategies. *American Journal on Mental Retardation*, 99, 19-31.
- Bray, N. W., Saarnio, D. A., & Hawk, L. W. (1994). A context for understanding intellectual and developmental differences in strategy competencies. *American Journal on Mental Retardation*, 99, 44-49.
- Matlock, T., Slate, J.R., & Saarnio, D.A. (1995). Familial variables and domestic violence. *The Journal of the Arkansas Medical Society*, 92, 222-224.
- Slate, J. R., & Saarnio, D. A. (1995). Differences between WISC-III and WISC-R IQs: A preliminary investigation. *Journal of Psychoeducational Assessment*, 13, 340-346.
- Slate, J. R., & Saarnio, D. A. (1996). Differences in reading and math achievement test scores for students with mental retardation. *B.C. Journal of Special Education*, 20(2), 34-45.
- Hickin, N., Slate, J. R., & Saarnio, D. A. (1996). Consistency in diagnosis for a sample of adolescents at a private psychiatric hospital. *Adolescence*, 31, 553-559.
- Slotterback, C. S., & Saarnio, D. A. (1996). Reported attitudes toward the elderly: Variation based on attitudinal task and attribute categories. *Psychology and Aging*, 11, 563-571.
- Slate, J. R., Jones, C. H., & Saarnio, D. A. (1997). WISC-III IQ scores and special education diagnosis. *The Journal of Psychology*, 131, 119-120.
- Bolin, A.U., Khramtsova, I., & Saarnio, D.A. (2005). Using student journals to stimulate authentic learning: Balancing Bloom's cognitive and affective domains. *Teaching of Psychology*, 32, 154-159.
- Brinkley, C., & Saarnio, D.A. (2006). Involving students in school violence prevention: Are they willing to help? *The Journal of School Violence*, 5, 93-106.
- Khramtsova, I., Saarnio, D., Gordeeva, T., & Williams, K. (2007, February 20). Happiness, life satisfaction, and depression in college students: Relations with student behaviors and

attitudes. *American Journal of Psychological Research*, 3: 8-16.
<http://www.mcneese.edu/colleges/ed/deptpsy/ajpr>.

Invited Presentations

- Saarnio, D. A. (1990, January). *Scene schemas in young children*. Paper presented to the Developmental Psychology Group, Purdue University.
- Saarnio, D. A. (1994, March). *Psychological development in middle childhood (Cognitive development and self-concept)*. Paper presented to the Pediatric Group, Northeast Arkansas Rehabilitation Hospital, Jonesboro, AR.
- Saarnio, D. A. (1995, November). *Memory development in preschool children*. Paper presented to the Arkansas State University chapter of Sigma Xi.
- Saarnio, D. A. (1997, November). *Life's lessons: Retrospective research with ASU psychology students*. Paper presented to the Arkansas State University chapter of Sigma Xi.
- Saarnio, D. A. (2003, June). *Myths about adolescents*. Presented at the Arkansas Child Welfare Partnership, Jonesboro, AR.
- Saarnio, D.A. (2004, May). *Sex, drugs, and rock-and-roll*. Presented at the Arkansas Child Welfare Partnership, Jonesboro, AR.
- Saarnio, D.A., & Brinkley, C. (2004, June). *Jonesboro, Arkansas: SS/HS grant impact, evaluation issues, lessons learned, and recommendations*. Safe Schools/Healthy Students evaluation conference, Washington, DC.
- Saarnio, D.A. (2007, May). *Parenting styles*. Presented at the Arkansas Child Welfare Partnership, Jonesboro, AR.
- Saarnio, D.A. (2007, August). *Evaluation of the ACTION for Kids System of Care*. Presented at the 35th Annual Behavioral Health Institute, Hot Springs, AR.
- Saarnio, D.A., Brinkley, C., and Cash, V. (2008, August). *Highlights from cultural broker interviews: Strengths and challenges*. Presented at the 36th Annual Behavioral Health Institute, Hot Springs, AR.
- Saarnio, D.A. (2009, February). *Basics of survey design and implementation*. Presented at Arkansas Recreation and Parks Association conference, Paragould, AR.
- Saarnio, D.A., Brinkley, C.B., & Cash, V. (October, 2009). *ACTION for Kids: Arkansas' First System of Care Pilot Site*. Presented at the Arkansas Coalition for Juvenile Justice 10th Annual Conference, Little Rock, AR.
- Saarnio, D.A. (2012, August). Adolescent myths and facts: Rethinking sex, drugs, and rock-and-roll. Presented at the Arkansas Juvenile Offices Association Conference, Memphis, TN.
- Saarnio, D.A. (2012, August). Panel participant, Managing Population Health and Risk in a New Environment: Improving the Health Status of Your Community. Arkansas Hospital Association and Arkansas Health Executives Forum, Little Rock, AR.
- Saarnio, D.A. (2012, September). Positive behavior intervention and support. Arkansas Conference on Child Abuse and Neglect, Hot Springs, AR.

Presentations

- Saarnio, D. A., & Bjorklund, D. F. (1980, April). *Young children's recall of self-generated scenes*. Paper presented at the Biennial Meeting of the Southeastern Conference on Human Development, Alexandria, VA.
- Saarnio, D. A. (1981, April). *The effects of imagery and story instructions on children's recall of*

- items from self-generated scenes.* Paper presented at the Biennial Meetings of the Society for Research in Child Development, Boston.
- Oka, E. R., Saarnio, D. A., & Paris, S. G. (1984, April). *Developmental differences in determinants of reading comprehension.* Paper presented at the Biennial Meeting of the Southeastern Conference on Human Development, Athens, GA.
- Saarnio, D. A. (1984, April). *The use of context as a reading strategy.* In S. G. Paris (Chair), *Improving children's metacognition and reading comprehension with classroom instruction.* Symposium conducted at the meeting of the American Educational Research Association, New Orleans.
- Hagen, J. W., Saarnio, D. A., & Laywell, E. (1985, October). *A dimensional approach to cognitive deficiencies: Cognitive and academic performances.* Paper presented at the conference of the North Central Reading Association, Ann Arbor, MI.
- Saarnio, D. A. (1986, April). *Schematic knowledge and memory in preschoolers.* Paper presented at the Conference on Human Development, Nashville, TN.
- Saarnio, D. A., Bray, N. W., Borges, L., & Calamas, M. (1988, March). *A closer look at children's scripts: Complexity and ambiguity.* Paper presented at the Conference on Human Development, Charleston, SC.
- Bray, N. W., Saarnio, D. A., Calamas, M. L., & Borges, L. M. (1988, March). *Developmental changes in event representation for academic and nonacademic tasks.* Paper presented at the Conference on Human Development, Charleston, SC.
- Bray, N. W., Saarnio, D. A., & Borges, L. M. (1989, March). *External memory strategies in school-aged mentally retarded and nonretarded children.* Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Bray, N. W., Saarnio, D. A., & Borges, L. M. (1989, April). *Developmental and intellectual differences in external memory strategies in school-aged children.* Paper presented at the Biennial Meetings of the Society for Research in Child Development, Kansas City, MO.
- Saarnio, D. A. (1989, April). *The development of scene schemas in young children: Knowing what and where things belong.* Paper presented at the Biennial Meetings of the Society for Research in Child Development, Kansas City, MO.
- Saarnio, D. A. (1989, July). *Recall and location memory in early childhood.* Paper presented at the Tenth Biennial Meetings of the International Society for the Study of Behavioral Development, Jyvaskyla, Finland.
- Saarnio, D. A. (1990, March). *Object characteristics and memory in young children.* Paper presented at the Conference on Human Development, Richmond, VA.
- Saarnio, D. A. (1991, April). *Location memory in preschool children: The influences of structure and memory load.* Paper presented at the Biennial Meetings of the Society for Research in Child Development, Seattle, WA.
- Saarnio, D. A. (1992, April). *Knowledge effects in early childhood.* In D. DeMarie-Dreblow (Chair), *Mechanisms of memory change: A closer look at knowledge base and strategies.* Symposium presented at the Conference on Human Development, Atlanta, GA.
- Saarnio, D. A. (1992, April). *Developing relations between recall and location memory in early childhood.* Paper presented at the Conference on Human Development, Atlanta, GA.
- Krause, C. M., & Saarnio, D. A. (1992, April). *Deciding what is safe to eat: Understanding appearance, reality, and edibility.* Paper presented at the Conference on Human Development, Atlanta, GA.
- Slotterback, C., & Saarnio, D. A. (1992, April). *Are grandparents typical "old" people?* Paper presented at the Conference on Human Development, Atlanta, GA.

- Saarnio, D. A., & Slotterback, C. S. (1992, May). *Putting attitudes toward the elderly in their place: Differences by domains of characteristics*. Paper presented at the meetings of the Midwestern Psychological Association, Chicago, IL.
- Slotterback, C. S., & Saarnio, D. A. (1992, May). *Assessing attitudes toward the elderly: Variation based on attitudinal instrument*. Paper presented at the meetings of the Midwestern Psychological Association, Chicago, IL.
- Slotterback, C. S., & Saarnio, D. A. (1993, March). *Assessing attitudes toward the elderly: Impact of reciprocal thinking*. Paper presented at the American Society on Aging conference, Chicago, IL.
- Krause, C. M., & Saarnio, D. A. (1993, March). *Appearance/reality and food safety: Understanding what is okay to eat*. Paper presented at the Biennial Meetings of the Society for Research on Child Development, New Orleans, LA.
- Saarnio, D.A., & Krause, C.M. (1993, March). *Memory for spatial locations in early childhood: Evidence for two component processes*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, New Orleans, LA.
- Jones, C. S., Slotterback, C. S., & Saarnio, D. A. (1993, June). *Perceptions of behavior in the elderly: Attributions of age and internality*. Paper presented at the Fifth Annual Convention of the American Psychological Society, Chicago, IL.
- Slotterback, C. S., Jones, C. S., & Saarnio, D. A. (1993, June). *Attitudes toward older adults: Are grandparents a special category of older adult?* Paper presented at the Fifth Annual Convention of the American Psychological Society, Chicago, IL.
- Slotterback, C. S., Nielsen, M. E., & Saarnio, D. A. (1993, November). *On being mellow: Perceived emotionality of older adults*. Paper presented at the 46th annual meeting of the Gerontological Society of America, New Orleans, LA.
- Saarnio, D. A. (1994, April). *Recollections of adolescence: Conflict and closeness with mothers and fathers*. Paper presented at the Conference on Human Development, Pittsburgh, PA.
- De Cooke, P.A., & Saarnio, D. A. (1994, April). *The influence of pubertal development and body image on female athletes' performance competence: A longitudinal analysis*. Paper presented at the Conference on Human Development, Pittsburgh, PA.
- Slotterback, C.S., Saarnio, D.A., & Jones, C.S. (1994, May). *Attitudes and "isms:" An examination of ageism and racism by target and subject gender*. Paper presented at the meetings of the Midwestern Psychological Association, Chicago, IL.
- Jones, C.S., Saarnio, D.A., & Slotterback, C.S. (1994, May). *The effect of attitudes on perceptions of the elderly: An hypothesized pathway of negativity*. Paper presented at the meetings of the Midwestern Psychological Association, Chicago, IL.
- Saarnio, D.A., & Slate, J.R. (chairs). (1994, November). *The sexes: Affect, attitudes, and academic skills*. Symposium presented at the meetings of the Mid-South Educational Research Association, Nashville, TN. Papers include the following: *Gender roles and study habits* (A.E. Robinson, G.P. Drozd, & D.A. Saarnio); *Is depression related to study habits?* (G.P. Drozd, A.E. Robinson, & D.A. Saarnio); *Gender, gender roles, and locus of control* (J.R. Slate, D.A. Saarnio, & C.H. Jones); and *Gender differences in conceptions of intelligence* (D.A. Saarnio, J.R. Slate, & C.H. Jones).
- Anderson, R.H., Slate, J.R., & Saarnio, D.A. (1994, November). *Assessment of parental and adolescent verbal interactions*. Paper presented at the meetings of the Mid-South Educational Research Association, Nashville, TN.
- Hickin, N., Slate, J.R., & Saarnio, D.A. (1994; November). *Interrater agreement of DSM-III-R diagnoses for adolescents*. Paper presented at the meetings of the Mid-South Educational Research Association, Nashville, TN.
- Matlock, T., Slate, J.R., & Saarnio, D.A. (1994, November). *Familial variables related to*

- domestic violence*. Paper presented at the meetings of the Mid-South Educational Research Association, Nashville, TN.
- Saarnio, D.A., & De Cooke, P.A. (1995, March). *Puberty and perceived control in female adolescent athletes*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Indianapolis, IN.
- Vartanian, L.R., & Saarnio, D.A. (1995, March). *Toward an understanding of imaginary audience and personal fable*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Indianapolis, IN.
- Krause, C.M., & Saarnio, D.A. (1995, May). *Gender differences in concerns and control among college students*. Paper presented at the Midwestern Psychological Association, Chicago, IL.
- Saarnio, D.A., & Krause, C.M. (1995, May). *Perceived control of identity and intimacy in female college students*. Paper presented at the Midwestern Psychological Association, Chicago, IL.
- Lawler-Prince, D., Grymes, J.M., Slate, J. R., & Saarnio, D. A. (1995, November). *Self-concept differences in kindergarten students as a function of race and family structure*. Paper presented at the MidSouth Educational Research Association meetings, Biloxi, MS.
- Slate, J.R., & Saarnio, D. A (1995, November). *WISC-III and WISC-R differences: Preliminary data*. Paper presented at the MidSouth Educational Research Association meetings, Biloxi, MS.
- Krause, C.M., & Saarnio, D.A. (1996, March). *Young women's perceptions of control: What do they expect in the next 25 years?* Paper presented at the Conference on Human Development, Birmingham, AL.
- Martin, M.A., & Saarnio, D.A. (1996, March). *Self perceptions and deviant behavior in adolescent girls: Relations to pubertal timing and parental responsiveness*. Paper presented at the Conference on Human Development, Birmingham, AL.
- Payne, J.S., & Saarnio, D.A. (1996, March). *Parental mind games: Another component of parenting*. Paper presented at the Conference on Human Development, Birmingham, AL.
- Saarnio, D.A. (1996, March). *Self evaluation, motivation, and memory performance in young children: A preliminary report*. Paper presented at the Conference on Human Development, Birmingham, AL.
- Krause, C.M., & Saarnio, D.A. (1996, August). *Premenstrual syndrome: Control beliefs and expectations*. Paper presented at the 14th Biennial Conference of the International Society for the Study of Behavioral Development, Quebec City, Canada.
- Saarnio, D.A. (1997, April). *Recollections of childhood and adolescence: Emotional abuse and its correlates*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Washington, DC.
- Saarnio, D.A., & Marlin, A.C. (1997, April). *Views about the morality and attitudes of today's teens*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Washington, DC.
- Lawler-Prince, D., & Saarnio, D.A. (1997, November). *Preservice teachers' identification of developmentally appropriate practices: A preliminary study*. Paper presented at the meetings of the Mid-South Educational Research Association, Memphis, TN.
- Lawler-Prince, D., Saarnio, D.A., Gilbert, B., & Wilbanks, K. (1997, November). *What do primary grade teachers value as developmentally appropriate and inappropriate practices?* Paper presented at the meetings of the Mid-South Educational Research Association, Memphis, TN.
- Saarnio, D.A., & King, B.A. (1997, November). *Expectations of race and sex effects in success and failure in classes*. Paper presented at the meetings of the Mid-South Educational

- Research Association, Memphis, TN.
- Saarnio, D.A. (1998, March). *Beliefs about parents of teens*. Paper presented at the the Conference on Human Development, Mobile, AL.
- Ansborg, P.I., & Saarnio, D.A. (1998, May). *How do students view psychologists? As scientists with heart*. Paper presented at the Fifth Annual American Psychological Society Institute on the Teaching of Psychology, Washington, DC.
- Lawler-Prince, D., & Saarnio, D.A. (1998, November). *Preservice teachers' errors in the classification of developmentally appropriate and inappropriate practices: A descriptive study*. Paper presented at the meetings of the Mid-South Educational Research Association, New Orleans, LA.
- East, T.W., & Saarnio, D.A. (1999, April). *Adolescent risky behaviors: A multivariate examination of sensation seeking, personal fable, and perceived harm*. Paper presented at the biennial meetings of the Society for Research in Child Development, Albuquerque, NM.
- Foley, C., & Saarnio, D.A. (1999, June). *Intimate relationships after perceived childhood maltreatment*. Paper presented at the meetings of the American Psychological Society, Denver, CO.
- Borecky, C., Saarnio, D.A., & Foley, C. (2000, April). *Perceptions of corporal punishment: Effects of sex and context*. Paper presented at the Conference on Human Development, Memphis, TN.
- East, T.W., & Saarnio, D.A. (2000, April). *Personal fable and risky behaviors revisited*. Paper presented at the Conference on Human Development, Memphis, TN.
- Foley, C., & Saarnio, D.A. (2000, April). *Support and abuse by parents as predictors of adult behavior*. Paper presented at the Conference on Human Development, Memphis, TN.
- Grafton, K., & Saarnio, D.A. (2000, April). *Adolescent perceptions of reliable sources of drug education and help*. Paper presented at the Conference on Human Development, Memphis, TN.
- Saarnio, D. (2001, March). *Another perspective on violence prevention*. Presentation/discussion in the President's Forum on "A dialogue on violence in our society: Issues, strategies, and recommendations for SECA" at the meetings of the Southern Early Childhood Association, Little Rock, AR.
- Saarnio, D.A., Barkley, K., & Russell, T. (2001, April). *Spanking revisited: Context and sex effects*. Paper presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.
- Parker, L., & Saarnio, D.A. (2001, November). *Transition programs that work: Easing the pain for Jr. High students*. Paper presented at the annual meetings of the Mid-South Educational Research Association, Little Rock, AR.
- Brinkley, C., & Saarnio, D.A. (2002, April). *Causes and prevention of school violence: What do students think?* Paper presented at the biennial meetings of the Society for Research on Adolescence, New Orleans, LA.
- Parker, L., & Saarnio, D.A. (2002, April). *A correlational analysis of factors associated with bullying*. Paper presented at the biennial meetings of the Society for Research on Adolescence, New Orleans, LA.
- Brinkley, C., Saarnio, D.A., & Christy, W. (2003, April). *Involving students in school violence prevention: Are they willing to help?* Paper presented at the meetings of the American Educational Research Association, Chicago, IL.
- Saarnio, D.A., & Brinkley, C. (2003, April). *Predicting drug use and violence in adolescence*. Paper presented at the biennial meetings of the Society for Research in Child Development, Tampa, FL.
- Saarnio, D.A., & Brinkley, C. (2003, April). *Frustration and violence: Are girls much different than*

- boys? Paper presented at the biennial meetings of the Society for Research in Child Development, Tampa, FL.
- Khramtsova, I. I., & Saarnio, D.A. (2003, November). *Character Education and positive psychology: Virtues and strengths in the classroom*. Paper presented at the meetings of the Mid-South Educational Research Association, Biloxi, MS.
- Benton, J., & Saarnio, D.A. (2003, November). *The achievement gap: A study of black and white*. Paper presented at the meetings of the Mid-South Educational Research Association, Biloxi, MS.
- Brinkley, C., & Saarnio, D.A. (2004, April). *Involving students in school violence prevention: Does school climate matter?* Paper presented at the National Association of School Psychologists Conference, Dallas, TX.
- Smith, L. D., Peck, P. L., Mosher, C. M., Wonch, W., Bridges, S., K., & Saarnio, D. (2004, April). *Body image, ethnic identity, intimacy, and sexual satisfaction: The impact of gender and race*. Paper presented at the American Counseling Association Annual Conference, Kansas City, MO.
- Khramtsova, I.I., Bolin, A., & Saarnio, D.A. (2004, April). *Students' perceptions about journal writing: Transfer of learning and affective outcomes*. Paper presented at the meetings of the American Educational Research Association, San Diego, CA.
- Saarnio, D.A., & Brinkley, C. (2004, April). *Anxiety and drug use*. Paper presented at the Conference on Human Development, Washington, DC.
- Saarnio, D.A., & Brinkley, C. (2004, April). *Activity and aggression*. Paper presented at the Conference on Human Development, Washington, DC.
- Bolin, A.U., Khramtsova, I., Saarnio, D., & Geme, L. (2004, May). *Using journals to stimulate authentic learning*. Teaching poster presented at the meetings of the American Psychological Society, Chicago, IL.
- Saarnio, D.A., & Bolin, A.U. (2004, October). *Less is more: Making hard choices for critical thinking*. Presented at the Conference on "Finding Out: Best Practices in Teaching Research Methods & Statistics in Psychology," Atlanta, GA.
- Brinkley, C., & Saarnio, D.A. (2005, March). *Where do students feel safe? A descriptive study*. Paper presented at the National Association of School Psychologists Annual Convention., Atlanta, GA.
- Saarnio, D.A., & Brinkley, C. (2005, April). *Influences on drug use: peers, activities, and parents*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Atlanta, GA.
- Khramtsova, I., & Saarnio, D.A. (2005, July). *Staying mentally healthy: The importance of happiness and psychological well-being*. Paper presented at the 9th European Congress of Psychology, Granada, Spain.
- Saarnio, D.A., & Khramtsova, I. (2005, July). *Sources of influence on psychological well-being*. Paper presented at the 9th European Congress of Psychology, Granada, Spain.
- Brinkley, C.J., Saarnio, D.A., & Rhinehouse, A. (2006, March). *Predicting students likely to be violent: Risk and protective factors*. Paper presented at the National Association of School Psychologists Annual Convention, Anaheim, CA.
- Easton, C.J., Saarnio, D.A., Machado, C., & Brinkley, C. (2006, April). *Gynecological and menstrual problems: How do they fit in the counseling of women?* Paper presented at the 2006 American Counseling Association (ACA/CAA) convention, Montreal, Quebec.
- Khramtsova, I, Saarnio, D.A., & Gordeeva, T. (2006, April). *Happiness and life satisfaction in college students: Relations with academic behaviors and attitudes*. Paper presented at the meetings of the American Educational Research Association, San Francisco, CA.
- Porter, M.L, Johnson, R.D., & Saarnio, D.A. (2006, April). *Stereotypes about adolescents*. Paper presented at the 52nd annual Meeting of the Southwestern Psychological

- 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.)
- Machado, C., & Saarnio, D.A. (2006, April). *An investigation into men's and women's perceptions of the pre-menstrual woman*. 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.)
- Khramtsova, I., Gordeeva, T., Saarnio, D.A., & Mukhopadhyay, L. (2006, July). *Attributional style as a predictor of happiness and life satisfaction across cultures*. Paper presented at the 3rd European Conference on Positive Psychology, Braga, Portugal.
- Saarnio, D.A., Khramtsova, I., Gordeeva, T., & Mukhopadhyay, L. (2006, July). *Sex differences in psychological well-being*. Paper presented at the 26th International Congress of Applied Psychology, Athens, Greece.
- Khramtsova, I., Saarnio, D.A., Gordeeva, T., & Mukhopadhyay, L. (2006, July). Views of happiness across three cultures: India, Russia, and the U.S. In I. Khramtsova (Chair), *Positive psychology across cultures*. Symposium conducted at the 26th International Congress of Applied Psychology, Athens, Greece.
- Saarnio, D.A. (2006, July). Discussant. In I. Khramtsova (Chair), *Positive psychology across cultures*. Symposium conducted at the 26th International Congress of Applied Psychology, Athens, Greece.
- Breckenridge, R., & Saarnio, D.A., (2007, April). *The relations between jobs and life satisfaction*. Paper presented at the Southwestern Psychological Association Conference, Fort Worth, TX.
- Fentress, T., Saarnio, D.A., Maulden, J., Pierce, L., Biondolillo, K.D., McMath, F., & Riggan, B. (2007, April). *Name perception*. Paper presented at the Southwestern Psychological Association Conference, Fort Worth, TX.
- Machado, C., Saarnio, D.A., & Easton, C. (2007, April). *Perceived influences of menstrual cycles on women's lives*. Paper presented at the Southwestern Psychological Association Conference, Fort Worth, TX.
- Saarnio, D.A., Johnson, R.D., Porter, M.L. (2007, April). *Biased perceptions of adolescents: "Us" vs. "Them."* Paper presented at the Southwestern Psychological Association Conference, Fort Worth, TX.
- Easton, C.J., Saarnio, D.A., & Machado, C. (2008, April). Gender biases related to how menstrual cycles affect women's mental health: How does this impact the counseling process? Paper presented at the 2008 American Counseling Association convention, Honolulu, HI.
- Biondolillo, K.D., Bailey, S., Hood, M., & Saarnio, D.A. (2008, May). *Maternal exposure to oral nicotine increases voluntary consumption in adult rats*. Poster presented at the meetings of the Association for Psychological Science, Chicago, IL.
- Eubank, L.E., Trent, S.M., Riggan, B.D., Saarnio, D.A., Biondolillo, K.D., Pierce, L.A., & Patrick, S. (2008, May). *Silent impressions: Inferences about personality based on a name*. Presented at the meetings of the Association for Psychological Science, Chicago, IL.
- Hood, M., & Saarnio, D.A. (2008, May). *Perceived effects of participating in church youth groups*. Poster presented at the meetings of the Association for Psychological Science, Chicago, IL.
- Louder, M.C., Biondolillo, K.D., Larsen, L., Saarnio, D.A. (2008, May). *The impact of maternal oral nicotine exposure on behavior in the elevated plus maze*. Poster presented at the meetings of the Association for Psychological Science, Chicago, IL.

- Riggan, B.D., Trent, S.M., Eubank, L.E., Saarnio, D.A., Biondolillo, K.D., and Pierce, L.A. (2008, May). *First name basis: A study of character judgment based on a name*. Poster presented at the meetings of the Association for Psychological Science, Chicago, IL.
- Saarnio, D.A., & Johnson, R.D. (2008, May). *Perceived entitlement of adolescents*. Poster presented at the meetings of the Association for Psychological Science, Chicago, IL.
- Johnson-Leslie, N.A., Saarnio, D., Brinkley, C., Miller, J., & Williams, C. (2008, November). *Teaching reading and writing across content areas in the DELTA*. Paper presented at the meetings of the Mid-South Educational Research Association, Knoxville, TN.
- Saarnio, D.A., Cash, V., Brinkley, C., Darnell, W, Marshall, P., Pierce, L., & Welsh, J. (2009, March). *Assessing consumer-driven and culturally-competent care*. Paper presented at the 22nd Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base
- Welsh, J. A., Coleman, A. M., Saarnio, D.A., Brinkley, C.J. (2009, March). *High fidelity, low morale: Using WFI-4 principles and phase scores to assess wraparound facilitator burnout*. Paper presented at the 22nd Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base
- Saarnio, D.A. & Brinkley, C.J. (2009, April). *ACTION for Kids: Outcomes and lessons learned*. Report presented to the Arkansas System of Care State Advisory Board, Little Rock, AR.
- Christian, D.L., Riggan, B.D., Eubank, L.E., & Saarnio, D.A. (2009, May). *Ethnic identification of names*. Poster presented at the meetings of the Association for Psychological Science, San Francisco, CA.
- Patrick, S., Christian, D., & Saarnio, D.A. (2009, May). *Thou shall not judge: Personality ratings of names*. Poster presented at the meetings of the Association for Psychological Science, San Francisco, CA.
- Riggan, B.D., Saarnio, D.A., Biondolillo, K.D., & Trent, S. (2009, May). *What make Christopher agreeable? Sound, familiarity, and race as factors in judging names*. Poster presented at the meetings of the Association for Psychological Science, San Francisco, CA.
- Eubank, L.E., Godwin, C.J., & Saarnio, D.A. (2009, May). *Judgments of punishment: Name and scenario effects*. Poster presented at the meetings of the Association for Psychological Science, San Francisco, CA.
- Bailey, S.R., Biondolillo, K.D., & Saarnio, D.A. (2009, May). *Maternal exposure to oral nicotine increases body mass in male rats*. Poster presented at the meetings of the Association for Psychological Science, San Francisco, CA.
- Saarnio, D.A. & Brinkley, C.J. (September, 2009). *ACTION for Kids evaluation: An update on demographics & outcomes*. Report presented to the Arkansas System of Care State Advisory Board, Little Rock, AR.
- Saarnio, D.A. (2010, February). *What's the brain got to do with it?* Paper presented at the symposium on Working with Children who have Severe Emotional and Social Disturbance. Arkansas State University.
- Brinkley, C.J., & Saarnio, D.A. (2010, March). *Assessing Strengths & Challenges: A Tool for Formative Assessment*. Presented at the 23rd Annual Children's Mental Health Research & Policy Conference, Tampa, FL.
- Brinkley, C.J., & Saarnio, D.A. (2010, March). *WE Know Systems of Care are Effective, but What do Caregivers Think?* Presented at the 23rd Annual Children's Mental Health Research & Policy Conference, Tampa, FL.
- Biondolillo, K.D., Bailey, S., Eubank, E., Riggan, B., & Saarnio, D.A. (2010, May). *Pregnancy increases voluntary self-administration of nicotine in rats*. Poster presented at the meetings of the Association for Psychological Science, Boston, MA.

- Riggan, B.D., Saarnio, D.A., Biondolillo, K.D., Reynolds, T.C., Waldrop, & C.L., Davis, E.L. (2010, May). Warmth and competence judgments of names reflect ethnic stereotypes. Poster presented at the meetings of the Association for Psychological Science, Boston, MA.
- Reynolds, T.C., Waldrop, C.L., Davis, E.L., & Saarnio, D.A., (2010, May). Black or white: A closer look at stereotypes and gender. Poster presented at the meetings of the Association for Psychological Science, Boston, MA.
- Saarnio, D.A., Brinkley, C.J., Crusto, C.A., & Fielding, S.L. (2010, July). *Insights into Evaluating Systems of Care: Lessons Learned from Phase V Sites*. Poster presented at the 2010 Georgetown Training Institutes, Washington, DC.

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

- Riggan, B., Saarnio, D.A., & the Name Research Group. (2008, April). *First name basis: A study of character judgment based on name*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR. (A preliminary version of the information presented at APS, May, 2008).
- Eubank, L.E., & the Name Research Group (2008, April). *Silent impressions: Inferences about personality based on name*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR. (A preliminary version of the information presented at APS, May, 2008).
- Godwin, C., & the Name Research Group (2008, April). *Childlike behavior*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Godwin, C., Riggan, B., Saarnio, D.A., & Biondolillo, K. (2008, October). *Perceived attributions of positive and negative behavior in children*. Paper presented at the Arkansas Psychological Association Conference (Student session), Little Rock, AR.
- Riggan, B., Trent, S., & Saarnio, D.A. (2008, October). *Who are Candace and Bobby?* Paper presented at the Arkansas Psychological Association Conference (Student session), Little Rock, AR.
- Butler, A., Miller, C., Bruce, K., & Saarnio, D.A. (2009, April). *Cross-cultural perceptions about adolescence*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Patrick, S., Christian, D., & Saarnio, D.A. (2009, April). *Thou shall not judge: Personality ratings of names*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Christian, D., Riggan, B., & Saarnio, D.A. (2009, April). *Ethnic identification of names*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Eubank, L.E., Saarnio, D.A., & Biondolillo, K.D. (2009, April). *Judgments of punishment: Name and scenario effects*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Godwin, C., & Saarnio, D.A. (2009, April). *Perceived attributions of positive and negative behavior in children*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Riggan, B., Saarnio, D.A., & Biondolillo, K.D. (2009, April). *What make Christopher agreeable? Sound, familiarity, and race as factors in judging names*. Presented at the Undergraduate Scholars Day conference, Arkansas State University, Jonesboro, AR.
- Davis, A., Graham, S., Davis, E., & Reynolds, T. (2010, April). *Stereotypes of minority women*. .

- Paper presented at the Arkansas State University Undergraduate Scholars Day.
- Reynolds, T., Davis, E., & Waldrop, C. (2010, April). Black or white: A closer look at stereotypes and gender. Paper presented at the Arkansas State University Undergraduate Scholars Day.
- Griffith, C. Coleman, C., & Reynolds, T. (July, 2010) Stereotypes of Ethnic Women. Paper presented at the Arkansas State University McNair Program, and (November, 2010) at the University of Arkansas—Fayetteville.
- Griffith, C., Coleman, C., & Davis, E. (December, 2010). Students' views of Arkansas State University. Paper presented at the Arkansas State University McNair Program.
- Reynolds, T., & Coleman, C. (2011, March). Racial discussions. Paper presented at Create@STATE, Arkansas State University.
- Thompson, E. (2011, March). Freud and the brain. Paper presented at Create@STATE, Arkansas State University.
- Hill, J., & Griffith, C. (2011, March). Students' views of Arkansas State University. Paper presented at Create@STATE, Arkansas State University.
- Conner, C. (2012, April). Rural vs. urban adolescents: Is there a difference? Paper presented at Create@STATE, Arkansas State University.
- Dixon, M., & Butler, A. (2012, April). Early childhood attachment expressed in female adult romantic relationships. Paper presented at Create@STATE, Arkansas State University.
- Holloway, H. (2012, April) Perceptions of art. Paper presented at Create@STATE, Arkansas State University.
- Kibbons, E., & James, K. (2012, April). Childhood attachment predicts openness to touch. Paper presented at Create@STATE, Arkansas State University.
- Reynolds, T. (2012, April). Black male retention at Arkansas State University. Paper presented at Create@STATE, Arkansas State University.
- 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.

**Grant Information
OBRE/CCE
Fiscal 2013 (7/2012) to present**

Name of Grant	Principal Investigator(s)	Duration	Amount (OBRE / CCE)	Amount (overall)	Synopsis
ACTION for Kids	MidSouth Health Systems	10/2005 – 9/2012 (with extension)	1,387,904	6,100,000	Evaluation of program for children with emotional disturbances
Concepts in Chemistry	ASU Rural STEM Center	3/2009 – 7/2012	27,000	131,300	Evaluation of STEM education
Science Academy for Middle School Teachers	ASU Rural STEM Center	3/2009 – 7/2012	27,000	120,826	Evaluation of STEM education
Beck PRIDE Center	Beck PRIDE Center	4/2011 – 3/2016	50,000	1,398,000	Evaluation of program for veterans
Experiential Learning Fellowships	ASU College of Sciences and Mathematics	8/2011 – 7/2016	26,065	567,185	Evaluation of program for college STEM pursuits
Project Intercept / Second Chance	MidSouth Health Systems	2/2011 – 12/2012	14,695	269,135	Evaluation of program to help severely mentally ill adults who have been arrested
Project LIFT	Craighead County (with extension)	10/2011 – 12/2012	3,494	49,443	Evaluation of planning grant for juvenile mental health court
College Preparatory Academy for the Delta	ASU College of Education	10/2011 - present	10,500	150,000	Evaluation of STEM education
Enriching Biotech in a Box	ASU Rural STEM, CDI, ABI	3/2012 – 7/2012	0	15,502	Evaluation of STEM education
Weaving Together Science...	ASU Rural STEM Center	3/2012 – 6/2013	2,672	66,835	Evaluation of STEM education
Retail Study for Paragould	ASU Delta Center for Economic Development	9/2012 – 10/2012	2,625	8,500	Study of retail needs and improvement for Paragould

Systems of Care Outcomes	Arkansas Dept. of Human Services	10/2012 – 9/2013	114,264	724,676	Developing outcome measures for systems of care in AR
Systems of Care Evaluation	Arkansas Dept. of Human Services	10/2012 – 9/2013	70,092	724,676	Evaluation of planning grant for systems of care in AR
Common Core Bootcamp (Year 2)	ASU Rural STEM Center	10/2012 -9/2013	15,000	157,547	Evaluation of STEM education using RTOP
Out of the Dark School Chapter Strategic Planning	Out of the Dark	1/2013 – 3/2013	2,500	2,500	Lead strategic planning for school chapters of Out of the Dark
Fostering Science	ASU Rural STEM Center	3/2013 – 2/2014	3,075	67,345	Evaluation of STEM education
Measure Up 7th and 8th	ASU Delta STEM Center	3/2013 – 6/2014	2,510	54,962	Evaluation of STEM education
Greene County Head Start	Center for Community Engagement	6/2012-8/2012	4,000		Wrote grant for BRAD HeadStart
Youth MOVE Evaluation	MidSouth Health Systems	10/2012 – 6/2013	3,000	74,161	Evaluation of Youth MOVE expansion and activities
Community Engagement Research Curriculum Development	UAMS	2/2013 – present	3,925		Creation of workgroup to develop course (minor?) in community research
3D Tools & the Humanities	ASU CDI	6/2013 – 7/2013	1,658	198,503	Evaluation of institute
Craighead County Juvenile Drug Court	Craighead County	8/2013 – 7/2016	117,701	958,426	Evaluation of expanded juvenile drug & mental health court
Enhancing Student Financial Education	ASU Graduate School	7/1/13 – 6/30/15	0	40,000	Assist with participation as a Research Partner in the CGS Initiative.

VITA

Dawn Rachelle Weatherford

Department of Psychology and Counseling

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State University, AR 72467

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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.

Second Place, Talk, Annual Research Symposium (Texas A&M- Commerce). May 2009.

Grants

Internal

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

\$4000 – Science Technology Engineering and Math Summer Research Support, May 2010.

Presentations

National

Carlson, C. A., Carlson, M. A., Saladino, N., & **Weatherford, D. R.** (2012, November). A distinctiveness-driven reversal of the weapon-focus effect. The 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Weatherford, D. R. & Carlson, C. A. (2011, November). A dual process approach to the description-identification relationship using conjunction faces. The 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Weatherford, D. R., & Carlson, C. A. (2010, November). Effects of featural versus holistic verbalization on memory for faces. The 51st Annual Meeting of the Psychonomic Society, St. Louis, MO.

Weatherford, D. R., Hawthorne, M. J. & Tochkov, K. (2010, November). The influence of implicit and explicit variation on Iowa Gambling Task performance. Annual Meeting of the Society of Judgment and Decision Making, St. Louis, MO.

Lu, S., Wakefield, L., & **Weatherford, D. R.** (2008). Taking actor's perspective: Spatial relational mapping or perceptual motor simulation? Paper presented at the 49th Annual Meeting of the Psychonomic Society, Chicago, IL.

Regional

Weatherford, D. R. & Carlson, C. A. (2013, April). Perceptual attention to features versus traits affects memory for faces in different ways. Southwestern Psychological Association, Fort Worth, TX.

Weatherford, D. R., Krueger, L. E., & Carlson, C. A. (2012, October). The effect of verbalization on real and computer-generated Faces. ARMADILLO: The Southwest Cognition Conference at Texas A&M International University, Laredo, TX.

- Weatherford, D. R.** & Carlson, C. A. (2012, April). Contrasting two theories of the description-identification relationship using conjunction faces. Southwestern Psychological Association, Oklahoma City, OK.
- Weatherford, D. R.** & Carlson, C. A. (2011, October). A dual process approach to the description-identification relationship using conjunction faces. ARMADILLO: The Southwest Cognition Conference at Texas A & M University, College Station, TX.
- Weatherford, D. R.** (2011, April). The effects of featural versus holistic verbalization on memory for faces: A dual process approach. Graduate Research Competition – Southwestern Psychological Association, San Antonio, TX.
- Weatherford, D. R.** & Carlson, C. A. (2010, December). When words help and hurt: The effects of description on memory for conjunction faces. Paper presented at the 2010 Texas A & M University-Commerce Brown Bag Series, Commerce, TX.
- Weatherford, D. R.,** & Carlson, C. A. (2010, October). The effects of featural versus holistic verbalization on memory for faces. ARMADILLO: The Southwest Cognition Conference at Texas A & M University, Commerce, TX.
- Weatherford, D. R.** (April, 2009). Does language guide attention in perceiving events? Annual Research Symposium at Texas A&M University – Commerce, Commerce, TX.

Publications

- Weatherford, D. R.,** Bartlett, J. C., & Carlson, C. A. (2013). Perceptual attention to features and traits may affect how faces are represented in memory. *Journal of Vision, 13*, 981. doi: 10.1167/13.9.981
- Carlson, C. A., Gronlund, S. D., **Weatherford, D. R.,** & Carlson, M. A. (2012). Processing differences between feature-based facial composites and photos of real faces. *Applied Cognitive Psychology, 26*, 525-540. doi:10.1002/acp.2824
- Hawthorne, M. J., **Weatherford, D. R.,** & Tochkov, K. (2011). The effects of explicit and implicit cognitive factors on learning patterns in the Iowa Gambling Task. *American Journal of Psychology, 7*, 64-78. <http://www2.mcneese.edu/ajpr/vol7/AJPR11-04Tochkov3-11rev4-2.pdf>
- Weatherford, D. R.,** & Carlson, C. A. & Bartlett, J. C. (under revision). Contrasting three theories of the description-identification relationship using conjunction faces.

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

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 Arkansas State University
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 State University, AR 72467

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 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	<i>American Journal of Orthopsychiatry</i>		
	<i>Basic and Applied Social Psychology</i>		
	<i>International Journal for the Psychology of Religion</i>		
	<i>Journal for the Scientific Study of Religion</i>		
	<i>Journal of Applied Social Psychology</i>		
	<i>Journal of Community and Applied Social Psychology</i>		
	<i>Journal of Homosexuality</i>		
	<i>Personality and Individual Differences</i>		
	<i>Personality and Social Psychology Bulletin</i>		
	<i>Sex Roles</i>		
	<i>Social Cognition</i>		

Publications

Sagarin, B. J., Becker, V. D., Gaudagno, R. E., Wilkinson, W. W., & Nicastle, L. D. (2012). A reproductive threat-based model of evolved sex differences in jealousy. *Evolutionary Psychology, 10*, 487-503.

Wilkinson, W. W., & Sagarin, B. J. (2010). Psychological antecedents of heterosexuals' pro-gay activism behavior. *Journal of Homosexuality, 57*, 878-894.

Wilkinson, W. W. (2008). Threatening the patriarchy: Testing an explanatory paradigm of anti-lesbian attitudes. *Sex Roles, 59*, 512-520.

Wilkinson, W. W. (2007). The structure of the Levenson locus of control scale in young adults: Comparing item and parcel indicator models. *Personality and Individual Differences, 43*, 1416-1425.

Wilkinson, W. W. (2006). Exploring heterosexual women's anti-lesbian attitudes. *Journal of Homosexuality, 51(2)*, 139-155.

Wilkinson, W. W. & Roys, A. C. (2005). The components of sexual orientation, religiosity, and heterosexuals' impressions of gay men and lesbians. *Journal of Social Psychology, 145*, 65-83.

Wilkinson, W. W. (2004). Authoritarian hegemony, dimensions of masculinity, and male antigay attitudes. *Psychology of Men and Masculinity, 5*, 121-131.

Wilkinson, W. W. (2004). Religiosity, authoritarianism, and homophobia: A multidimensional approach. *International Journal for the Psychology of Religion, 14*, 55-67.

Manuscripts under Review

Wilkinson, W. W., & Kite, M. E. (submitted). *The gatekeepers: Why are sex researchers kept out of the public schools?* Manuscript submitted for publication.

Wilkinson, W. W., & Ritchie, T. D. (submitted). *The dimensionality of defense mechanisms parcels in the Defense Style Questionnaire-40*. Manuscript submitted for publication.

Conference Presentations not Subsequently Published

Roys, A. C., & Wilkinson, W. W. (2002, June). *The impact of target promiscuity on heterosexuals' impressions of gay men*. Poster presented at the annual convention of the American Psychological Society, New Orleans, Louisiana.

Whitley, B. E., Jr., & Wilkinson, W. W. (2002, June). *Authoritarianism, social dominance orientation, empathy, and prejudice: A test of three models*. Poster presented at the annual convention of the American Psychological Society, New Orleans, Louisiana.

Whitley, B. E., Jr., & Wilkinson, W. W. (2002, May). *The slacker ethic II: Another side of the Protestant Work Ethic*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois.

Wilkinson, W. W., & Roys, A. C. (2001, June). *The importance of sexual behavior in impression formations toward gay men*. Poster presented at the annual convention of the American Psychological Society, Toronto, Canada.

Wilkinson, W. W. (2001, June). *Female gender role conflict: Scale development and preliminary validation*. Poster presented at the annual convention of the American Psychological Society, Toronto, Canada.

Whitley, B. E., Jr., & Wilkinson, W. W. (2001, June). *The slacker ethic: Another side of the Protestant Work Ethic*. Paper presented at the annual convention of the American Psychological Society, Toronto, Canada.

Wilkinson, W. W., Kite, M. E., Martin, S., Herochik, M. A., & Celebi, E. (2001, May). *The gatekeepers: Why sex researchers are kept out of the public schools*. Paper presented at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois.

Courses Taught

Theories of Personality	Arkansas State University	2014
Psychological Tests & Measurements	Arkansas State University	2014
Social Psychology	Arkansas State University	2013
Introduction to Psychology	Arkansas State University	2013
Mental Hygiene	Northern Illinois University	2002, 2003, 2006, & 2007
Human Sexuality	Ball State University	2001
Theories of Personality	Ball State University	2001

Grants Submitted

Olson, L., & Wilkinson, W. W. (2008-2012) *External Review of the Illinois State Board of Education Large Scale Assessment and Accountability System*. University of Illinois at Urbana-Champaign, \$49,092.

Olson, L., Wilkinson, W. W., & Little, K. (2010). *National public survey on white collar crime*, National White Collar Crime Center, \$99,623.

Wilkinson, W. W., Olson, L., & Bingle, B. (2009). *A national telephone survey of attitudes toward same-sex marriage*, Society for the Psychological Study of Social Issues, \$33,514.

Karen L. Yanowitz
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(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)

- McKay, T., Yanowitz, K.L., Ross, C.A., Vanderpool, S.S. (in press). Don't swat that fly! Use of houseflies in the inquiry classroom. *Science Scope*.
- Yanowitz, K.L., & Yanowitz, J.L. (2012). The role of gender in the generation of stalking scripts. *Sex Roles: A Journal of Research*, 66, 366-377.
- Yanowitz, K.L., McKay, T., Ross, C.A., & Vanderpool, S.S. (2010). CSI: Creating student (and teacher) investigators: Using popular culture in professional development. *Journal of Technology and Teacher Education*, 18, 265-286.
- Weingold, D.H., Lack, M.D., & Yanowitz, K.L. (2009). The relative ease of obtaining a dermatologic appointment in Boston: How methods drive results. *The Journal of the American Academy of Dermatology*, 60, 944-949.
- Hahs-Vaughn, D., & Yanowitz, K.L. (2009). Who is conducting teacher research? *Journal of Educational Research*, 102, 415-246.
- Yanowitz, K.L. & Hahs-Vaughn, D. (2007). Changes in student-centered assessment by postsecondary science and non-science faculty. *Teaching in Higher Education*, 12, 171-184.
- Yanowitz, K.L. (2006). The influence of gender and experience on college students' stalking schemas. *Violence and Victims*, 21, 91 – 100.
- Yanowitz, K.L. (2004). Do scientists help people? Beliefs about scientists and the influence of pro-social context on girls' attitudes towards physics. *Journal of Women and Minorities in Science and Engineering*, 393-399.

- Yanowitz, K.L., & Vanderpool, S.S. (2004). Assessing girls' reactions to science workshops. *Journal of Science Education and Technology*, 13, 353-359.
- Yanowitz, K.L., & **Weathers, K.J.** (2004). Do boys and girls act differently in the classroom? A content analysis of student characters in educational psychology textbooks. *Sex Roles*, 51, 101-107.
- Clement, C.A., & Yanowitz, K.L. (2003). Using analogy to model causal mechanisms in complex texts, *Instructional Science*, 31, 195-225.
- Yanowitz, K.L., **Monte, E., & Tribble, J.R.** (2003). Teachers' beliefs about child abuse. *Child Abuse and Neglect*, 27, 483-488.
- Forsbach, T.A., Yanowitz, K.L., & Fiala, T. (2002). African-American students' perceptions of school success. *Academic Exchange Quarterly*, 6, 186-191.
- Tribble, J.R., Yanowitz, K.L., & Monte, E. (2002). Teachers' and education majors' ratings of parent-child interactions as child abuse. *Psi Chi Journal of Undergraduate Research*, 7, 137-141.
- Yanowitz, K.L. (2001). The effects of analogies on elementary school students' learning of scientific concepts. *School Science and Mathematics*, 101, 133-142.
- Yanowitz, K.L. (2001). The effects of similarity of theme and instantiation in analogical reasoning. *American Journal of Psychology*, 114, 547-567.
- Yanowitz, K.L. (2001). Looking to the future: Students' evaluations of generating lifelines. *Teaching of Psychology*, 28, 209-210.
- Yanowitz, K.L. (2001). Transfer of structure-related and arbitrary information in analogical reasoning. *Psychological Record*, 51, 357-379.
- Chen, Z., Yanowitz, K.L., & Daehler, M.W. (1995). Constraints on accessing abstract source information: Instantiation of principles facilitates children's analogical transfer. *Journal of Educational Psychology*, 87, 445-454.

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

- Liles, K., Witt, T., Tyler, L., Yanowitz, K.L., & Yanowitz, J.** (May, 2011). *Perceptions of stalkers' personality and motivations as a function of stalker gender*. Poster presented at the annual meeting of the Association for Psychological Science, Washington DC
- Yanowitz, J.L., Yanowitz, K.L., **West, M., Allen, C., Winters, D., & Lindsey, J.** (June, 2010). *Perceptions of the effectiveness of relationship pursuit tactics as a function of relationship status and gender*. Poster presented at the annual conference of the Association for Psychological Science, Boston, MA
- Bouldin, J.L., Yanowitz, K.L., Miller, C.A., Grippo, A.A., & Kennon, J.T. (2010). *Pedagogy by graduate students enhance communication skills and science education in the Arkansas Delta*. Poster presented at the annual conference of the Society of Environmental Toxicology and Chemistry, Portland, OR.
- Yanowitz, K.L., McKay, T., Ross, C.A., & Vanderpool, S.S. (2010). *The impact of participating in a STEM camp on career goals*. Poster presented at the annual conference of the Association for Psychological Science, Boston, MA.
- Ross, C.A., Yanowitz, K.L., McKay, T., & Vanderpool, S.S. (March, 2010). *Crime pays big dividends in the science classroom*. Paper presented at the annual conference of the National Science Teachers Association, Philadelphia, PA.
- Yanowitz, K.L., McKay, T., Ross, C.A., & Vanderpool, S.S. (2009, November). Possible selves and career goals: What do you want to be when you grow up? Paper presented at the annual meeting of the American Evaluation Association, Orlando, FL.
- Godwin, C.J., McKown, A., Yanowitz, K.L., & Sharp, B.** (2009, May). The effects of fathers' level of

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

- Yanowitz, K.L., **Godwin, C., T. Qualls, Sharp, B., & Lynn. J.** (2008, May). *Gender and racial differences in adolescents' possible selves*. Paper presented at the annual conference of the Association for Psychological Science, Chicago, IL.
- Yanowitz, K.L., Ross, A., Vanderpool, S., McKay, T., Trautwein, J., Miller, C., *Rogers, D., Kellim, L., Doan, V., & Mays, D.* (2008, March). *Coordinating a residential summer STEM program for teachers and students*. Paper presented at the annual conference of National Science Teachers' Association, Boston, MA.
- Yanowitz, K.L., Ross, A., Vanderpool, S., McKay, T., Trautwein, J., Miller, C., *Rogers, D., & Kellim, L.* (2008, March). *CSI (Creating Student Investigators): Using popular culture to capture future scientists*. Paper presented at the National Science Teachers' Association, Boston, MA.
- Yanowitz, K.L., & Hall, M. (May, 2006). *Changes in teachers' attitudes and use of student-centered pedagogy*. Poster presented at the annual conference of the American Psychological Society, NY.
- Yanowitz, K.L., & Hahs-Vaughn, D.L. (April, 2006). *Changes in student-centered assessment by postsecondary science and non-science faculty*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, C.A., & Yanowitz (February, 2006). *Improving middle grades math achievement by improving teachers' math content*. Paper presented at the annual meeting of the Research Council on Mathematics Learning, Las Vegas, NE.
- Yanowitz, K.L., & Hall, M. (February, 2006). *Improving mid-level math teachers' content knowledge*. Paper presented at the annual meeting of the Research Council on Mathematics Learning, Las Vegas, NE.
- Yanowitz, K.L., Oleson, S., Mitchell, S., & Miller, C.A. (2005). *Collaborative evaluation of a mathematics instructional grant*. Poster presented at the annual meeting of the American Evaluation Association, Toronto.
- Miller, C.A., & Yanowitz, K.L. (2005). *Improving middle graders math achievement by improving teachers' math content*. Paper presented at the annual conference of the Research Council on Mathematics Learning, Little Rock, AR.
- Hahs-Vaughn, D.L., & Yanowitz, K.L. (2004). *Pedagogical methods of postsecondary science faculty*. Poster presented at the annual conference of the American Psychological Association, Honolulu, HI.
- Yanowitz, K.L. (2002). *Children's transfer of structure-related and arbitrary information in an analogical reasoning task*. Poster presented at the biennial meeting of the Conference on Human Development, Charlotte, NC.
- Yanowitz, K.L. (2001). *Gender differences in postsecondary science teaching*. Paper presented at the annual meeting of the American Educational Research Society, Seattle.

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

- Robertson, J.W.** (October, 2012). *Impact of anxiety on analogy production and retrieval*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Conway, AR.
- Robertson, J.W., & Yanowitz, K.L.** (October, 2010). *Student perception of science and the desire for higher education*. Poster presented at the annual conference of the Arkansas American Psychological Society, Little Rock, AR.
- Machado, C.U., & Yanowitz, K.L.** (October, 2009). *Parents perceptions' of a science enrichment camp*. Poster presented at the annual conference of the Arkansas Psychological Association, Little Rock, Arkansas.
- 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.

Godwin, C. (April, 2008). *Possible Selves*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Conway, AR.

Bollinger, A. (April, 2008). *CSI Arkansas: Helping to improve the future of science*. Paper presented at the annual meeting of the Arkansas Symposium for Psychology Students, Conway, AR.

***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

2011	PI, ITEST program (NSF# 1031679) <i>Classroom Student Investigations</i> , \$1, 014,630
2009	Co-PI, Robert Noyce Scholarship Program (NSF# 0934904) <i>Creating STEM Teachers for Arkansas' future</i> , \$899,988
2006	PI, ITEST program (NSF# 0624440,) <i>CSI: Arkansas</i> , \$1,006,393
2005- present	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.

- 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

- Na'im, A., Blackmon, A.T., Ortiz, A.M, Nixon, C., Van Dyk, P., & Yanowitz, K.L. (2011). *Positionality Matters: Understanding culture and context from the perspective of key stakeholders*. American Evaluation Association 365 blog.
- Na'im, A., Blackmon, A.T., Ortiz, A.M, Nixon, C., Van Dyk, P., & Yanowitz, K.L. (2011). *Positionality Matters: Understanding culture and context from the perspective of key stakeholders*. ITEST Webinar sponsored by the EDC, Boston, MA.
- 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.
- Yanowitz, K.L. (2009). American Psychological Association sponsored invited presentation, *Academic career workshop*, Annual meeting of the Southwestern Psychological Association, San Antonio.

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

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 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.)

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

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

Trochim, W. (2007). *The Research Methods Knowledge Base*, 3rd Edition. Atomic Dog Publishing, Cincinnati, OH.

American Psychological Association. (2009). *Publication manual* (6th ed., second printing or later). Washington, DC: Author.

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:

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

- 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.

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 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 5303 Research Methods
Fall 2015**



Professor Dawn Weatherford, Ph.D.
Office Education 314
Office Hours ... and by appt

Phone 870-972-3171
E-mail dweatherford@state.edu

Include course and section (e.g., PSY 5303) and full name in subject line

Required Text:

Trochim, W. (2007). *The Research Methods Knowledge Base*, 3rd Edition. Atomic Dog Publishing, Cincinnati, OH.

American Psychological Association. (2009). *Publication manual* (6th ed., second printing or later). Washington, DC: Author.

Additional Readings:

Berkowitz, L., & Donnerstein, E. (1982). External validity is more than skin deep: Some answers to criticisms of laboratory experiments. *American Psychologist*, 37(3), 245-257. doi: 10.1037/0003-066X.37.3.245

Cesario, J. Priming, replication, and the hardest science. *Perspectives on Psychological Science*, 9(1), 40-48. doi: 10.1177/1745691613513470

Dijksterhuis, A. (2014). Welcome back theory! *Perspectives on Psychological Science*, 9(1), 72-75. doi:10.1177/1745691613513472

Keith-Spiegel, P., & Koocher, G. P. (2005). The IRB paradox: Could the protectors also encourage deceit? *Ethics & Behavior*, 15(4), 339-349. doi: 10.1207/s15327019eb1504_5

Mumford, M. D., Connelly, S., Brown, R. P., Murphy, S. T., Hill, J. H., Antes, A. L., Waples, E. P., & Devenport, L. D. (2008). A sensemaking approach to ethics training for scientists: Preliminary evidence of training effectiveness. *Ethics & Behavior*, 18(4), 315-339. doi: 10.1080/10508420802487815

Podsakoff, P. M., MacKenzie, S. B., Lee, J-Y, & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903. doi: 10.1037/0021-9010.88.5.879

Simons, D. J. (2014) The value of direct replication. *Perspectives on Psychological Science*, 9(1), 76-80. doi: 10.1177/1745691613514755

Wiggins, Bradford, J. (2011). Confronting the dilemma of mixed methods. *Journal of Theoretical and Philosophical Psychology*, 31(1). 44-60. doi: 10.1037/a0022612

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:

Course Component	Value	Number	Total	% of Final Grade
Quizzes and In Class Work	10	10	100	10%
Individual Research Assignments	100	4	100	40%
APA Style Research Proposal	300	1	300	30%
Research Proposal Presentation	200	1	200	20%
TOTAL			1000 possible points	100%

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:

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

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 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, cpeters@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.)

Week	Topic	Reading
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, χ^2 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 Exam 1 posted	Ch 6, 7*
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	

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

Weekly problem set homework, two exams (midterm and final)

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

Research Design and Statistical Analysis (2010; 3rd edition), by Jerome L. Myers, Arnold D. Well, & Robert F. Lorch, Jr., published by Routledge.

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:

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:

problem sets, exams

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

- 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...

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 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:

Problem Sets (plus quizzes)	20%
Exam 1	35%
Exam 2	45%

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

Week	Topic	Reading
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, χ^2 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 Exam 1 posted	Ch 6, 7*
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	

*These chapters are "integrated analysis" chapters, and act as summaries for the preceding section of chapters.

References:

- Bakker, M., & Wicherts, J. M. (2011). The (mis)reporting of statistical results in psychology journals. *Behavior Research Methods*, *43*, 666-678.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*, 155-159.
- Cohen, J. (1994). The earth is round ($p < .05$). *American Psychologist*, *49*, 997-1003.
- Fritz, C. O., Morris, P. E., & Richler, J. J. (2012). Effect size estimates: Current use, calculations, and interpretation. *Journal of Experimental Psychology: General*, *141*, 2-18.
- Wilkinson, L., & the Task Force on Statistical Inference (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist*, *54*, 594-604.

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 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

Text:

Calley, N. G. (2011). *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. Sage Publications.

Readings:

W.K. Kellogg Foundation Logic Model Development Guide

<http://www.wkkgf.org/resource-directory/resource/2006/02/wk-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)

<http://www.westat.com/westat/pdf/news/ufhb.pdf>

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

http://www.nrepp.samhsa.gov/Courses/ProgramEvaluation/resources/NREPP_Evaluation_course.pdf.

b. Number of pages of reading required per week: 50

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: 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

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...

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

PSY 5623 Program Development, Implementation, and Analysis

Spring 2016

Instructor: Dr. David Saarnio
Phone: (870) 972-3064
E-mail: dsaarnio@astate.edu

Office Location: ED 309
Office Hours: TBD
Or by appointment

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

Calley, N. G. (2011). *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. Sage Publications.

III. Required Supplemental Readings

W.K. Kellogg Foundation Logic Model Development Guide

<http://www.wkcf.org/resource-directory/resource/2006/02/wk-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)

<http://www.westat.com/westat/pdf/news/ufhb.pdf>

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

http://www.nrepp.samhsa.gov/Courses/ProgramEvaluation/resources/NREPP_Evaluation_course.pdf

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

	Topic
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 (student presentations)

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 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.

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?

Master 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 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.)

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

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:

Jex, S. M., & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach* (2nd ed.).

Hoboken, NJ: Wiley & Sons.

Additional Readings:

Aguinis, H., Pierce, C., Bosco, F., & Muslin, I. (2009). First decade of organizational research methods:

Trends in design, measurement, and data-analysis topics. *Organizational Research Methods, 12*, 69-112.

Bauer, T. N., Bodner, B. E., Erdogan, B., Truxillo, T. M., & Tucker, J. S. (2007). Newcomer adjustment

during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology, 92*, 707-721.

Colquitt, J., Conlon, D., Wesson, M., Porter, C., Ng., K. (2001). Justice at the millennium: A meta-analytic

review of 25 years of justice research. *Journal of Applied Psychology, 86*, 425-445.

Den Hartog, D. N., & Koopman, P. L. (2001). Leadership in organizations. In N. Anderson, D. S. Ones, H.

K. Sinangil, & C. Viswesveran (Eds.), *Handbook of industrial, work, and organizational psychology* (Vol. 2, pp. 166-187). Thousand Oaks, CA: Sage.

Denison, D. R. (1996). What is the difference between organizational culture and organizational

climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review, 31*, 619-654.

Edwards, J. (2008). To prosper, organizational psychology should...overcome methodological barriers to

progress. *Journal of Organizational Behavior, 29*, 469-491.

Ferris, G. R., Adams, G., Kolodinsky, F. W., Hochwarter, W., & Ammeter, A. P. (2002). Perceptions of

organizational politics: Theory and research directions. In F. J. Yammarino & F. Dansereau (Eds.), *Research in multi-level issues* (Vol. 1, pp. 179-254). Bingley, England: Emerald Group.

Greenberg, J. (2009). Everybody talks about organizational justice, but nobody does anything about it.

Industrial and Organizational Psychology: Perspectives on Science and Practice, 2, 181-195.

Hoffman, B., Balir, C., Meriac, J., & Woehr, D. (2007). Expanding the criterion domain? A quantitative

review of the OCB literature. *Journal of Applied Psychology, 92*, 555-566.

Holtom, B. C., Mitchell, T. R., Lee, T. W., & Eberly, M. B. (2008). Turnover and retention research: A

glance at the past, a closer review of the present, and a venture into the future. *Academy of Management Annals, 2*, 231-274.

Humphrey, S., Morgeson, F., & Mannor, M. (2009). Developing a theory of the strategic core of teams: A

role composition model of team performance. *Journal of Applied Psychology, 94*, 48-61.

Ilgen, D. R. (1999). Teams embedded in organizations: Some implications. *American Psychologist, 54*, 129-

139.

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job Attitudes. *Annual Review of Psychology, 63*, 341-

367.

- Katzell, R. A., & Austin, J. T. (1992). From then to now: The development of industrial-organizational psychology in the United States. *Journal of Applied Psychology, 77*, 803-835.
- Klein, K., Dansereau, F., & Hall, R.J. (1994). Levels issues in theory development, data collection, and analysis. *Academy of Management Review, 19*, 195-229.
- Kozlowski, S. W. J., & Bell, B. S. (2003). Work groups and teams in organizations. In W. C. Borman & D. R. Ilgen (Eds.), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, pp. 333-375). New York: Wiley & Sons.
- Lee, T. W., Mitchell, T. R., Holtom, B. C., McDaniel, L. S., & Hill, J. W. (1999). The unfolding model of voluntary turnover: A replication and extension. *Academy of Management Journal, 42*, 450-462.
- Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review, 29*, 388-403.
- Martinko, M. J., Gundlach, M. J., & Douglas, S. C. (2002). Toward an integrative theory of counterproductive workplace behavior: A causal reasoning perspective. *International Journal of Selection and Assessment, 10*, 36-50.
- Maslach, C. & Leiter, M. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology, 93*, 498-512.
- Morgeson, F., & DeRue, S. (2006). Event criticality, urgency, and duration: Understanding how events disrupt teams and influence team leader intervention. *Leadership Quarterly, 17*, 271-287.
- Olson-Buchanan, J. B., & Boswell, W. R. (2008). An integrative model of experiencing and responding to mistreatment at work. *Academy of Management Review, 33*, 76-96.
- Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., LaCost, H. A., & Roberts, J. E. (2003). Relationships between psychological climate perceptions and work outcomes: A meta-analytic review. *Journal of Organizational Behavior, 24*, 389-416.
- Podsakoff, N., Whiting, S., Podsakoff, P., & Blume, B. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology, 94*, 122-141.
- Pritchard, R., Harrell, M., DiazGranados, D., & Guzman, M. (2008). The productivity measurement and enhancement system: A meta-analysis. *Journal of Applied Psychology, 93*, 540-567.
- Rico, R., & Cohen, S. G. (2005). Effects of task interdependence and type of communication on performance in virtual teams. *Journal of Managerial Psychology, 20*, 261-274.
- Ryan, A. R., & Ford, J. K. (2010). Organizational psychology and the tipping point of professional identity. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 3*, 241-258.
- Rynes, S. L. (2007). Let's create a tipping point: What academics and practitioners can do, alone and together. *Academy of Management Journal, 50*, 1046-1054.
- Schneider, B.J. (1987). The people make the place. *Personnel Psychology, 40*, 437-453.
- Schein, E. H. (1990). Organizational culture. *American Psychologist, 45*, 109-119.
- Solinger, O., van Olffen, W., & Roe, R. (2008). Beyond the three component model of organizational commitment. *Journal of Applied Psychology, 93*, 70-83.
- Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. (2000). Work groups: From the Hawthorne studies to work teams of the 1990s and beyond. *Group Dynamics: Theory, Research & Practice, 4*, 44-67.
- Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R., & de Chermont, K. (2003). The affective

underpinnings of job perceptions and attitudes: A meta-analytic review and integration. *Psychological Bulletin*, 129, 914-945.

Tolli, A. & Schmidt, A. (2008). The role of feedback, causal attributions, and self-efficacy in goal revision. *Journal of Applied Psychology*, 93, 692-701.

Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist*, 63, 182-196.

Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs, and affective experiences. *Human Resource Management Review*, 12, 173-194.

Young, S. A. & Parker, C. P. (1999). Predicting collective climate: Assessing the role of shared work values, needs, employee interaction and work group membership. *Journal of Organizational Behavior*, 20, 1199-1218.

Yukl, G. (2008). How leaders influence organizational effectiveness. *Leadership Quarterly*, 19, 708-722.

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:

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> 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.
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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

Jex, S. M., & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach* (2nd ed.). Hoboken, NJ: Wiley & Sons.

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).

Aguinis, H., Pierce, C., Bosco, F., & Muslin, I. (2009). First decade of organizational research methods: Trends in design, measurement, and data-analysis topics. *Organizational Research Methods, 12*, 69-112.

Bauer, T. N., Bodner, B. E., Erdogan, B., Truxillo, T. M, & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology, 92*, 707-721.

Colquitt, J., Conlon, D., Wesson, M., Porter, C., Ng., K. (2001). Justice at the millennium: A meta-analytic review of 25 years of justice research. *Journal of Applied Psychology, 86*, 425-445.

Den Hartog, D. N., & Koopman, P. L. (2001). Leadership in organizations. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesveran (Eds.), *Handbook of industrial, work, and organizational psychology* (Vol. 2, pp. 166-187). Thousand Oaks, CA: Sage.

- Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, *31*, 619-654.
- Edwards, J. (2008). To prosper, organizational psychology should...overcome methodological barriers to progress. *Journal of Organizational Behavior*, *29*, 469-491.
- Ferris, G. R., Adams, G., Kolodinsky, F. W., Hochwarter, W., & Ammeter, A. P. (2002). Perceptions of organizational politics: Theory and research directions. In F. J. Yammarino & F. Dansereau (Eds.), *Research in multi-level issues* (Vol. 1, pp. 179-254). Bingley, England: Emerald Group.
- Greenberg, J. (2009). Everybody talks about organizational justice, but nobody does anything about it. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *2*, 181-195.
- Hoffman, B., Balir, C., Meriac, J., & Woehr, D. (2007). Expanding the criterion domain? A quantitative review of the OCB literature. *Journal of Applied Psychology*, *92*, 555-566.
- Holtom, B. C., Mitchell, T. R., Lee, T. W., & Eberly, M. B. (2008). Turnover and retention research: A glance at the past, a closer review of the present, and a venture into the future. *Academy of Management Annals*, *2*, 231-274.
- Humphrey, S., Morgeson, F., & Mannor, M. (2009). Developing a theory of the strategic core of teams: A role composition model of team performance. *Journal of Applied Psychology*, *94*, 48-61.
- Ilgen, D. R. (1999). Teams embedded in organizations: Some implications. *American Psychologist*, *54*, 129-139.
- Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job Attitudes. *Annual Review of Psychology*, *63*, 341-367.
- Katzell, R. A., & Austin, J. T. (1992). From then to now: The development of industrial-organizational psychology in the United States. *Journal of Applied Psychology*, *77*, 803-835.
- Klein, K., Dansereau, F., & Hall, R.J. (1994). Levels issues in theory development, data collection, and analysis. *Academy of Management Review*, *19*, 195-229.
- Kozlowski, S. W. J., & Bell, B. S. (2003). Work groups and teams in organizations. In W. C. Borman & D. R. Ilgen (Eds.), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, pp. 333-375). New York: Wiley & Sons.
- Lee, T. W., Mitchell, T. R., Holtom, B. C., McDaniel, L. S., & Hill, J. W. (1999). The unfolding model of voluntary turnover: A replication and extension. *Academy of Management Journal*, *42*, 450-462.

- Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review*, *29*, 388-403.
- Martinko, M. J., Gundlach, M. J., & Douglas, S. C. (2002). Toward an integrative theory of counterproductive workplace behavior: A causal reasoning perspective. *International Journal of Selection and Assessment*, *10*, 36-50.
- Maslach, C. & Leiter, M. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, *93*, 498-512.
- Morgeson, F., & DeRue, S. (2006). Event criticality, urgency, and duration: Understanding how events disrupt teams and influence team leader intervention. *Leadership Quarterly*, *17*, 271-287.
- Olson-Buchanan, J. B., & Boswell, W. R. (2008). An integrative model of experiencing and responding to mistreatment at work. *Academy of Management Review*, *33*, 76-96.
- Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., LaCost, H. A., & Roberts, J. E. (2003). Relationships between psychological climate perceptions and work outcomes: A meta-analytic review. *Journal of Organizational Behavior*, *24*, 389-416.
- Podsakoff, N., Whiting, S., Podsakoff, P., & Blume, B. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, *94*, 122-141.
- Pritchard, R., Harrell, M., DiazGranados, D., & Guzman, M. (2008). The productivity measurement and enhancement system: A meta-analysis. *Journal of Applied Psychology*, *93*, 540-567.
- Rico, R., & Cohen, S. G. (2005). Effects of task interdependence and type of communication on performance in virtual teams. *Journal of Managerial Psychology*, *20*, 261-274.
- Ryan, A. R., & Ford, J. K. (2010). Organizational psychology and the tipping point of professional identity. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *3*, 241-258.
- Rynes, S. L. (2007). Let's create a tipping point: What academics and practitioners can do, alone and together. *Academy of Management Journal*, *50*, 1046-1054.
- Schneider, B.J. (1987). The people make the place. *Personnel Psychology*, *40*, 437-453.
- Schein, E. H. (1990). Organizational culture. *American Psychologist*, *45*, 109-119.

- Solinger, O., van Olffen, W., & Roe, R. (2008). Beyond the three component model of organizational commitment. *Journal of Applied Psychology, 93*, 70-83.
- Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. (2000). Work groups: From the Hawthorne studies to work teams of the 1990s and beyond. *Group Dynamics: Theory, Research & Practice, 4*, 44-67.
- Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R., & de Chermont, K. (2003). The affective underpinnings of job perceptions and attitudes: A meta-analytic review and integration. *Psychological Bulletin, 129*, 914-945.
- Tolli, A. & Schmidt, A. (2008). The role of feedback, causal attributions, and self-efficacy in goal revision. *Journal of Applied Psychology, 93*, 692-701.
- Van Vugt, M., Hogan, R., & Kaiser, R. B. (2008). Leadership, followership, and evolution: Some lessons from the past. *American Psychologist, 63*, 182-196.
- Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs, and affective experiences. *Human Resource Management Review, 12*, 173-194.
- Young, S. A. & Parker, C. P. (1999). Predicting collective climate: Assessing the role of shared work values, needs, employee interaction and work group membership. *Journal of Organizational Behavior, 20*, 1199-1218.
- Yukl, G. (2008). How leaders influence organizational effectiveness. *Leadership Quarterly, 19*, 708-722.

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

	Topic/Textbook Chapter	Supplemental Reading
Week 1	Introduction to Organizational Psychology	Katzell & Austin (1992) Ryan & Ford (2010) Rynes (2007)
Week 2	Research Methods	Aguinis et al. (2009) Edwards (2008) Klein et al. (1994)
Week 3	Attraction and Socialization	Bauer et al. (2007) Pritchard et al. (2008)
Week 4	Productive Behaviors in Organizations	Hoffmann et al. (2007) Podsakoff et al. (2009)
Week 5	Job Satisfaction and Organizational Commitment	Judge & Kammeyer-Mueller (2012) Maslach & Leiter (2008) Solinger et al. (2008) Thoresen et al. (2003) Weiss (2002)
Week 6	Counterproductive Behaviors in Organizations	Holtom et al. (2008) Lee et al. (1999) Martinko et al. (2002)
Week 7	Occupational Stress	Greenberg (2009) Olson-Buchanan & Boswell (2008)
Week 8	Theories of Motivation	Colquitt et al. (2001) Locke & Latham (2004)
Week 9	Organizational Applications of Motivation Theory	Tolli & Schmidt (2008)

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.

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 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

Eysenck, M., & Keane, M.T. (2010). Cognitive Psychology, Psychology Press.

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:

Enter text...

Assessment Tool:

Enter text...

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.
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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.
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9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
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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.

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

A: 500- 450 B: 449 - 400 C: 399 – 350 D: 349 - 300 F: 299 and below

Required Core Text:

Eysenck, M., & Keane, M.T. (2010). *Cognitive Psychology*, Psychology Press.

Required Text Supplements:

Best, D.L., & Intons- Peterson, M.J. (2014). *Memory Distortions and their Prevention*, Routledge.

Herrmann, D.J., Yoder, C.Y., Gruneberg, M., & Payne, D.G (2006). *Applied Cognitive Psychology*, Routledge.

Supplemental readings

Introduction

Rugg, M. D., & Thompson-Schill, S. L. (2013). Moving forward with fMRI data. *Perspectives on Psychological Science*, 8, 84-87. doi:[10.1177/1745691612469030](https://doi.org/10.1177/1745691612469030)

Mather, M., Cacioppo, J. T., & Kanwisher, N. (2013). How fMRI can inform cognitive theories. *Perspectives on Psychological Science*, 8, 108-113. doi:[10.1177/1745691612469037](https://doi.org/10.1177/1745691612469037)

Seligman, M. E. P., Railton, P., Baumeister, R. F., & Sripada, C. (2013). Navigating into the future or driven by the past. *Perspectives on Psychological Science*, 8, 119-141. doi:[10.1177/1745691612474317](https://doi.org/10.1177/1745691612474317)

Pattern recognition/Perception/Imagery

Dunning, D., & Balcells, E. (2013). Wishful seeing: How preferences shape visual perception. *Current Directions in Psychological Science*, 22, 33-37. doi:[10.1177/0963721412463693](https://doi.org/10.1177/0963721412463693)

Sim, J. J., Correll, J., & Sadler, M. S. (2013). Understanding police and expert performance: When training attenuates (vs. exacerbates) stereotypic bias in the decision to shoot. *Personality and Social Psychology Bulletin*, 39, 291-304. doi:[10.1177/0146167212473157](https://doi.org/10.1177/0146167212473157)

DeLucia, P. R. (2013). Effects of size on collision perception and implications for perceptual theory and transportation safety. *Current Directions in Psychological Science*, 22, 199-204. doi:[10.1177/0963721412471679](https://doi.org/10.1177/0963721412471679)

Becker, M. W. (2009). Panic search: Fear produces efficient visual search for nonthreatening objects. *Psychological Science*, 20, 435-437. doi:[10.1111/j.1467-9280.2009.02303.x](https://doi.org/10.1111/j.1467-9280.2009.02303.x)

Attention

Kunar, M. A., Carter, R., Cohen, M., & Horowitz, T. S. (2008). Telephone conversation impairs sustained visual attention via a central bottleneck. *Psychonomic Bulletin & Review*, 15, 1135-1140. doi:[10.3758/PBR.15.6.1135](https://doi.org/10.3758/PBR.15.6.1135)

Wolfe, J. M., Horowitz, T. S., & Kenner, N. M. (2005). Rare items often missed in visual searches. *Nature*, 435, 439-440. <http://search.bwh.harvard.edu/new/pubs/WolfePrevalenceNature05.pdf>

Eastwood, J. D., Frischen, A., Fenske, M. J., & Smilek, D. (2012). The unengaged mind: Defining boredom in terms of attention. *Perspectives on Psychological Science*, 7, 482-495.

doi:[10.1177/1745691612456044](https://doi.org/10.1177/1745691612456044)

Huntsinger, J. R. (2013). Does emotion directly tune the scope of attention? *Current Directions in Psychological Science*, 22, 265-270. doi:[10.1177/0963721413480364](https://doi.org/10.1177/0963721413480364)

Working memory

Logie, R. H. (2011). The functional organization and capacity limits of working memory. *Current Directions in Psychological Science*, 20, 240-245. doi:[10.1177/0963721411415340](https://doi.org/10.1177/0963721411415340)

Morrison, A. B., & Chein, J. M. (2011). Does working memory training work? The promise and challenges of enhancing cognition by training working memory. *Psychonomic Bulletin & Review*, 18, 46-60.

doi:[10.3758/s13423-010-0034-0](https://doi.org/10.3758/s13423-010-0034-0)

Kane, M. J., & McVay, J. C. (2012). What mind wandering reveals about executive-control abilities and failures. *Current Directions in Psychological Science*, 21, 348-354. doi:[10.1177/0963721412454875](https://doi.org/10.1177/0963721412454875)

Ashcraft, M. H., & Krause, J. A. (2007). Working memory, math performance, and math anxiety. *Psychonomic Bulletin & Review*, 14, 243-248. doi:[10.3758/BF03194059](https://doi.org/10.3758/BF03194059)

Long term memory

Miele, D. B., Finn, B., & Molden, D. C. (2011). Does easily learned mean easily remembered? It depends on your beliefs about intelligence. *Psychological Science*, 22, 320-324. doi:[10.1177/0956797610397954](https://doi.org/10.1177/0956797610397954)

Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T., & Pashler, H. (2008). Spacing effects in learning: A temporal ridge of optimal retention. *Psychological Science*, 19, 1095-1102. doi:[10.1111/j.1467-9280.2008.02209.x](https://doi.org/10.1111/j.1467-9280.2008.02209.x)

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14, 4-58.

<http://psi.sagepub.com/content/14/1/4.full.pdf+html?ijkey=Z10jaVH/60XQM&keytype=ref&siteid=spsps>

Memory applications

Roediger, H. L., III, & Pyc, M. A. (2012). Inexpensive techniques to improve education: Applying cognitive psychology to enhance educational practice. *Journal of Applied Research in Memory and Cognition*, 1, 242-248. doi:[10.1016/j.jarmac.2012.09.002](https://doi.org/10.1016/j.jarmac.2012.09.002)

Mayer, R. E. (2012). Advances in applying the science of learning to education: An historical perspective. *Journal of Applied Research in Memory and Cognition*, 1, 249-250. doi:[10.1016/j.jarmac.2012.10.001](https://doi.org/10.1016/j.jarmac.2012.10.001)

Daniel, D. B. (2012). Promising principles: Translating the science of learning to educational practice. *Journal of Applied Research in Memory and Cognition*, 1, 251-253. doi:[10.1016/j.jarmac.2012.10.004](https://doi.org/10.1016/j.jarmac.2012.10.004)

Dunlosky, J., & Rawson, K. A. (2012). Despite their promise, there's still a lot to learn about techniques that support durable learning. *Journal of Applied Research in Memory and Cognition*, 1, 254-256.

doi:[10.1016/j.jarmac.2012.10.003](https://doi.org/10.1016/j.jarmac.2012.10.003)

Kornell, N., Rabelo, V. C., & Klein, P. J. (2012). Tests enhance learning--Compared to what? *Journal of Applied Research in Memory and Cognition*, 1, 257-259. doi:[10.1016/j.jarmac.2012.10.002](https://doi.org/10.1016/j.jarmac.2012.10.002)

Pellegrino, J. W. (2012). From cognitive principles to instructional practices: The devil is often in the details. *Journal of Applied Research in Memory and Cognition*, 1, 260-262.

doi:[10.1016/j.jarmac.2012.10.005](https://doi.org/10.1016/j.jarmac.2012.10.005)

Roediger, H. L., III, & Pyc, M. A. (2012). Applying cognitive psychology to education: Complexities and prospects. *Journal of Applied Research in Memory and Cognition*, 1, 263-265.

doi:[10.1016/j.jarmac.2012.10.006](https://doi.org/10.1016/j.jarmac.2012.10.006)

Language

Ziegler, J. C., et al. (2010). Orthographic depth and its impact on universal predictors of reading: A cross-language investigation. *Psychological Science*, 21, 551-559. doi:[10.1177/0956797610363406](https://doi.org/10.1177/0956797610363406)

Goksun, T., Hirsh-Pasek, K., & Golinkoff, R. M. (2010). Trading spaces: Carving up events for learning language. *Perspectives on Psychological Science*, 5, 33-42. doi:[10.1177/1745691609356783](https://doi.org/10.1177/1745691609356783)

Gygax, P., Gabriel, U., Sarrasin, O., Oakhill, J., & Garnham, A. (2008). Generically intended, but specifically interpreted: When beauticians, musicians, and mechanics are all men. *Language and Cognitive Processes*, 23, 464-485. doi:[10.1080/01690960701702035](https://doi.org/10.1080/01690960701702035)

Reasoning and problem solving

Mannes, A. E., & Moore, D. A. (2013). A behavioral demonstration of overconfidence in judgment. *Psychological Science*, 24, 1190-1197. doi:[10.1177/0956797612470700](https://doi.org/10.1177/0956797612470700)

Stanovich, K. E., West, R. F., & Toplak, M. E. (2013). Myside bias, rational thinking, and intelligence. *Current Directions in Psychological Science*, 22, 259-264. doi:[10.1177/0963721413480174](https://doi.org/10.1177/0963721413480174)

Joslyn, S., & LeClerc, J. (2013). Decisions with uncertainty: The glass half full. *Current Directions in Psychological Science*, 22, 308-315. doi:[10.1177/0963721413481473](https://doi.org/10.1177/0963721413481473)

Fiedler, K., Kutznew, F., & Vogel, T. (2013). Pseudocontingencies: Logically unwarranted but smart inferences. *Current Directions in Psychological Science*, 22, 324-329. doi:[10.1177/0963721413480171](https://doi.org/10.1177/0963721413480171)

Lewandowsky, S., Ecker, U. K. H., Seifert, C. M., Schwarz, N., & Cook, J. (2012). Misinformation and its correction: Continued influence and successful debiasing. *Psychological Science in the Public Interest*, 13, 106-131.

<http://psi.sagepub.com/content/13/3/106.full.pdf+html?ijkey=FNCpLYuivUOHE&keytype=ref&siteid=sppsi>

Code #

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 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:

Baumeister, R. F., & Finkel, E. J. (Eds.) (2010). *Advanced social psychology: The state of the science*. Oxford: Oxford University Press.

Text Supplements:

Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., Rothstein, H. R., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin, 136*, 151-173.

Devine, P. G., & Sharp, L. B. (2009). Automaticity and control in stereotyping and prejudice. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 61-87). New York: Psychology Press.

Esser, J. K. (1998). Alive and well after 25 years: A review of groupthink research. *Organizational Behavior and Human Decision Processes, 73*, 116-141.

Evans, J. B. T. (2008). Dual-processing accounts of reasoning, judgment, and social cognition. *Annual Review of Psychology, 59*, 255-278.

Ferguson, C. J., & Kilburn, J. (2010). Much ado about nothing: The misestimation and overinterpretation of violent video game effects in Eastern and Western nations: Comment on Anderson et al. (2010). *Psychological Bulletin, 136*, 174-178.

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Packer, D. J. (2007). Identifying systematic disobedience in Milgram's obedience experiments: A meta-analytic review. *Perspectives on Psychological Science, 3*, 301-304.

Petty, R. E. & Brinol, P. (2010). Attitude structure and change: Implications for implicit measures. In B. Gawronski & B. K. Payne (Eds.), *Handbook of implicit social cognition: Measurement, theory, and applications* (pp. 335-352). New York: Guilford.

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Empirical Articles:

Badea, C., Jetten, J., Czukor, G., & Askevis-Leherpeux, F. (2010). The bases of identification: When optimal distinctiveness needs face social identity threat. *British Journal of Social Psychology, 49*, 21-41.

Cehajic-Clancy, S., Effron, D.A., Halperin, E., Liberman, V., & Ross, L.D. (2011). Affirmation, acknowledgment of in-group responsibility, group-based guilt, and support for reparative measures. *Journal of Personality and Social Psychology, 101*, 256-270.

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Correll, J., Park, B., Judd, C.M. Wittenbrink, B., Sadler, M.S., & Keesee, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. *Journal of Personality and Social Psychology, 92*, 1006-1023.

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Eastwick, P.W., & Gardner, W.L. (2009). Is it a game? Evidence for social influence in the virtual world. *Social Influence, 4*, 18-32.

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Human, L.J., & Biesanz, J.C. (2011). Through the looking glass clearly: Accuracy and assumed similarity in well-adjusted individuals' first impressions. *Journal of Personality and Social Psychology, 100*, 349-364.

- Huskinson, T. L. H., & Haddock, G. (2006). Individual differences in attitude structure and the accessibility of the affective and cognitive components of attitude. *Social Cognition, 24*, 453-468.
- Kerr, N.L., & Seok, D. (2011). "...With a little help from my friends": Friendship, effort norms, and group motivation gain. *Journal of Managerial Psychology, 26*, 205-218.
- Laran, J., Dalton, A.N., & Andrade, E.B. (2011). The curious case of behavioral backlash: Why brands produce priming effects and slogans produce reverse priming effects. *Journal of Consumer Research, 37*, 999-1014.
- Lieberman, D., Oum, R., & Kurzban, R. (2008). The family of fundamental social categories includes kinship: Evidence from the memory confusion paradigm. *European Journal of Social Psychology, 38*, 998-1012.
- McCarthy, R.J., & Skowronski, J. J. (2011). The interplay of controlled and automatic processing in the expression of spontaneously inferred traits: A PDP analysis. *Journal of Personality and Social Psychology, 100*, 229-240.
- McConnell, A.R., Rydell, R.J., & Brown, C.M. (2009). On the experience of self-relevant feedback: How self-concept organization influences affective responses and self-evaluations. *Journal of Experimental Social Psychology, 45*, 695-707.
- Phills, C. E., Santelli, A.G., Kawakami, K., Struthers, C. W., & Higgins, E. T. (2011). Reducing implicit prejudice: Matching approach/avoidance strategies to contextual valence and regulatory focus. *Journal of Experimental Social Psychology, 47*, 968-973.
- Powell, L.J., Macrae, C.N., Cloutier, J., Metcalfe, J., & Mitchell, J.P. (2010). Dissociable neural substrates for angentic versus conceptual representations of self. *Journal of Cognitive Neuroscience, 22*, 2186-2197.
- Quadflieg, S., Turk, D.J., Waiter, G.D., Mitchell, J.P., Jenkins, A.C., & Macrae, C.N. (2009). Exploring the neural correlates of social stereotyping. *Journal of Cognitive Neuroscience, 21*, 1560-1570.
- Rydell, R.J., McConnell, A.R., & Mackie, D.M. (2008). Consequences of discrepant explicit and implicit attitudes: Cognitive dissonance and increased information processing. *Journal of Experimental Social Psychology, 44*, 1526-1532.
- Sagarin, B.J., Cialdini, R.B., Rice, W.E., & Serna, S.B. (2002). Dispelling the illusion of invulnerability: The motivations and mechanisms of resistance to persuasion. *Journal of Personality and Social Psychology, 83*, 526-541.
- Vandello, J.A., Bosson, J.K., Cohen, D., Burnaford, R.M., & Weaver, J.R. (2008). Precarious manhood. *Journal of Personality and Social Psychology, 95*, 1325-1339.
- Wagstaff, G.F., Wheatcroft, J., Cole, J.C., Brunas-Wagstaff, J., Blackmore, V., & Pilkington, A. (2008). Some cognitive and neuropsychological aspects of social inhibition and facilitation. *European Journal of Cognitive Psychology, 20*, 828-846.

b. Number of pages of reading required per week: 60-80

c. Number of pages of writing required over the course of the semester: 30-40

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:

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

- 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:

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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 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

**PSY 6653 – Foundations of Social Psychology
Spring Semester 2016
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

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

Baumeister, R. F., & Finkel, E. J. (Eds.) (2010). *Advanced social psychology: The state of the science*. Oxford: Oxford University Press.

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).

Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., Rothstein, H. R., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin, 136*, 151-173.

Devine, P. G., & Sharp, L. B. (2009). Automaticity and control in stereotyping and prejudice. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (pp. 61-87). New York: Psychology Press.

Esser, J. K. (1998). Alive and well after 25 years: A review of groupthink research. *Organizational Behavior and Human Decision Processes, 73*, 116-141.

Evans, J. B. T. (2008). Dual-processing accounts of reasoning, judgment, and social cognition. *Annual Review of Psychology, 59*, 255-278.

Ferguson, C. J., & Kilburn, J. (2010). Much ado about nothing: The misestimation and overinterpretation of violent video game effects in Eastern and Western nations: Comment on Anderson et al. (2010). *Psychological Bulletin*, *136*, 174-178.

Lane, K. A., Banaji, M. R., Nosek, B. A., & Greenwald, A. G. (2007). Understanding and using the Implicit Association Test: What we know (so far) about the method. In B. Wittenbrink & N. Schwarz (Eds.), *Implicit measures of attitudes* (pp. 59-102). New York: Guilford.

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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.

Badea, C., Jetten, J., Czukor, G., & Askevis-Leherpeux, F. (2010). The bases of identification: When optimal distinctiveness needs face social identity threat. *British Journal of Social Psychology*, *49*, 21-41.

Cehajic-Clancy, S., Effron, D.A., Halperin, E., Liberman, V., & Ross, L.D. (2011). Affirmation, acknowledgment of in-group responsibility, group-based guilt, and support for reparative measures. *Journal of Personality and Social Psychology*, *101*, 256-270.

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- de Hooge, I.E., Nelissen, R.M.A., Breugelmans, S.M., & Zeelenberg, M. (2011). What is moral about guilt? Acting "prosocially" at the disadvantage of others. *Journal of Personality and Social Psychology, 100*, 462-473.
- DeWall, C. N., Twenge, J.M., Gitter, S.A., & Baumeister, R.F.(2009). It's the thought that counts: The role of hostile cognition in shaping aggressive responses to social exclusion. *Journal of Personality and Social Psychology, 96*, 45-59.
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- Kerr, N.L., & Seok, D. (2011). "...With a little help from my friends": Friendship, effort norms, and group motivation gain. *Journal of Managerial Psychology, 26*, 205-218.
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- Lieberman, D., Oum, R., & Kurzban, R. (2008). The family of fundamental social categories includes kinship: Evidence from the memory confusion paradigm. *European Journal of Social Psychology, 38*, 998-1012.
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- McConnell, A.R., Rydell, R.J., & Brown, C.M. (2009). On the experience of self-relevant feedback: How self-concept organization influences affective responses and self-evaluations. *Journal of Experimental Social Psychology, 45*, 695-707.
- Phills, C. E., Santelli, A.G., Kawakami, K., Struthers, C. W., & Higgins, E. T. (2011). Reducing implicit prejudice: Matching approach/avoidance strategies to contextual valence and regulatory focus. *Journal of Experimental Social Psychology, 47*, 968-973.
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- Wagstaff, G.F., Wheatcroft, J., Cole, J.C., Brunas-Wagstaff, J. , Blackmore, V., & Pilkington, A. (2008). Some cognitive and neuropsychological aspects of social inhibition and facilitation. *European Journal of Cognitive Psychology, 20*, 828-846.

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

	Topic	Textbook/Supplemental Reading	Focus Empirical Articles
Week 1	Introduction and the History of Social Psychology	Textbook: Chapter 2	
Unit 1: Basic Processes			
Week 2	Social Cognition	Textbook: Chapter 3 Evans (2008)	Human & Biesanz (2011) McCarthy & Skowronski (2011)
Week 3	Social Psychology of Emotion	Textbook: Chapter 4	Cehajic-Clancy et al. (2011) Forgas (2011)
Week 4	The Self	Textbook: Chapter 5	Cole et al. (1996) McConnell et al. (2009)
Week 5	Attitude Structure	Textbook: Chapter 6 Lane et al. (2007)	Huskinson & Haddock (2006) Rydell et al. (2008)
Week 6	Attitude Change	Textbook: Chapter 7 Petty & Brinol (2010)	Laran et al. (2011) Sagarin et al. (2002)
Unit 2: Social Relations & Behaviors			
Week 7	Prosocial Behavior	Textbook: Chapter 8 Rudolph et al. (2004)	de Hooij et al. (2011) Grant & Gino (2010)
Week 8	Aggression	Textbook: Chapter 9 Anderson et al. (2010) Ferguson & Kilburn (2010)	DeWall et al. (2009) Vandello et al. (2008)
Week 9	Prejudice, Stereotyping, and Discrimination	Textbook: Chapter 10 Devine & Sharp (2009)	Correll et al. (2007) Phills et al. (2011)
Week 10	Social Influence	Textbook: Chapter 11 Packer (2007)	Eastwick & Gardner (2009) Goldstein et al. (2008)
Week 11	Group Processes	Textbook: Chapter 14 Esser (1998)	Kerr & Seok (2011) Wagstaff et al. (2008)
Week 12	Intergroup Relations	Textbook: Chapter 15	Badea et al. (2010) Does et al. (2011)
Unit 3: Connections to Related Fields			
Week 13	Social Neuroscience	Textbook: Chapter 16	Powell et al. (2010) Quadflieg et al. (2009)
Week 14	Evolutionary Social Psychology	Textbook: Chapter 17	Hodges-Simeon et al. (2011) Lieberman et al. (2008)
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.

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 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?

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.

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:

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.

Additional Readings:

Azen, R., & Budescu, D. V. (2003). The dominance analysis approach for comparing predictors in multiple regression. *Psychological Methods, 8*, 129-148.

Beckstead, J. W. (2012). Isolating and examining sources of suppression and multicollinearity in multiple linear regression. *Multivariate Behavioral Research, 47*, 224-246.

Chatterjee, S., & Yilmaz, M. (1992). A review of regression diagnostics for behavioral research. *Applied Psychological Measurement, 16*, 209-227.

Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement, 61*, 229-248.

Huberty, C. J. (1994). Why multivariate analyses? *Educational and Psychological Measurement, 54*, 620-627.

Huberty, C. J., & Barton, R. M. (1989). An introduction to discriminant analysis. *Measurement and Evaluation in counseling and Development, 22*, 158-167.

MacCallum, R. C., & Mar, C. M. (1995). Distinguishing between moderator and quadratic effects in multiple regression. *Psychological Bulletin, 118*, 405-421.

Shieh, G. (2006). Suppression situations in multiple linear regression. *Educational and Psychological Measurement, 66*, 435-447.

Thompson, B. (2000). Canonical correlation analysis. In L. G. Grimm & P. R. Yarnold (Eds.), *Reading and understanding more multivariate statistics* (pp. 285-316). Washington, DC: American Psychological Association.

Wendorf, C. A. (2004). Primer on multiple regression coding: Common forms and the additional case of repeated contrasts. *Understanding Statistics*, 3, 47-57.

- 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:

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...

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 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

PSY 6313 – Applied Analysis of Psychological Research II
Spring Semester 2016
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

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

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum.

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).

Azen, R., & Budescu, D. V. (2003). The dominance analysis approach for comparing predictors in multiple regression. *Psychological Methods, 8*, 129-148.

Beckstead, J. W. (2012). Isolating and examining sources of suppression and multicollinearity in multiple linear regression. *Multivariate Behavioral Research, 47*, 224-246.

Chatterjee, S., & Yilmaz, M. (1992). A review of regression diagnostics for behavioral research. *Applied Psychological Measurement, 16*, 209-227.

Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement, 61*, 229-248.

Huberty, C. J. (1994). Why multivariate analyses? *Educational and Psychological Measurement, 54*, 620-627.

Huberty, C. J., & Barton, R. M. (1989). An introduction to discriminant analysis. *Measurement and Evaluation in counseling and Development, 22*, 158-167.

Huberty, C. J., & Morris, J. D. (1989). Multivariate analysis versus multiple univariate analyses. *Psychological Bulletin, 105*, 302-308.

MacCallum, R. C., & Mar, C. M. (1995). Distinguishing between moderator and quadratic effects in multiple regression. *Psychological Bulletin, 118*, 405-421.

Shieh, G. (2006). Suppression situations in multiple linear regression. *Educational and Psychological Measurement, 66*, 435-447.

Thompson, B. (2000). Canonical correlation analysis. In L. G. Grimm & P. R. Yarnold (Eds.), *Reading and understanding more multivariate statistics* (pp. 285-316). Washington, DC: American Psychological Association.

Wendorf, C. A. (2004). Primer on multiple regression coding: Common forms and the additional case of repeated contrasts. *Understanding Statistics, 3*, 47-57.

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-calculations 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.

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*.

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

Unit One: Introduction & Simple Regression	
Week 1	Introduction: Regression as a General Data-Analytic System Reading: Textbook Chapter 1
Week 2	Bivariate Correlation and Simple Regression Reading: Textbook Chapter 2
Unit Two: Multiple Regression & Prediction	
Week 3	Multiple Regression Reading: Textbook Chapter 3
Week 4	Assumptions of Multiple Regression: Diagnosing and Solving Problems Reading: Textbook Chapter 4
Week 5	Data-analytic Strategies using Multiple Regression Reading: Textbook Chapter 5 Courville & Thompson (2001)
Week 6	Data-analytic Strategies using Multiple Regression (continued) Reading: Textbook Chapter 5 (continued) Azen & Budescu (2003) Beckstead (2012) Shieh (2006)
Week 7	Outliers & Multicollinearity: Diagnosing and Solving Problems Reading: Textbook Chapter 10 Chatterjee & Yilmaz (1992)
Week 8	Curvilinear Relationships & Transformations Reading: Textbook Chapter 6

Unit Three: Multiple Regression & Explanation	
Week 9	Interactions among Continuous Variables Reading: Textbook Chapter 7
Week 10	Categorical or Nominal Independent Variables Reading: Textbook Chapter 8 Wendorf (2004)
Week 11	Interactions with Categorical Variables Reading: Textbook Chapter 9 MacCallum & Mar (1995)
Unit Four: Advanced Topics & Multivariate Analyses	
Week 12	Logistic and Poisson Regression Reading: Textbook Chapter 13
Week 13	Canonical & Set Correlation Analyses Reading: Textbook Chapter 16 Huberty (1994) Thompson (2000)
Week 14	Discriminant Analysis and Causal Models Reading: Textbook Chapter 12 Huberty & Barton (1989)
Week 15	Finals Week

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.

Seminar

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> 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.

SAMPLE

PSY 6663 – Advanced Psychological Seminar Attitude Theory and Measurement 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

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.

Ajzen, I., & Fishbein, M. (2005). The influence of attitudes on behavior. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 173-222). Mahwah, NJ: Lawrence Erlbaum.

Briñol, P., & Petty, R. E. (2005). Individual differences in attitude change. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 575-616). Mahwah, NJ: Lawrence Erlbaum.

Briñol, P., & Petty, R. E., & McCaslin, M. J. (2009). Changing attitudes on implicit and explicit measures: What is the difference? In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 285-326). New York, NY: Psychology Press.

Cacioppo, J. T., Petty, R. E., Losch, M. E., & Crites, S. L. (1994). Psychophysiological approaches to attitudes: Detecting affective dispositions when people won't say, can't say, or don't even know. In S. Shavitt & T. C. Brocks (Eds.), *Persuasion: Psychological insights and perspectives* (pp. 43-69). Boston: Allyn and Bacon.

Chaiken, S., Pomerantz, E. M., & Giner-Sorolla, R. (1995). Structural consistency and attitude strength. In R. E. Petty & J. A. Krosnick (Eds.), *Attitude strength: Antecedents and consequences* (pp. 387-412). Mahwah, NJ: Lawrence Erlbaum.

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- Cunningham, W. A., Packer, D. J., Kesek, A., & Van Bavel, J. J. (2009). Implicit measurement of attitudes: A physiological approach. In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 485-512). New York, NY: Psychology Press.
- Dasgupta, N. (2009). Mechanisms underlying the malleability of implicit prejudice and stereotypes: The role of automaticity and cognitive control. In T. D. Nelson (Ed.), *Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 267-284). New York: Psychology Press.
- De Houwer, J. (2009). Comparing measures of attitudes at the functional and procedural level: Analysis and implications. In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 361-390). New York, NY: Psychology Press.
- Devine, P. G., & Sharp, L. B. (2009). Automaticity and control in stereotyping and prejudice. In T. D. Nelson (Ed.), *Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 61-87). New York: Psychology Press.
- Eagly, A. H., & Chaiken, S. (2005). Attitude research in the 21st century: The current state of knowledge. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 743-767). Mahwah, NJ: Lawrence Erlbaum.
- Fabrigar, L. R., MacDonald, T. K., & Wegener, D. T. (2005). The structure of attitudes. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 79-124). Mahwah, NJ: Lawrence Erlbaum.
- Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, *56*, 109-118.
- Greenwald, A. G., & Nosek, B. A. (2009). Attitudinal dissociation: What does it mean? In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 65-82). New York, NY: Psychology Press.
- Herek, G. M. (1986). The instrumentality of attitudes: Toward a neofunctional theory. *Journal of Social Issues*, *42*, 99-114.
- Herek, G. M. (2009). Sexual prejudice. In T. D. Nelson (Ed.), *Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 441-468). New York: Psychology Press.
- Jaccard, J., & Blanton, H. (2005). The origins and structure of behavior: Conceptualizing behavior in attitude research. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 125-172). Mahwah, NJ: Lawrence Erlbaum.
- Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, *24*, 163-204.

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- Krosnick, J. A. (1999). Maximizing questionnaire quality. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.), *Measures of political attitudes* (pp. 37-58). San Diego, CA: Academic Press.
- Krosnick, J. A., Judd, C. M., & Wittenbrink, B. (2005). The measurement of attitudes. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 21-76). Mahwah, NJ: Lawrence Erlbaum.
- Lane, K. A., Banaji, M. R., Nosek, B. A., & Greenwald, A. G. (2007). Understanding and using the Implicit Association Test: What we know (so far) about the method. In B. Wittenbrink & N. Schwarz (Eds.), *Implicit measures of attitudes* (pp. 59-102). New York, NY: Guilford.
- Monteith, M. J., & Mark, A. Y. (2009). The self-regulation of prejudice. In T. D. Nelson (Ed.), *Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 507-524). New York: Psychology Press.
- Olson, J. M., & Stone, J. (2005). The influence of behavior on attitudes. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 223-272). Mahwah, NJ: Lawrence Erlbaum.
- Olson, M. A. (2009). Measures of prejudice. In T. D. Nelson (Ed.), *Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 367-386). New York: Psychology Press.
- Olson, M. A., & Fazio, R. H. (2009). Implicit and explicit measures of attitudes: The perspective of the MODE model. In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 19-64). New York, NY: Psychology Press.
- Petty, R. E., & Briñol, P. (2009). Implicit ambivalence: A meta-cognitive approach. In R. E. Petty, R. H. Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 119-161). New York, NY: Psychology Press.
- Prislin, R., & Wood, W. (2005). Social influence in attitudes and attitude change. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 671-706). Mahwah, NJ: Lawrence Erlbaum.
- Schimmack, U., & Crites, S. L., Jr. (2005). The structure of affect. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 397-436). Mahwah, NJ: Lawrence Erlbaum.
- Shavitt, S. (1989). Operationalizing functional theories of attitude. In A. R. Pratkanis, S. J. Breckler, & A. G. Greenwald (Eds.), *Attitude structure and function* (pp. 311-337). Mahwah, NJ: Lawrence Erlbaum.
- Smith, E. R., & Conrey, F. R. (2007). Mental representations are states, not things: Implications for implicit and explicit measurement. In B. Wittenbrink & N. Schwarz (Eds.), *Implicit measures of attitudes* (pp. 247-264). New York, NY: Guilford.

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Thurstone, L. L. (1928). Attitudes can be measured. *American Journal of Sociology*, 33, 529-544.

Wegener, D. T., & Brown, R. D. (2005). Cognitive processes in attitude formation and change. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 493-542). Mahwah, NJ: Lawrence Erlbaum.

Wegener, D. T., Downing, J., Krosnick, J. A., & Petty, R. E. (1995). Measures and manipulations of strength-related properties of attitudes: Current practice and future directions. In R. E. Petty & J. A. Krosnick (Eds.), *Attitude strength: Antecedents and consequences* (pp. 455-488). Mahwah, NJ: Lawrence Erlbaum.

Wittenbrink, B. (2007). Measuring attitudes through priming. In B. Wittenbrink & N. Schwarz (Eds.), *Implicit measures of attitudes* (pp. 17-58). New York, NY: Guilford.

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

SAMPLE

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%)

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VIII. 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.

IX. Class Attendance

Failing to regularly attend class sessions will have a negative impact on your ability to achieve a passing grade. You are 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.

X. 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.

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XI. Class Schedule

	Topic	Readings
Week 1	Introduction	Eagly & Chaiken (2005)
Attitude Measurement		
Week 2	Explicit Measurement	Krosnick (1999) Krosnick et al. (2005) Thurstone (1928)
Week 3	Implicit Measurement	Greenwald & Nosek (2009) Lane et al. (2007) Wittenbrink (2007)
Week 4	Theoretical Approaches to Implicit Attitudes	Olson & Fazio (2009) Petty & Briñol (2009)
Week 5	Criticisms of Implicit Attitudes	De Houwer (2009) Smith & Conrey (2007)
Week 6	Physiological Measurement	Cacioppo et al. (1994) Cunningham et al. (2009)
Attitude Theory		
Week 7	Attitude Formation	Wegener & Brown (2005)
Week 8	Attitude Structure	Fabrigar et al. (2005) Jaccard & Blanton (2005) Schimmack & Crites (2005)
Week 9	Attitude Function	Herek (1986) Katz (1960) Shavitt (1989)
Week 10	Attitude Strength	Chaiken et al. (1995) Wegener et al. (1995)
Week 11	The Attitude-Behavior Relationship	Ajzen & Fishbein (2005) Olson & Stone (2005)
Week 12	Attitude Change	Briñol & Petty (2005) Briñol, Petty & McCaslin (2009) Prislin & Wood (2005)
Prejudiced Attitudes		
Week 13	Prejudice	Glick & Fiske (2001) Herek (2009) Olson (2009)
Week 14	Automaticity & Control in Prejudice	Dasgupta (2009) Devine & Sharp (2009) Monteith & Mark (2009)
Week 15	Final Exams	

**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



PRESIDENT

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.

AFFILIATES

Conference
of Southern
Graduate Schools

Northeastern
Association
of Graduate Schools

Midwestern
Association
of Graduate Schools

Western
Association
of Graduate Schools

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 renegeing 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.

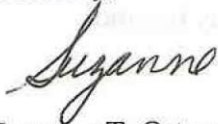
The role of the graduate dean with respect to the April 15 Resolution is twofold. First, from time to time--probably each year--this Resolution should be brought to the attention of graduate councils, departmental graduate committees, other relevant groups, and individuals in order to ensure that everyone 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



Council of Graduate Schools

Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants

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 | Claremont Graduate University | Georgia Institute of Technology | Medical College of Wisconsin |
| Air Force Institute of Technology | Clark Atlanta University | Georgia Regents University | Medical University of South Carolina |
| Alcorn State University | Clark University | Georgia Southern University | Miami University |
| Alfred University | Clemson University | Georgia State University | Michigan State University |
| American University | Cleveland State University | Hampton University | Michigan Technological University |
| Andrews University | College of Charleston | Harvard University | Middle Tennessee State University |
| Angelo State University | College of New Jersey | Hebrew Union College - Jewish Institute of Religion | Minnesota State University - Mankato |
| Appalachian State University | College of Saint Rose | High Point University | Mississippi State University |
| Arizona State University | College of William and Mary | Hofstra University | Missouri State University |
| Arkansas State University | Colorado School of Mines | Hood College | Montana State University - Bozeman |
| Auburn University | Columbia University | Howard University | Montana Tech of the University of Montana |
| Austin Peay State University | Concordia University, (IL) | Idaho State University | Montclair State University |
| Ball State University | Coppin State College | Illinois Institute of Technology | Mount Mary College |
| Baylor College of Medicine | Cornell University | Illinois State University | Murray State University |
| Baylor University | Creighton University | Indiana State University | National University |
| Bloomsburg University of Penn. | Dartmouth College | Indiana University | Naval Postgraduate School |
| Boise State University | Drew University | Indiana University - Purdue University Fort Wayne | New Jersey Institute of Technology |
| Boston College | Drexel University | Indiana University of Pennsylvania | New Mexico State University |
| Boston University | Duquesne University | Iowa State University | New York Medical College |
| Bowling Green State University | East Carolina University | Jackson State University | New York University |
| Bradley University | East Central University | James Madison University | North Carolina Agricultural & Technical State University |
| Brigham Young University | Eastern Illinois University | John Carroll University | North Carolina State University at Raleigh |
| Brown University | Eastern Kentucky University | Johns Hopkins University | North Dakota State University |
| Bryn Mawr College | Eastern Michigan University | Kansas State University | Northeastern Illinois University |
| Caldwell College | Eastern Washington University | Kent State University | Northern Arizona University |
| California Institute of Technology | Emerson College | Lamar University | Northern Illinois University |
| California State University, Bakersfield | Emory University | Langston University | Northern Michigan University |
| California State University, Fresno | Emporia State University | Lehigh University | Northwestern State University of Louisiana |
| California State University, Fullerton | Fayetteville State University | Lipscomb University | Northwestern University |
| California State University, Los Angeles | Fairmont State University | Loma Linda University | Nova Southeastern University |
| California State University, Northridge | Fielding Graduate Institute | Louisiana State University and A & M College | Oakland University |
| California State University, Sacramento | Florida A & M University | Louisiana State University Health Sciences Center | Ohio University |
| California State University, Stanislaus | Florida Atlantic University | Loyola Marymount University | Ohio State University |
| Case Western Reserve University | Florida International University | Loyola University of Chicago | Oklahoma State University |
| Catholic University of America | Florida State University | Marquette University | Old Dominion University |
| Central Michigan University | Fordham University | Marshall University | Oregon State University |
| Central Washington University | Fort Hays State University | Marywood University | Park University |
| City University of New York Graduate Center | Gallaudet University | Massachusetts Institute of Technology | Pennsylvania State University |
| | George Mason University | | |
| | George Washington University | | |
| | Georgetown University | | |

* This Resolution applies to offers of financial support only, not offers of admission.

CGS - Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants (continued)

Pepperdine University	University of Akron	University of Montana	University of Vermont
Pittsburg State University	University of Alabama	University of Nebraska at Kearney	University of Virginia
Polytechnic University of NYU	University of Alabama at Birmingham	University of Nebraska-Lincoln	University of Washington
Princeton University	University of Alabama in Huntsville	University of Nebraska at Omaha	University of Wisconsin – Eau Claire
Purdue University	University of Alaska, Fairbanks	University of Nevada-Las Vegas	University of Wisconsin – La Crosse
Queens College of the City University of New York	University of Albany, State University of New York	University of Nevada-Reno	University of Wisconsin – Madison
Radford University	University of Arizona	University of New Hampshire	University of Wisconsin – Milwaukee
Rensselaer Polytechnic Institute	University of Arkansas	University of New Haven	University of Wyoming
Rice University	University of Arkansas University of Bridgeport	University of New Mexico	Utah State University
Rockefeller University	University of California, Berkeley	University of New Orleans	Valdosta State University
Rowan University	University of California, Davis	University of North Carolina at Chapel Hill	Vanderbilt University
Rutgers - New Brunswick	University of California, Irvine	University of North Carolina at Charlotte	Villanova University
Rutgers - Newark	University of California, Los Angeles	University of North Carolina at Greensboro	Virginia Commonwealth University
St. Bonaventure University	University of California, Riverside	University of North Dakota	Virginia Polytechnic Institute and State University
St. Cloud State University	University of California, San Diego	University of North Texas	Wake Forest University
St. John's University	University of California, Santa Barbara	University of North Texas Science Center - Graduate School of Biomedical Sciences	Walden University
Saint Louis University	University of California, Santa Cruz	University of Northern Colorado	Washington State University
San Diego State University	University of Central Arkansas	University of Northern Iowa	Washington University
San Francisco State University	University of Central Florida	University of Notre Dame	Wayne State College
San Jose State University	University of Chicago	University of Oklahoma	Wayne State University
Santa Clara University	University of Cincinnati	University of Oklahoma Health Sciences Center	Wesleyan University
Shippensburg University	University of Colorado at Boulder	University of Oregon	West Chester University
South Carolina State University	University of Colorado at Denver	University of Pennsylvania	West Virginia University
South Dakota School of Mines & Technology	University of Connecticut	University of Pittsburgh	West Virginia Wesleyan College
South Dakota State University	University of Dayton	University of Puerto Rico - Rio Piedras Campus	Western Carolina University
Southeast Missouri State University	University of Delaware	University of Rhode Island	Western Illinois University
Southern Illinois University at Carbondale	University of Denver	University of Rochester	Western Kentucky University
Southern Illinois University at Edwardsville	University of the District of Columbia	University of San Diego	Western Michigan University
Southern Methodist University	University of Florida	University of Scranton	Western Washington University
Southern University A&M College	University of Georgia	University of South Alabama	Wichita State University
Spalding University	University of Hartford	University of South Carolina	Woods Hole Oceanographic Institution
Stanford University	University of Hawaii at Manoa	University of South Florida	Worcester Polytechnic Institute
State University of New York at Binghamton	University of Houston	University of Southern California	Wright State University
State University of New York – Upstate Medical University	University of Idaho	University of Southern Mississippi	Xavier University of Louisiana
Stony Brook University	University of Illinois at Chicago	University of Tennessee at Chattanooga	Yale University
Syracuse University	University of Illinois at Springfield	University of Tennessee, Knoxville	
Temple University	University of Illinois at Urbana-Champaign	University of Texas at Arlington	
Tennessee State University	University of Iowa	University of Texas at Austin	
Tennessee Technological University	University of Kansas	University of Texas at Brownsville	
Texas A & M International University	University of Kentucky	University of Texas at Dallas	
Texas A & M University	University of Louisiana at Lafayette	University of Texas at San Antonio	
Texas A & M University - Corpus Christi	University of Louisville	University of Texas Graduate School of Biomedical Science at Galveston	
Texas Christian University	University of Maine	University of Texas Grad School of Biomedical Science at Houston	
Texas Southern University	University of Maryland, Baltimore County	University of Texas Grad School of Biomedical Science at San Antonio	
Texas State University	University of Maryland, College Park	University of the Pacific	
Texas Tech University	University of Massachusetts Amherst	University of Toledo	
Texas Woman's University	University of Massachusetts Boston	University of Tulsa	
Towson University	The University of Memphis	University of Utah	
Truman State University	University of Miami		
Tufts University	University of Michigan		
Tulane University	University of Minnesota		
University at Buffalo, SUNY	University of Mississippi		
	University of Missouri, Columbia		
	University of Missouri, Kansas City		
	University of Missouri, St. Louis		



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